zenodo

doi

ISSN

ResearchGate

OpenAIRE

Google Scholar

Academic Resource Index ResearchBIB

DRJI

ADVANCED SCIENCE INDEX

JOURNAL OF UNIVERSAL SCIENCE RESEARCH

JUSR

2023

OUR FIELDS

- Exact Sciences
- Natural sciences
- Medical sciences
- Technical sciences
- Economics
- Philological sciences
- Pedagogical sciences
- Social and humanitarian sciences
- Psychological sciences
- Arts and cultural sciences
- Physical education and sports

Research Science and Innovation House

"CONFERENCE ON UNIVERSAL SCIENCE RESEARCH 2023"

OpenAIRE · Google Scholar · doi · zenodo

+998 (88) 808-21-07   http://universalpublishings.com

VOLUME 1, PART 12

«Conference on Universal Science Research 2023» ilmiy konferensiyasi:

31.12.2023 yil.

Ushbu to'plamda **«Conference on Universal Science Research 2023»** ilmiy konferensiyasi 2023 yil 1-soni 12-qismiga qabul qilingan maqolalar nashr etilgan.

Jurnal tarkibidagi barcha maqolalarga **DOI** unikal raqami biriktirilib, **Zenodo, Open Aire, Google Scholar** xalqaro ilmiy bazalarida indekslandi.

OAK tomonidan dissertatsiyalar asosiy ilmiy natijalarini chop etishga tavsiya etilgan jurnallar ro'yxatidagi milliy jurnallarda chiqarilgan maqolalar sifatida rasman tan olinadi.

Asos: O'zbekiston Respublikasi Oliy attestatsiyasi komissiyasining dissertatsiyalar asosiy ilmiy natijalarini chop etish tavsiya etilgan ilmiy nashrlar ro'yxati 3-sahifasi. – Toshkent: 2019. – 160 b.

Konferensiya materiallaridan professor-o'qituvchilar, mustaqil izlanuvchilar, doktarantlar, magistrantlar, talabalar, litsey-kollejlar va maktab o'qituvchilari, ilmiy xodimlar hamda barcha ilm-fanga qiziquvchilar foydalanishlari mumkin.

Eslatma! Konferensiya materiallari to'plamiga kiritilgan ilmiy maqolalardagi raqamlar, hisobotlar, ma'lumotlar haqqoniyligiga va keltirilgan iqtiboslar to'g'riligiga mualliflar shaxsan javobgardirlar.

"RESEARCH SCIENCE AND INNOVATION HOUSE" MCHJ

TAHRIRIYAT

Bosh muharrir: Eshqarayev Sadridin Chorievich – Termiz iqtisodiyot va servis universiteti tibbiyot va tabiiy fanlar kafedrasi mudiri, kimyo fanlari falsafa doktori, dotsent Termiz, O'zbekiston.

Mas'ul kotib:

Boboyorov Sardor Uchqun o'g'li Toshkent tibbiyot akademiyasi Termiz filiali talabasi

Nashrga tayyorlovchi:

Eshqorayev Samariddin Sadridin o'g'li Termiz muhandislik-texnologiya instituti magistranti

TAHRIR KENGASHI A'ZOLARI

Texnika fanlari muharriri, Eshqarayev Ulug'bek Chorievich – Denov tadbirkorlik va pedagogika instituti "Boshlang'ich ta'lim metodikasi" kafedrasi dotsenti, texnika fanlari nomzodi, Denov, O'zbekiston.

Texnika fanlari muharriri Babamuratov Bekzod Ergashevich – Termiz davlat universiteti fizik kimyo kafedrasi dotsenti, falsafa fanlari doktori, Termiz, O'zbekiston.

Kimyo fanlari muharriri Mirabbos Xojamberdiev Ikromovich- Berlin Technische Universität dotsenti, kimyo fanlari doktori, Berlin, Germaniya

Kimyo fanlari muharriri, Eshqurbonov Furqat Bozorovich – Termiz muhandislik-texnologiya instituti, kimyo fanlari doktori, Termiz, O'zbekiston.

Iqtisodiyot fanlari muharriri Otamurodov Shavkat Tillayevich – Termiz iqtisodiyot va servis universiteti prorektori, iqtisod fanlari doktori, Termiz, O'zbekiston.

Ijtimoiy va gumanitar fanlar muharriri, Xudoyberdiyev Xursand Xudoyberdiyevich – Termiz muhandislik-texnologiya instituti, ijtimoiy-gumanitar fanlar doktori, Termiz, O'zbekiston.

Tibbiyot fanlari muharriri Otamurodov Furqat Abdukarimovich, Toshkent tibbiyot akademiyasi Termiz filiali direktori, Termiz, O'zbekiston tibbiyot fanlari falsafa doktori, Termiz, O'zbekiston.

Biologiya fanlari muharriri Nurova Zamira Annakulovna Toshkent tibbiyot akademiyasi Termiz filiali. Termiz, O'zbekiston, biologiya fanlari doktori, dots., Termiz, O'zbekiston.

Tibbiyot fanlari muharriri Turabayeva Zarina Kenjabekovna Toshkent tibbiyot akademiyasi Termiz filiali, tibbiyot falsafa fanlari doktori, Termiz, O'zbekiston.

Sotsiologiya fani muharriri Eryigitova Lobar Qodirovna Termiz muhandislik-texnologiya instituti, falsafa sotsiologiya fanlari doktori, Termiz, O'zbekiston.

Filologiya fanlari muharriri Jo'rayeva Ramziya Abdurahimovna Qo'qon davlat pedagogika instituti. Qo'qon, O'zbekiston filologiya fanlari fanlari doktori (PhD), katta o'qituvchi.

Fizika-matematika-fanlari muharriri Bobamuratov Ulug'bek Erkinovich Termiz muhandislik-texnologiya instituti, falsafa fanlari doktori, fizika-matematika-fanlari, Termiz, O'zbekiston.

Tibbiyot fanlari muharriri Axmedov Kamoliddin Xakimovich Toshkent tibbiyot akademiyasi Termiz filiali 1-son davolash fakulteti dekani, tibbiyot fanlari nomzodi, dotsent

Tibbiyot fanlari muharriri Vohidov Alisher Shavkatovich Toshkent tibbiyot akademiyasi Termiz filiali Umumiy xirurgiya, bolalar xirurgiyasi va bolalar urologiyasi kafedrasi mudiri Tibbiyot fanlari doktori, professor

Gumanitar fanlar muharriri Rahmonov Abduqahhor Abdusattorovich Ma'naviy-axloqiy tarbiya va yoshlar bilan ishlash bo'yicha direktor o'rinbosari, falsafa fanlari doktori (PhD)

Phrasal verbs and their characteristics

Jizzkh branch of the National University of Uzbekistan
named after Mirzo Ulugbek
The Faculty of Psychology, the department of Foreign languages
Philology and foreign languages
Scientific advisor: **Teshaboyeva Nafisa Zubaydulla qizi**
nafisateshaboyeva@gmail.com
Student of group 401-22: **Atajanova Mohinur Sanjar qizi**
atajanovamohinur2@gmail.com

ANNOTATION

Phrasal verbs and figures of speech are as often as possible utilized in ordinary English. They are moreover utilized in more particular dialect as counterparts for uncommon terms. The utilize of phrasal verbs and figures of speech by local patients and wellbeing care specialists makes their communication less demanding and less confounding. Non-native therapeutic specialists frequently come over with English phrasal verbs (figures of speech) in bona fide writings and communication. This article deals with semantic features of phrasal verbs. The collection of examples multi-words verbs is taken as a source of the article, where literal and idiomatic usage are studied.

KEY WORDS: multilingual speakers, conjugation, transitive, intransitive, separable, inseparable phrasal verbs

INTRODUCTION

Phrasal verbs are two or more words that together act as a completely new verb with a meaning separate from those of the original words. For example, pick up means to grab or lift, very different from the definitions.Popular in spoken English, phrasal verbs can be quite confusing because their definitions aren't always easy to guess—and there are thousands of them. In fact, many of the base verbs used to form phrasal verbs are used in multiple different phrasal verbs with distinct meanings, which can add to the confusion.For multilingual speakers, in particular, phrasal verbs are one of the most difficult topics in learning English. To help simplify this complicated subject, what follows is our guide to understanding English phrasal verbs, including a list of the most common ones.

What is a phrasal verb?

A phrasal verb combines a normal verb with an adverb or a preposition, referred to as the particle of the phrasal verb, to create an entirely new verbal phrase—the phrasal verb. The meaning of a phrasal verb is usually unrelated to the

meanings of the words that compose it, so think of a phrasal verb as an entirely new and independent word.When used in a sentence, phrasal verbs act the same as other verbs for conjugation and placement purposes, although they do have special grammatical rules regarding word order, which we talk about below. Phrasal verbs can be conjugated into every type of verb form, so you can use them anywhere you could use a normal verb.Let's look at the phrasal verb get over as an example. The verb get alone means to acquire, and the preposition over alone usually refers to being higher than or going above something. However, put them together and the phrasal verb get over means to recover from or overcome something, a completely new definition that's separate from the definitions of get and over.You can use get over just like a normal verb, in any form or tense. Here are some quick examples:

Simple past tense:

I had the flu last week but got over it.

Infinitive:

He wrote a song to get over his grandmother's death.

Gerund:

Getting over prejudice at work is never easy.

Past participle:

Having finally gotten over the breakup, they were ready to return their partner's things

How to conjugate phrasal verbs

When a phrasal verb is used as the main verb of a sentence, you conjugate the verb part and leave the other word or words as they are. Simply use whatever form of the verb you would use if it were alone.

I get up at noon during the summer.

However, this morning I got up at sunrise.

I have gotten up early too many times this month.

Notice how only the word get changes, while the word up remains the same. Also notice how get, an irregular verb, uses its irregular forms to fit whichever tense it needs.In this way, you can use phrasal verbs in all the verb tenses so that you're able to communicate anything you want. Conjugation is also important for maintaining verb tense consistency if you're using phrasal verbs in a list with other verbs.Types of phrasal verbs.To better understand phrasal verbs, it helps to organize them into two kinds of pairs: transitive and intransitive; separable and inseparable. A phrasal verb can belong to only one type within each pair (and all separable phrasal

verbs are transitive).**Transitive phrasal verbs.**Transitive phrasal verbs use a direct object, just like normal transitive verbs.

Charlie couldn't put up with the meowing cats any longer.

Intransitive phrasal verbs. Intransitive phrasal verbs do not use an object. The regional director was late, so the sales team went ahead without her. **Separable phrasal verbs**. With transitive phrasal verbs, you can sometimes put the direct object between the verb and the particle, as in "pick you up," for example. There are, however, a few rules to follow with separable phrasal verbs, so pay attention to our next section, about word order.

He forgot to shut the lights off before he left.

Inseparable phrasal verbs. Inseparable phrasal verbs cannot be split up; the verb and the particle must staytogether. All intransitive phrasal verbs are inseparable.

The wayward son carried on without his father.

Some transitive phrasal verbs are also inseparable.

They went over the contract meticulously before signing it.

REFERENCE

1. Teshaboyeva, N., & Mamayoqubova, S. (2020). COMMUNICATIVE APPROACH TO LANGUAGE TEACHING. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 409-414).

2.Teshaboyeva, N. (2020). LINGUISTIC PERSONALITY, ITS STRUCTURAL CHARACTERISTICS IN THE NEW PERSPECTIVE DIRECTIONS. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 415-420).

3.Teshaboyeva, N. Z. (2019). TEACHING ENGLISH THROUGH LITERATURE INTESL AND TEFL CLASSROOMS. In СОВРЕМЕННЫЕ ТЕХНОЛОГИИ: АКТУАЛЬНЫЕ ВОПРОСЫ, ДОСТИЖЕНИЯ И ИННОВАЦИИ (pp. 82-84).

4.Ma'ripov J. Antroposentrizm–tilshunoslikning zamonaviy yonalishi sifatida //Инновационные исследования в современном мире: теория и практика. – 2022. – Т. 1. – №. 28. – С. 62-68.

5. Atajanova Mohinur Sanjar qizi " Conversion and its origin"-2023

VOLUME-1, ISSUE-12
METONYMY, METAPHOR AND HOMONYMY IN STYLISTICS.

Jizzakh branch of the National University of Uzbekistan
named after Mirzo Ulugbek
The Faculty of Psychology, the department of Foreign languages
Philology and foreign languages
Scientific advisor: Teshaboyeva Nafisa Zubaydulla qizi
nafisateshaboyeva@gmail.com
Student of group: 401-22: Boltaboyeva Dildora Ozodbek qizi

ANNOTATION: This article is about approaches and will give a definition for stylistics, metonymy, metaphor, homonymy and their similarities and provide some examples. A metonymy is a word or phrase that is used to stand in for another word. Metaphors are a form of figurative language, which refers to words or expressions that mean something different from their literal definition. In the case of metaphors, the literal interpretation would often be pretty silly. For example, imagine what these metaphors would look like if you took them at face value: Love is a battlefield. Homonymy is recognized as a language universal. It creates lexical ambiguity in that a single form has two or more different meanings. For example: 1.ball, n - a sphere, any spherical body. 2.ball, n, a large dancing party.

KEY WORDS: Stylistics, metonymy, metaphor, homonymy, homophones and homograph.

Stylistics, a branch of applied linguistics, is the study and interpretation of texts of all types and/or spoken language in regard to their linguistic and tonal style, where style is the particular variety of language used by different individuals and/or in different situations or settings. Stylistic devices can also be called figures of speech because they often involve non-literal or figurative language. There are various types of stylistic devices. The following subheadings provide stylistic device examples for the most well-known types.

METONYMY.

Metonymy is a figure of speech in which thing or concept is called by it's own name but rather by then name of something associated with meaning with that thing or concept.

The word "Metonymy" and "Metonymy" are come from the Greek: metonymia " a change of name", from meta "after, beyond"- onymia, a suffix used to name figure of speech, from "name". For instance, "Hollywood" is used to as a metonym for the U.S. film industry because of the fame and cultural identity of Hollywood, a district of the city of Los Angeles, California, as the historical center of the film studios and

film stars.Metonymy and related figures of speech are common in every talk and writing. Polysemy, multiple meanings of a single word or phrase, sometimes result from relations of metonymy. Both metonymy and metaphor involve the substitution of one term for another. In metaphor, this substitution is based on some specific analogy between two things, whereas in metonymy the substitution is based on some understood association or contiguity. Metonymy is closely related to synecdoche, the naming of a part for the whole or a whole for the part, and is a common poetic device. Metonymy has the effect of creating concrete and vivid images in place of generalities, as in the substitution of a specific "grave" for the abstraction "death." Metonymy is standard journalistic and headline practice as in the use of "city hall" to mean "municipal government" and of the "White House" to mean the "president of the United States."The pen is mightier than the sword." The words – 'pen' and 'sword' contribute to the effect of metonymy. The two words are not used in a literal sense. On the contrary, the term 'pen' refers to written words and the term 'sword' refers to military aggression.

- My class teacher asked me to give her a hand with the notebooks and records.
- All of us were happy that Natalie finally made it to Hollywood.
- Everyone should pledge their allegiance to the crown.

METAPHOR.

A metaphor is a figure of speech that describes an object or action in a way that isn't literally true, but helps explain an idea or make a comparison

Here are the basics:

- A metaphor states that one thing is another thing
- It equates those two things not because they actually are the same, but for the sake of comparison or symbolism
- If you take a metaphor literally, it will probably sound very strange (are there actually any sheep, black or otherwise, in your family?)
- Metaphors are used in poetry, literature, and anytime someone wants to add some color to their language.

A word or phrase for one thing that is used to refer to another thing in order to show or suggest that they are similar. An object, activity, or idea that is used as a symbol of something else. Metaphors show up in literature, poetry, music, and writing, but also in speech. If we hear someone say "metaphorically speaking," it probably means that you shouldn't take what they said as the truth, but as more of an idea. For example, it's finals period and after exams, students are saying things like "That test was murder." It's a fair guess they're still alive if they're making comments

about the test, so this is an example of speaking metaphorically or figuratively. Metaphors can make your words come to life, and often, you can use a metaphor to make your subject more relatable to the reader or to make a complex thought easier to understand. They can also be a tremendous help when you want to enhance your writing with imagery. As a common figure of speech, metaphors turn up everywhere from novels and films to presidential speeches and even popular songs. When they're especially good, they're hard to miss. For example: All the world's a stage, and all the men and women merely players. They have their exits and their entrances.(William Shakespeare)

HOMONYMY.

In linguistics, homonyms are words which are either homographs—words that have the same spelling (regardless of pronunciation)—or homophones—words that have the same pronunciation (regardless of spelling)—or both. The word 'homonym' comes from the Greek word 'homonymos' which means 'having the same name'. The prefix 'homo' means the same, and the suffix 'nym' means name. Homonyms are two or more words with the same spelling or pronunciation, but with different meanings. For example: 1. bank, n - a shore. 2. bank, n - an institution for receiving, lending, exchanging and safeguarding money.

Homonyms - the words of one and the Same language which are identical phonetically or graphically in all or several grammar forms but which have essential difference in lexical and grammatical meanings. For example: 1. A penny is one cent. 2. A soap has a nice scent. 3.She sent me a letter. 1. The bridge is made of steel. 2. Do not steal. Homonyms are words that have different meanings but are pronounced or spelled the same way. There are two types of homonyms: homophones and homographs. Homophones sound the same but are often spelled differently. Each of two or more words having the same pronunciation but different meanings, origins, or spelling, for example new and knew. Each of two or more words spelled the same but not necessarily pronounced the same and having different meanings and origins. For example, bass (the fish, rhymes with class) and bass (the instrument, rhymes with ace) are homographs.

In conclusion: Using a metonymy serves as a double purpose - it breaks up any awkwardness of repeating the same phrase over and over and it changes the wording to make the sentences more interesting. In addition to its use in everyday speech, metonymy is a figure of speech in some poetry and in much rhetoric. Greek and Latin scholars of rhetoric made significant contributions to the study of metonymy. We can use metaphor for allows us to visualize complex ideas in new ways. Creative a vivid,

original description of people, places and events. Forces readers think and interpret for themselves. Homonyms can be more confusing for young readers or people learning English as a second language, usually because they are not yet familiar with alternate definitions of the word.

The list of used literature:

1.   Arnold. 1. The English Word. Moscow. 1986.

2.   Gaybullayeva, N. D. K., & Kizi, T. N. Z. (2022). THE ROLE OF INNOVATIVE METHODS FOR LISTENING COMPREHENSION IN TEACHING LANGUAGE LEARNERS FOREIGN LANGUAGES AND MAINLY ENGLISH. *Central Asian Research Journal for Interdisciplinary Studies (CARJIS)*, *2*(10), 8-10.

3.   Lipka, L. English Lexicology. Tubingen: Narr. 2002.

4.   Punga L. Words about words. An introduction to English Lexicology. 2007.

5.   R. S. Ginzburg , S. S. Khidekel, G. Y. Knyazeva, A. A. SankinA COURSE IN MODERN ENGLISH LEXICOLOGY SECOND EDITION Revised and Enlarged

6.   Teshaboyeva, N., & Mamayoqubova, S. (2020). COMMUNICATIVE APPROACH TO LANGUAGE TEACHING. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 409-414).

7.   Teshaboyeva, N. (2020). LINGUISTIC PERSONALITY, ITS STRUCTURAL CHARACTERISTICS IN THE NEW PERSPECTIVE DIRECTIONS. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 415-420).

8.   Teshaboyeva, N. Z. (2019). TEACHING ENGLISH THROUGH LITERATURE INTESL AND TEFL CLASSROOMS. In СОВРЕМЕННЫЕ ТЕХНОЛОГИИ: АКТУАЛЬНЫЕ ВОПРОСЫ, ДОСТИЖЕНИЯ И ИННОВАЦИИ (pp. 82-84).

9.   Teshaboyeva, N. (2023). THE IMPORTANCE OF TOURISM IN PRESENT DAY. Журнал иностранных языков и лингвистики, 5(5).

10. Ma'ripov J. K. A BRIEF INFORMATION ABOUT TENSES //OʻZBEKISTON RESPUBLIKASI OLIY VA OʻRTA. – C. 464.

11. Tolibovna A. K. et al. Features Of Anthropocentric Study Of Sacred Texts //Open Access Repository. – 2022. – Т. 8. – №. 1. – C. 5-10.

12. Tolibovna A. K. et al. Functions of Allusion and Allusion as a Marker of Intertextuality and Precedence //European Multidisciplinary Journal of Modern Science. – 2022. – T. 6. – C. 485-487.

13. Ma'ripov J. KORPUS HAQIDA UMUMIY TUSHUNCHA //Центральноазиатский журнал образования и инноваций. – 2023. – T. 2. – №. 5. – C. 175-178.

14. Ma'ripov J. Antroposentrizm–tilshunoslikning zamonaviy yonalishi sifatida //Инновационные исследования в современном мире: теория и практика. – 2022. – T. 1. – №. 28. – C. 62-68.

15.Solnyshkina M. I. et al. IMPORTANCE OF SETTING GOALS. SMART GOALS //Новости образования: исследование в XXI веке. – 2023. – T. 1. – №. 11. – C. 318-320.

VOLUME-1, ISSUE-12

DIFFERENCES OF CONVERSATIONAL FEATURES. POLITENESS AND HESISTATION.

Kozimov Faxriddin
Student of Fergana State University

Abstract: Children are taught to communicate from a young age, first in the family, and then in educational institutions. One of the ways to teach communication is the formation of communication skills in the form of training. In kindergarten, the teacher teaches the child to communicate by conducting various activities. First, basic manners, how to talk to adults, how to say hello, how to express gratitude are included. During school age and later, a person is taught to communicate through socio-psychological training. This article provides information on Differences of conversational features, Politeness and hesitation.

Key words: Conversation types, extraversion, introversion, information exchange, team environment.

It is necessary for the person himself to react positively to these methods and take active action. Because a person cannot fully develop both as a subject of activity and as an individual person without communication. A.A. According to Bodalyev, the child communicates even during play. The basis of the educational process is the issue of teaching communication. In the process of labor education, people always feel the need for communication. The educational value of communication is that it expands a person's worldview and develops his psyche. That is, all mental processes are formed through communication. The second direction in the formation of the team environment is the formation of the spiritual culture of team members. For this purpose, it is necessary to provide students with information that stimulates their judgments about human communication, human personality, characteristics of mutual evaluation ("I and others", "I manage through the eyes"). It can be organized through essays, conversations, trainings. Including training in communication methods through special exercises. It is important to start training in spiritual culture from the teenage years, because a strong need for information about one's personality arises at the same time. In adolescence, conflicting experiences about his "I" begin. Information about the human personality and interpersonal communication is necessary at an age when thinking about one's own mental state is intensified, communication is very important and very selective. N.P. According to Anikeyeva, each person occupies a certain social role in communication with other people. Roles can fully reveal a person's nature or mask it. But choosing a position or a role will

definitely depend on a person's essence, his strength, weakness, level of potential, self-criticism, thoroughness of his behavior, ability to see himself from the outside.

Sometimes failures in communication force young people to hide and destroy their best qualities in order to be more perfect and protected. During early adolescence, boys and girls experience loneliness. They don't tell anyone about their feelings. Information about oneself and the surrounding people determines communication methods and the desire to organize meaningful communication. For this, it is necessary to have certain spiritual information. Mental characteristics unique to each person are determined by the type of nervous system and, first of all, in temperament: in the rate of exposure, in natural signals (sound, light, color, smell, temperature changes), in social signals (word, event, hypersensitivity, emotional excitability, level of anxiety, extraversion, introversion). Extroversion and introversion are clearly manifested in the field of communication as a mental description of a person. Extroversion is an individual's view of the outside world, and introversion is the view of the inner world. People with dominant extroversion characteristics associated with a strong type of nervous activity tend to be more approachable and open to relationships and acquaintances. They eagerly make new acquaintances, like noisy circles. Introverts are people of weak type of nervous activity. They tend to indulge in their inner world, experiences. They are very concerned about others, they prefer a narrow approach. People in the middle of the "extroversion-introversion" axis are called centroverts in psychology. They are moderately approachable and moderately lonely.

Communication can also be taught by working with speech. For example, training such as reciting a poem out loud, telling a story, also helps in the formation of communication. It is easy to teach preschool children to communicate during play activities. It is important to include game and non-game forms in teaching communication: 1.Introduction of informal communication elements into the lesson. At the same time, the use of didactic games. In them, the role of dialogue organizer is played by one of the students, not the teacher. 2. Focus on the positive aspects of the answer. Students are specially trained to objectively evaluate the answers of their peers, while paying attention to the smallest detail, learning to highlight the most successful aspects of their peers' answers. Arguing how to overcome a flaw, influencing one student to tell the flaw to himself. 3. Social relations between people have their own characteristics in the East. This study guide will help to understand the psychological nature of the changes occurring in the human spirituality and psyche during the renewal of the society. Enriching the spiritual world of young students,

inculcating the foundations of the national idea in their minds, cultivating a sense of patriotism, thinking about the past and the great future, feeling proud of it, conflicts in the process of forming a new way of thinking and their in-depth coverage of elimination problems is required. Communication is a multifaceted process of development of communication between people, born on the basis of cooperative activities and needs. Communication includes the exchange of information between the participants of cooperative activities, which is expressed in the communicative form of communication. People use language as a means of communication when interacting with each other. The second aspect of communication is the interaction of participants. In this, not only words are exchanged, but also actions and situations. For example, it is possible to enter into a transaction between a seller and a buyer without saying a word. The third aspect of communication is the perception of each other. It is important for the participants to understand each other correctly. Thus, three conditional aspects of communication can be distinguished: communicative (giving information), interactive (interaction) and perceptive (mutual perception). The unity of these three aspects of communication is manifested as a way of organizing the interaction and cooperative activity of the interlocutor. The content of communication is the exchange of information, the teacher's use of various communication tools to establish mutual understanding and interaction with students. Educational and didactic tasks of pedagogues cannot be carried out without ensuring the relationship between the teacher and the student community.

References:

1. Dale Carnegie. Secrets of dealing. T. "Navroz" publishing house. 1992
2. V. Karimova. Social psychology and social practice. T. 1999
3. V. Karimova. Psychology. (tutorial). T. 2002.
4. Basics of psychoanalysis. "Uzbekistan" edition. Compiled by M. Atajonov. T. 2005.

LEXICAL COHESION IN THE TEXT.

Kamoliddinov Jasurbek
Student of Fergana State University

Abstract: This paper aims to give a general overview of the types of lexical cohesion in the English language. Together with grammatical cohesion, lexical cohesion forms one of the seven standards of textuality, namely cohesion. Therefore, a short explanation of the term itself as well as the difference between grammatical and lexical cohesion is given before focus is set on lexical cohesion and its different types.The types of lexical cohesion are the main topic of this paper. The given definitions and explanations aim to show what lexical cohesion is about, and the examples demonstrate how lexical cohesion works in a text. The types of lexical cohesion presented in this term paper refer to the classification of Schubert, who names the following ones: repetition, sense relations including synonymy, antonymy, hyponymy as well as meronymy, paraphrase, and collocation.

Key words: meaningful proximity, contact communication, distant communication, chain communication, intonation, connectors, connecting words, sentence fragments.

The text, like any whole, consists of its constituent elements, specific units. In linguistics, there is a lot of debate about what units form a text or what units are considered text units when dividing a text into parts. At first glance, it seems that defining text units is not such a difficult task. But in reality it is not so, that is why there are many and different views among text linguistics researchers. For example, a large whole that unites several sentences - a whole that is larger than a phrase - can be a unit of the text. It says that a sentence, which is a component of a larger whole than a phrase, cannot be the unity of the text at the same time. N.V. Nikolayeva suggested eight types of words. They are as follows: 1. International words that have the same meaning in two languages. 2. Compound words, as well as a combination of words whose components are familiar to students. 3. Words whose size does not contradict the semantic size of words in the native language. 4. Content-specific words for the target language. 5. Words that share the root with the native language, but differ in content, 6. Individual components, although known to students, are idiomatic, but close in meaning to the local meaning compounds and compound words that do not resemble words. 7. Words with a single lexical meaning wider than the meaning of the corresponding native language. 8. Lexical units, words whose size is equal to the size of their corresponding words in the native language. According to Shamov, a dictionary is a collection of words and their primary functions of associations that

make up a certain system12. Vocabulary consists of vocabulary and lexical units. The number of lexical units studied at school is determined by the foreign language program for different types of schools. This size can be from 450 lexical units to 1200 lexical units.

These relationships are three types of conjunctions: syntactic means of communication connecting components in conjunctions without conjunctions, conjunctions and subordinate clauses: intonation, conjunctions, connecting words, clauses order, pronouns, repetition of certain words, common secondary clauses, tense relationship of participles, etc. It seems that syntactic connection is established between predicates in compound sentences. In the text, the syntactic connection should arise between whole sentences, superphrases, syntactic units, paragraphs, parts, sections, and chapters, and they should clarify each other in terms of content and structure, but also content.

Since cohesion does not only occur on a lexical level, but also on a grammatical- structural basis, the difference is stated at this point. While grammatical cohesion is based on the structural content of a text and how these structures are woven together, lexical cohesion is based on lexical knowledge and the way these lexical items are woven together . Consequently, grammatical cohesion looks at structure in a text, and lexical cohesion looks at the actual words. These grammatical structures are found on the surface of a text, while lexical cohesion already reaches underneath the surface, tackling the meaning of words. A prevalent type of lexical cohesion is repetition, also known as recurrence. If a word reoccurs in a different morphological form, e.g. altered by inflection, derivation, or compounding, we talk about partial repetition. Examples for partial repetition are:

- the use of nouns and compounds composed of these nouns: e. g. using pet, pets, pet dogs, dog, and dogs in the same text;

- the use of an adjective and its adverb in the same text: e. g. moral and morally;

- the use of the same word but in different word classes: the British (noun) and British people (adjective).Repetition contributes to clearness and continuity in text, which means it helps to avoid ambiguity. Nontheless, very frequent repetition might reduce the level of informativity by producing redundancy.

Another type of lexical cohesion is the paraphrase. We speak of paraphrase if the meaning of a lexical item is expressed twice, not as in sense relations, but the second occurrence seeing to explain the first one using more words or even phrases. Therefore it is similar to synonymy, yet it is a longer form, using a more detailed

explanation rather than a single word similar in meaning. The aim of a paraphrase is usually to achieve greater clarity (Schubert 2008, 51f). Furthermore, Schubert mentions two directions of recurrence of meaning:

- Expansion: the second occurrence is more detailed or an explanation of the first one. E. g.: Some students disrupt the lessons. They constantly talk to their neighbours, play with their mobile phones, eat their lunch, and simply do not listen to the teacher. Here, the second sentence is explaining in detail the first one.

- Condensation: the first occurrence is the more detailed one, followed by the more general expression. E.g.: Clothes and toys were all over the floor, dirty pots, dishes and cutlery on the kitchen press and in the sink, the sofa was untidy with a pile of used tissues on top of it and underneath. The place was a complete mess. In this example, the second sentence summarises the first one.

CONCLUSION Thus, vocabulary is an extremely important aspect of language, and the ability to communicate in a foreign language depends on the level of formation of lexical skills and competencies. Vocabulary learning is a huge and time-consuming task, and the correct application of teaching principles guarantees a positive result. Didactic, linguistic, psychological and methodical are necessary for more effective teaching of vocabulary, vocabulary and It is necessary to teach the types of speech activities in relation to each other. Also, taking into account the selection criteria, the distribution of the lexicon and the classification of the lexicon, we selected lexical units in accordance with the topics of communicative lexical lessons of the 1-2 courses in the working program and science programs and developed a system of exercises based on these lexical units. Exercises play a central role in teaching a foreign language. The effectiveness of practical acquisition of a foreign language comes from the correct selection and use of exercises.

References:

1. Yoldoshev M., Isakov Z., Heydarov Sh. Linguistic analysis of literary text. Tashkent: Publishing House of the National Library of Uzbekistan named after A. Navoi, 2010. 134-B

2. Azimov E. G., Shchukin A. N. Novyy slovar methodicheskikh terminov i ponyatiy (teoriya i praktika obucheniya yazykam). - M.: IKAR, 2009. - 448 p.

3. Shatilov S.F. Methodology of foreign language learning in middle school. - M.: Prosveshchenie, 1986. – 223p.

4. Abdullaev A. Expression of expressiveness in the Uzbek language.- Tashkent: Fan, 1983. 88 p.

ARTERIAL GIPERTENZIYALI BEMORLARDA YASHIRIN SURUNKALI YURAK YETISHMOVCHILIGINI ANIQLASH

Azamatov B.Q., Jabbarov O.O., Tursunova L.D., Alimov D.A.
Toshkent tibbiyot akademiyasi, Toshkent, O`zbekiston

Dolzarbligi: Uzoq muddat arterial gipertenziya bilan og'rigan bemorlarda yurakdagi tizimli va funktsional o'zgarishlar surunkali yurak yetishmovchiligi rivojlanishiga olib kelishi mumkin. Qon bosimini boshqarish nafaqat surunkali yurak yetishmovchiligni yuzaga kelishini va nishon organ shikastlanishining oldini oladi, balki kasallikning keyingi rivojlanishiga ta'sir ko'rsatish orqali bemor hayot sifatini yaxshilaydi.

Tadqiqod maqsadi: Arterial gipertenziya bilan kasallangan bemorlarda bemorning holatiga ko`ra tavsiya etiladigan antigipertenziv preparatlarning yurak yetishmovchiligining oldini olish darajasini aniqlash.

Material va metod: Tadqiqod uchun arterial gipertenziyasi mavjud bemorlar ajratib olingan. Ulardan ma'lum bir qismi antigipertenziv vosita sifatida kalsiy kanallari antogonisti bilan boshqa bir qismi esa beta-blokatorlar bilan davolangan. Natijalar asosida surunkali yurak yetishmovchiligi rivojlanish xavfini davo choralariga bog`liqligni o`rgangan holda taqqoslab xavf darajasi aniqlandi.

Natija: Eng achinarlisi shundaki, b-blokatorlar boshqa antigipertenziv dorilarga qaraganda surunkali yurak yetishmovchiligining oldini olishga yaxshi ta'sir ko`rsatmaydi. Gipertenziya bilan og'rigan 112 177 bemorni tahlil qilgan 12 ta randomizatsiyalangan nazorat ostida sinovlar orasida beta-blokatorlar platsebo bilan solishtirganda qon bosimini 12,6 / 6,1 mm.sim.ust.ga kamaytirdi, bu surunkali yurak yetishmovchiligi xavfini 23% ga kamaytirishga olib keldi (p = 0,055)[1]. Boshqa antigipertenziv dorilar bilan solishtirganda, beta-blokatorlar qon bosimiga ta'sir ko`rsatish darajasi o'xshash, ammo yurak-qon tomir kasalliklari natijasida yuzaga keladigan o'lim va miokard infarkti kabi og`ir asoratlarning rivojlanmasligi uchun foydalilik koefisienti bir muncha past. Bundan tashqari bu guruhdagi antigipertenziv preparatlar qariyalarda insult rivojlanish xavfini 19% ga oshirdi.

Meta-tahlilida kaltsiy kanallari antogonistlari (KKA) diuretiklar bilan solishtirganda surunkali yurak yetishmovchiligi xavfini oshirdi (xavf darajasi [RR]: 1,37; 95% ishonch oralig'i [CI]: 1,25 dan 1,51 gacha). Garchi KKA lar AAF ingibitorlari bilan solishtirganda insult xavfini kamaytirsa ham, AAF lar (RR: 1,16; 95% CI: 1,06 dan 1,27) KKA ingibitorlari 95% CI: 1,06 dan 1,36 gacha) bilan solishtirganda surunkali yurak yetishmovchiligi hodisalarini oshirdi. [2].

Xulosa: Shuni ta'kidlab o`tish kerakki, beta-blokatorlarning qariyalarga insult rivojlanish xavfini oshirishini hisobga olgan holda, surunkali yurak yetishmovchiligini oldini olish uchun birinchi raqamli davo vosita sifatida qo'llash maqsadga muvofiq emas. Kalsiy kanallari blokatorlari diuretiklar va angiotensin aylantiruvchi ferment bilan solishtirganda surunkali yurak yetishmovchiligini oldini olish samaradorlik ko`rsatkichi birmuncha past.

Foydalanilgan adabiyotlar:

1. S. Bangalore, D. Wild, S. Parkar, M. Kukin, F.H. Messerli Beta-blockers for primary prevention of heart failure in patients with hypertension insights from a meta-analysis J Am Coll Cardiol, 52 (2008), pp. 1062-1072

2. N. Chen, M. Zhou, M. Yang, *et al.* Calcium channel blockers versus other classes of drugs for hypertension Cochrane Database Syst Rev, 8 (2010), p. CD003654

3. C.G. Crandall, R.A. Etzel, J.M. Johnson, Evidence of functional β-adrenoceptors in the cutaneous vasculature" Am J Physiol, 273 (1997), pp. H1038-1043

4. Mini-Focus Issue: Cardiovascular Comorbidities State-of-the-Art Review ,,The Transition From Hypertension to Heart Failure: Contemporary Update'' Franz H. Messerli MD a b c, Stefano F. Rimoldi MD a, Sripal Bangalore MD d

5. Jumanazarov, S., Jabbarov, O., Umarova, Z., Tursunova, L., & Mirzayeva, G. (2022). Factors affecting platelet hemostasis and resistance to curantil in patients with chronic kidney disease.

6. Jabbarov, O. O., Daminov, B. T., & Tursunova, L. D. (2019). Роль метаболических факторов в прогрессировании диабетической нефропатии. *Вестник Ташкентской медицинской академии*, (4), 25-29.

7. Tursunova, L. D., & Jabbarov, O. O. (2021). APPLICATION OF SAKABUTRIL/VALSARTAN IN PATIENTS WITH CHRONIC KIDNEY DISEASE WITH TYPE 2 DIABETES MELLITUS. *Art of Medicine. International Medical Scientific Journal*, *1*(1).

VOLUME-1, ISSUE-12

USING INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES

Maxammadjonova Muslimaxon

Student of Fergana State University

Research advisor: Muhayyo Umarova

Abstract: The purpose of teaching foreign languages with innovative teaching methods and new technological processes is not only to impart knowledge and develop speech skills to students, but also to stimulate their interest in learning foreign languages, to harness their internal potential, and to build their confidence in their own abilities.

Key words: English language, interactive methods, independent language learning, knowledge, skills, "studies".

Modern conditions demand not only the use of new technologies in teaching foreign languages, but also the implementation of innovative changes in teaching methodology and the introduction of the latest innovative technologies in the process of learning foreign languages. The most effective methods of teaching that focus on the independence, adaptability, and critical thinking of students are preferred. The most powerful source of student creativity, interests, skills, and other mental abilities is these innovative technologies. Innovative educational technologies are primarily information and communication technologies related to computerized education. The main challenges of using innovative technologies include the content of computerized education programs, their substance, and the proper organization of the Web environment.

Over the years, various subjects, theories, and teaching methods have been developed for teaching foreign languages. You cannot find the best, unique, and quick method for teaching English to children or adults. Choosing the right teaching method depends on the students' interests and abilities. Therefore, there is no single method for learning English. Of course, choosing effective teaching methods depends on the teacher's skill. In modern society, foreign languages are becoming an important part of professional education. People first learn such knowledge in schools, colleges, lyceums, then at institutes, training courses, or independently after getting acquainted with the basic information resources that help them learn a foreign language.

Today, there are more than twenty effective interactive methods available, most of which have passed the test and have yielded good results. The basic conditions for applying educational technologies in the learning process are as follows:
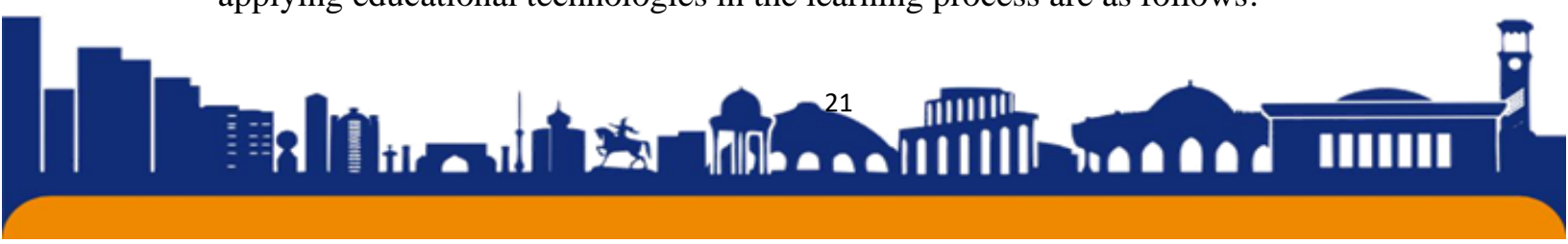
• Developing independent communication skills for each student during the teaching process;

• Using methods and modern educational tools that enhance activity in the teaching process

By the end of the 21st century, the importance of English as a global language was finally established. It became mandatory to learn it in most schools around the world and teaching methods began to evolve with restrictions and boundaries. Learning opportunities for independent development were not available to everyone. Later, many authors made efforts to create an effective program for independent learning of English, but we pay attention to the most famous 4.

1. The Shekhter method of learning English is based on a natural learning system, rather than the classic model of "from theory to practice." This is similar to how we learn our native language. The author gives the example of how young children learn to speak – after all, no one teaches them the rules of forming sentences, situations, and parts of speech. It is in this way that Igor Yuryevich Shekhter suggests learning English. The essence of the modern method of learning English is that in the first lesson, a specific task is given to the students, for example, to learn the profession of a conversation partner. In addition, all students play "studies," where they act in various roles and take action to solve problems. Since communication occurs between people with approximately the same level of language knowledge, there is no fear of using foreign speech in communication between teachers and students.

2. The Pimsler method was developed by Dr. Paul Pimsler not only for understanding information but also for reworking it. He created a special system of thirty-minute lessons. Each lesson is conducted by two people: our compatriot and an English speaker. With the help of special memorization technology, each student learns hundreds of words and phrases in English for each lesson. The essence of the lesson is the fulfillment of tasks presented by the audience.

3. The Dragunkin method has a distinctive feature in that any foreign language learning is oriented towards the Russian language. The author, who boldly called English an easy language, emphasizes his stars going to the ancient Russian language, especially the grammar system. Dragunkin's course teaches students new words transcribed in Russian letters and divides grammatical constructions not into 12 tenses known to us from school, but into past, present, future, and their changes.

4. According to Petrov, it is possible to learn English in 16 hours. Indeed, the author once again points out that we are not talking about mastering the language

at the level of a native speaker, but about basic knowledge. His lessons are aimed at immersing yourself in an English-speaking environment, understanding your needs and understanding the response adequately.

Using various tables in the process of learning a foreign language is also highly effective. By using tables in the learning process, students can learn a certain grammar rule, for example, using tenses and forming sentences, placing new words. In a period when the need for learning a foreign language is high, the effective use of modern information technologies and innovative educational technologies contributes to making this process successful. The effectiveness of innovative educational technologies is realized when they are used correctly and effectively in the educational process.

Literatura

1.   Bekmuratova U. B. "The use of innovative technologies in teaching English" abstract. Tashkent – 2012

2.   Otaboeva, M. R. The use of modern innovative technologies in teaching a foreign language and its effectiveness / M. R. Otaboeva. – Text: direct, electronic // Young Scientist. – 2017. – No. 4.2 (138.2). – P. 36-37.

3.   N.Q. Khatamova, M.N. Mirzayeva. "Interactive methods used in English language lessons" (methodical guide), Navoiy, 2006, 40 pages.

4.   M. Kholdorova, N. Fayzieva, F. Rikhsitilayeva. "The use of auxiliary tools in teaching a foreign language". Tashkent: Nizami TDPU, 2005

5.   O'. Khoshimov, I. Yokubov. "Methodology of teaching English" (teaching guide) Tashkent: "Sharq" publishing house, 2003

Speech etiquette and speech activity

Oyxunboyeva Dilafròz Mahmud qizi

4th year student at Djizzakh branch of The National University of Uzbekistan named after Mirzo Ulugbek

Supervisor: **Niyatova Maftuna Norbek qizi**

Assistant teacher in the department Foreign Languages at Djizzakh branch of The National University of Uzbekistan named after Mirzo Ulugbek

ANNOTATION

This article deals with the analysis of speech etiquette and some activities in terms of speech.

KEY WORDS: - speech etiquette, speech culture, speech variations, interplay.

Speech etiquette and speech activities are significant aspects of communication, encompassing the acceptable norms, behaviors, and conventions observed during verbal interactions. Here's a breakdown of both these concepts and how they contribute to effective communication:

Speech Etiquette:

Definition:
- Speech etiquette refers to the socially and culturally regulated guidelines and standards that govern polite and respectful verbal communication, focusing on aspects such as politeness, formality, and social expectations.

Key Components:

- **Politeness Strategies:** Utilization of language and speech patterns that convey respect, consideration, and avoidance of offense in communication.
- **Turn-Taking Norms:** Following established practices for the orderly exchange of conversational turns and avoiding interruptions.

- **Addressing and Greetings:** Observing appropriate forms of greeting, addressing others, and acknowledging social hierarchy or relationships.

- **Conversation Management:** Adhering to rules of topic selection, maintenance, and closure while engaging in conversation.

Cultural Variations:

- Speech etiquette norms vary across cultures and social settings, influencing the appropriate use of language, choice of words, and conversational styles. Speech Activities:

Definition:

- Speech activities encompass the wide range of verbal behaviors and actions that individuals engage in during communication, reflecting both linguistic and non-linguistic aspects of speech.

Key Components:

- **Conversational Exchange:** Engaging in dialogue, debates, negotiations, or other forms of verbal exchange.

- **Oral Presentations:** Delivering speeches, lectures, or presentations to convey information, persuade, or educate.

- **Storytelling and Narration:** Sharing narratives, personal experiences, or recounting events to engage and inform an audience.

- **Interpersonal Communication:** Engaging in one-on-one discussions, consultations, or rapport-building interactions.

- **Public Address and Ceremonial Speech:** Delivering speeches or ceremonial addresses in formal or public settings.

Impacts on Communication:

- Each speech activity serves a distinct purpose and requires corresponding linguistic and communicative strategies to achieve its intended goals effectively. The Interplay:

1. **Speech Etiquette within Speech Activities:**

- Speech activities are influenced by speech etiquette, as individuals follow prescribed norms and expectations when engaging in various verbal interactions.
2. **Cultural and Contextual Considerations:**

- Both speech activities and speech etiquette are shaped by cultural norms and contextual factors, such as the formality of the communication setting or the nature of the relationship between communicators.

Importance:

- **Effective Communication:** Observing speech etiquette and engaging in appropriate speech activities contributes to clear, respectful, and impactful communication.

- **Social Harmony:** Adherence to speech etiquette fosters positive social interactions, mutual understanding, and respect among communicators.
Conclusion:

Both speech etiquette and speech activities are fundamental components of effective verbal communication, impacting how individuals express themselves, engage with others, and navigate the intricacies of social and cultural interactions. By understanding the appropriate etiquette for various speech activities, individuals can foster meaningful, respectful, and productive communication.

REFERENCES

1. Ниятова, М. (2022). Significant points on assessment procedure. *Современные инновационные исследования актуальные проблемы и развитие тенденции: решения и перспективы*, *1*(1), 587–589. извлечено от https://inlibrary.uz/index.php/zitdmrt/article/view/5345

2. Abduganieva, M., & Niyatova, M. (2023). WHAT IS A CONTENT IN TEACHING ENGLISH LANGUAGE?. *Theoretical Aspects in the Formation of Pedagogical Sciences*, *2*(11), 157–162. извлечено от http://econferences.ru/index.php/tafps/article/view/6941

3. Niyatova Maftuna, Abdurasulova Diyora. (2023). ENGLISH DOCUMENTS WRITING. *International Journal of Contemporary Scientific and Technical Research*, 423–430. Retrieved from https://journal.jbnuu.uz/index.php/ijcstr/article/view/629

4. *Niyatova, M. (2021). The importance of a word and word formation a language system.*

5. Teshaboyeva, N. Z., & Niyatova, M. N. (2022). The significant role of literature in teaching and learning process. *International Journal of Development and Public Policy*, *1*(6), 70-72.

6. Niyatova Maftuna, Sayfullayeva Sevinch, Haydarqulova Sarvinoz, Makhmudova Adolat, Muminova Zukhra. (2023). THE ROLE OF PAIR WORK IN TEACHING THE ENGLISH LANGUAGE. *International Journal of Contemporary Scientific and Technical Research*, 427–431. Retrieved from https://journal.jbnuu.uz/index.php/ijcstr/article/view/474

7. Niyatova, M. (2021). PECULIARITIES OF PREFIXAL DERIVATIVES IN LANGUAGE LEVELS . *Журнал иностранных языков и лингвистики*, *2*(3). извлечено от https://fll.jdpu.uz/index.php/fll/article/view/954

8. Teshaboyeva, N. Z., & Niyatova, M. N. (2021). The important meanings of category of tenses in contexts.". *Zamonaviy tadqiqotlar, innovatsiyalarning dolzarb muammolari va rivojlanish tendensiyalari: yechimlar va istiqbollar" Respublika miqyosidagi ilmiy-amaliy konferensiya materiallari toplami*, 468-473.

9. Solnyshkina, M. I. (2022). Teaching English through innovative technologies. *Web of Scientist: International Scientific Research Journal*, *3*(11), 1108-1111.

10. Teshaboyeva, N. Z., & Niyatova, M. N. (2021). General meanings of the category of tenses. *International Journal of Development and Public Policy*, *1*(6), 70-72.

VOLUME-1, ISSUE-12
PHONETIC FEATURES OF ALTERATION OF PHONEMES

Jizzakh branch of the National University of Uzbekistan
named after Mirzo Ulugbek
The Faculty of Psychology, the department of Foreign languages
Philology and foreign languages
Scientific advisor: Teshaboyeva Nafisa Zubaydulla qizi
nafisateshaboyeva@gmail.com
Student of group 203-20: Anorboyeva Madina Baxtiyor qizi
madinamullaboyeva2002@gmail.com

Abstract: This scientific article aims to examine the phenomenon of sound alternations in phonetics, which refers to the variations in the pronunciation of sounds within a language. The study delves into the different types of sound alternations, the mechanisms responsible for these alternations, and the linguistic factors influencing their occurrence. Through a thorough analysis of existing literature, this article presents a comprehensive understanding of sound alternations in phonetics, shedding light on their significance and implications in the field of linguistics.

Key words: sound alternations, assimilation, dissimilation, epenthesis, phenomenon in phonetics, consonants or vowel sounds.

Phonetics, as a scientific field, encompasses the study of speech sounds and their production, transmission, and perception. Delving deeper into the intricacies of phonetics, one encounters the fascinating phenomenon of sound alternations. Sound alternations refer to systematic changes in the pronunciation of speech sounds that occur within a language. These dynamic variations play a pivotal role in language variation and change, making them a subject of great interest for researchers in the field. Sound alternations can take various forms, including assimilation, dissimilation, insertion, deletion, and substitution, among others. These patterns can be observed at different linguistic levels such as phonetic, phonological, and morphological. Understanding the underlying mechanisms and patterns of sound alternations provides valuable insights into the development and evolution of languages. One vital aspect of sound alternations is their contribution to phonetic variation and dialectal differences. Different dialects within a language can display distinct sound alternations, reflecting both historical and sociolinguistic factors. For instance, the phenomenon of rhoticity, which involves variations in the pronunciation of the /r/ sound, is prevalent in many English-speaking communities, showcasing the complexities of sound alternations across dialects. Furthermore, sound alternations can also shed light on language change over time. By examining historical sound alternations, linguists can reconstruct sound

shifts that have occurred in a language's evolutionary path. This reconstruction helps trace the diachronic development of sound patterns and provides insights into the historical relationships between languages.

Assimilation in phonetics refers to the process in which one sound influences or becomes similar to a neighboring sound. This can occur due to the ease of articulation or the influence of surrounding sounds. There are various types of assimilation, including regressive assimilation (also known as right-to-left assimilation) and progressive assimilation (also known as left-to-right assimilation).Regressive assimilation happens when a sound is influenced by a sound that follows it. For example, in English, the word "impossible" is often pronounced as "impossiple" because the final /b/ sound is assimilated to the following voiceless /p/ sound. Progressive assimilation occurs when a sound is influenced by a sound that comes before it. For example, in English, the word "handbag" is often pronounced as "hambag" because the initial /n/ sound is assimilated to the following /b/ sound. Assimilation can also occur due to various phonetic processes, such as nasalization, which is the assimilation of a non-nasal sound to a neighboring nasal sound. For example, in English, the word "can't" is often pronounced as "caŋt" because the final /n/ sound assimilates to the following nasal /ŋ/ sound. Overall, assimilation is a common phenomenon in phonetics and plays an important role in shaping the pronunciation of sounds in various languages.

Dissimilation in phonetics refers to a process in which a sound in a word is changed or altered due to the influence of nearby sounds. This change occurs to make the word easier to pronounce or to differentiate between similar sounds. For example, in English, the word "lamb" is pronounced with an "m" sound followed by a "b" sound. However, the process of dissimilation affects the pronunciation of the word "lamb" by changing the "m" sound to an "n" sound. This is because the "m" sound and the following "b" sound are both nasal sounds, and the dissimilation process avoids the repetition of similar sounds. Another example can be found in the Spanish language. In Spanish, the word "tres" (meaning "three") is pronounced with a voiceless dental fricative sound represented by the letter "s" at the end. However, when followed by a word beginning with a voiced alveolar sound, the dissimilation process occurs, and the final "s" sound is changed to a voiced alveolar sound represented by the letter "z". So, "tres" followed by "veces" (meaning "times") is pronounced as "trez veces".Dissimilation is a common process in many languages and helps speakers to articulate words more easily or to avoid sound repetition.

Epenthesis is a phonetic process that involves the insertion of an extra sound (usually a vowel) into a word. It typically occurs to break up consonant clusters that are difficult to pronounce or perceive in rapid speech. In English, there are a few examples of epenthesis. One common example is the pronunciation of "athlete" as "ath-uh-leet" instead of "ath-leet." Another example is the pronunciation of "warmth" as "wawr-mth" instead of "war-mth." Epenthesis can also occur in regional accents or individual speech patterns. For example, some people might pronounce "nuclear" as "noo-kyuh-ler" instead of "noo-klee-er." Overall, epenthesis is a natural occurrence in language that helps make words easier to pronounce and understand in certain contexts.

Deletion in phonetics refers to the removal or omission of a sound or phoneme in spoken language. It can occur for different reasons, such as simplifying speech, making it easier to pronounce, or as a result of language change over time. This process can happen in various ways. For example, a sound may be deleted when it is in an unstressed position, like the "e" sound in "government" being pronounced as "govern-ment." It can also occur when one sound or phoneme is adjacent to another similar sound, such as in the word "library" being pronounced as "lī-brer-ē."Deletion can also occur in certain dialects or accents, where specific sounds may be dropped or modified. For instance, some people might drop the post-vocalic "r" sound in words like "car" or "four". Overall, deletion is a natural part of language evolution and can vary across different languages and dialects.

In phonetics, metathesis is a process that involves the reordering or rearrangement of sounds in a word. Specifically, it refers to the swapping or switching of two sounds or phonemes within a word. Metathesis can occur for various reasons, including ease of pronunciation or the influence of neighboring sounds. It is a common phenomenon in many languages and can affect different types of sounds, such as consonants or vowels. For example, in English, the word "comfortable" is often pronounced as "comfterble" with the /t/ and /r/ sounds switched. Another example is the word "ask," which can be pronounced as "aks" with the /s/ and /k/ sounds switched. Metathesis can also occur in other languages. In Persian, for instance, the word "sift" is pronounced as "sift," with the /s/ and /f/ sounds switched.Overall, metathesis is a natural and common phonetic process that can occur in various languages, leading to the rearrangement of sounds difficult.

In conclusion, sound alternations in phonetics play a crucial role in language study and analysis. These alternations, also known as phonological processes, demonstrate the dynamic and systematic nature of language sound patterns. They allow us to understand how sounds change and interact with each other within a given

language or across different languages. Sound alternations can be classified into various types, such as assimilation, dissimilation, insertion, deletion, and metathesis. By examining sound alternations, linguists can uncover underlying phonological rules that govern the patterns observed in speech. These rules help explain why certain sounds may undergo specific changes in certain linguistic contexts. Moreover, sound alternations provide valuable insights into the historical evolution of languages and contribute to our understanding of language change over time. Understanding sound alternations is not only essential for linguistic research but also has practical applications. It aids in language acquisition, phonetic transcription, and even language teaching. By recognizing the regular sound changes that occur in a language, learners can improve their pronunciation and comprehension skills.

THE LIST OF USED LITERATURE

1. A. James & J. Leather (Eds.), Sound patterns in second language acquisition.
Dordrecht, The Netherlands; Providence, R.I.: Foris:1987.

2. Celce-Murcia, M., Brinton, D. M., Goodwin, J. M., & Griner, B. Teaching pronunciation paperback with audio CDs (2): A course book and reference guide (2nd ed) .Cambridge University Press, 2010 Hieke, A. E. Absorption and fluency in native and non-native casual speech in English.

3. Ohala, J. J. The Marriage of Phonetics and Phonology Text. Acoustic Science and Technology: 2005. - Vol. 26, N 5. - P. 418-422.

4. Teshaboyeva, N., & Mamayoqubova, S. (2020). COMMUNICATIVE APPROACH TO LANGUAGE TEACHING. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 409-414).

5. Teshaboyeva, N. (2020). LINGUISTIC PERSONALITY, ITS STRUCTURAL CHARACTERISTICS IN THE NEW PERSPECTIVE DIRECTIONS. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 415-420).

6. Teshaboyeva, N. Z. (2019). TEACHING ENGLISH THROUGH LITERATURE INTESL AND TEFL CLASSROOMS. In СОВРЕМЕННЫЕ ТЕХНОЛОГИИ: АКТУАЛЬНЫЕ ВОПРОСЫ, ДОСТИЖЕНИЯ И ИННОВАЦИИ (pp. 82-84).

1. Хидирова, Д., & Тешабоева, Н. (2022). Pedagogical conditions for the development of the healthy thinking in students. Zamonaviy innovatsion tadqiqotlarning dolzarb muammolari va rivojlanish tendensiyalari: yechimlar va istiqbollar, 1(1), 120-122.

2. Gaybullayeva, N. D. K., & Kizi, T. N. Z. (2022). THE ROLE OF INNOVATIVE METHODS FOR LISTENING COMPREHENSION IN TEACHING LANGUAGE LEARNERS FOREIGN LANGUAGES AND MAINLY ENGLISH. *Central Asian Research Journal for Interdisciplinary Studies (CARJIS)*, *2*(10), 8-10.

3. Teshaboyeva Nafisa Zubaydulla qizi, Jurayev Muhammadrahim Murod o'g'li, & Mamirova Munisa Rajab qizi. (2021). Language Learning Culturally and the Role of Literature in Teaching Process. *Central Asian Journal of Theoretical and Applied Science*, *2*(3), 1-5. Retrieved from https://www.cajotas.centralasianstudies.org/index.php/CAJOTAS/article/view/84

4. Teshaboyeva, N. (2023). THE IMPORTANCE OF TOURISM IN PRESENT DAY. Журнал иностранных языков и лингвистики, 5(5).

5. Teshaboyeva, N. (2023). THE MODERN INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES. Журнал иностранных языков и лингвистики, 5(5).

6. Teshaboyeva, N. Z. (2023, November). Adjective word group and its types. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 59-61).

7. Teshaboyeva, N. Z. (2023, November). Modifications of Consonants in Connected speech. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 7-9).

8. Teshaboyeva, N., & Rayimberdiyev, S. (2023, May). THE IMPORTANCE OF USING MULTIMEDIA TECHNOLOGY IN TEACHING ENGLISH CLASSES. In Academic International Conference on Multi-Disciplinary Studies and Education (Vol. 1, No. 8, pp. 149-153).

9. Nafisa, T., & Marina, S. (2023). TEACHING AND LEARNING OF ENGLISH VOCABULARY IN TESL AND TEFL CLASSROOMS. International Journal of Contemporary Scientific and Technical Research, 465-469.

10. Ibrohimovna, X. M. (2023). The Importance of Methods in Language Teaching Process. Web of Scholars: Multidimensional Research Journal, 2(1), 20-23.

11. Хидирова, Д., & Тешабоева, Н. (2022). Pedagogical conditions for the development of the healthy thinking in students. Zamonaviy innovatsion tadqiqotlarning dolzarb muammolari va rivojlanish tendensiyalari: yechimlar va istiqbollar, 1(1), 120-122.

VOLUME-1, ISSUE-12

VERBS AND THEIR GRAMMATICAL CATEGORIES

Kuchkarova Zarina Ali qizi

4st year students at Djizzakh branch of The National University of Uzbekistan named after Mirzo Ulugbek

Supervisor: Teshaboyeva Nafisa Zubaydulla qizi

Assistant teacher in the department Foreign Languages a Djizzakh branch of The National University of Uzbekistan named after Mirzo Ulugbek

ANNOTATION

Finite verbs in contrastive languages have six common morphological types, realized partly by using (simple) synthetic means (through inflections) and partly through morphisms different analytical modes (compound words, consisting of at least two verb elements). Thus, the categories of person and number are realized synthetically in two contrasting languages, while categories are realized both synthetically and analytically. Verbs present a system of finite and non-finite forms.

Non-finite (or verbal) forms are four in number, which are: infinitives, gerunds, present participles, past participles. Verbs in finite form have the morphological categories of person, number, tense, aspect, voice and mood.

Keywords: category of person, category of voice, category mood, syntactic, morphisms, analytical, contrasting languages, morphological.

Category of person

The category of person represents the relationship between the action and its author with the speaker, indicating that the action is performed by the speaker (first person), the person called by the speaker, the recipient (second person) or someone/something else than the speaker or addressee (3rd person). The number type indicates whether the action was performed by one or more people or by a non-person (to be: am/is/are; was/we). There are three people and two numbers in the finite verb. Tenses in English express the relationship between action time and speech time. Time and duration are not the same. "Time" (including past, present and future) is a concept; tense is a grammatical device.

Category of voice

The distinction between active and passive is often called the voice distinction. It provides different ways to focus attention on different parts of the information. When talking about people or things performing an action, you use the active voice.

E. x. Mr. Smith locks the gate at 6pm every evening.

The storm destroyed dozens of trees.
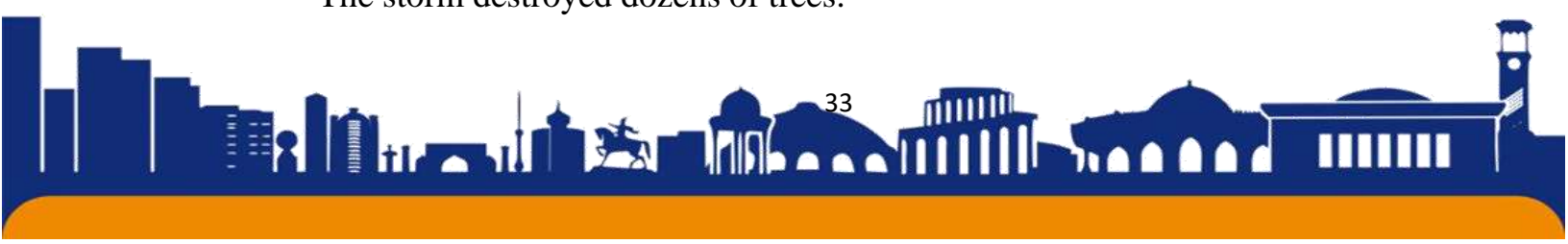
Thus, the active voice represents the person or thing designated by the subject in the sentence as the agent (author of the action) expressed by the predicate verb. When you want to focus on the person or thing affected by an action, rather than the person or thing performing the action, you use the passive voice.

E. x. The gate is locked at 6pm every evening.

The passive voice is used to indicate that the person or thing designated by the subject of the sentence is not the agent expressed by the predicate verb but is the object of this action. The subject of a passive verb does not act but is affected, it undergoes an action To form the passive voice, all tenses use the corresponding active tense BE + past participle.

E. x. The chair broke during the scuffle.

Category of mood

The distinction (contrast) between imperatives (for facts), imperatives (for requests, instructions) and subjunctives (for unrealities, suppositions and suppositions) is often called mood discrimination. Imperatives are like the base form of verbs. You use imperatives to request or tell someone to do something, or to give advice, warnings, or instructions on how to do something.

E. x. Don't go so fast.

There are very few subjunctive forms in modern English, which often find other ways to indicate that the events being discussed are uncertain or hypothetical. There are two types of subjunctive: Basic verbs for all verbs and persons used to express desires.

E. x. God save the Queen!

SUMMARY COMPLETION: In this article, I can say that grammatical categories determine the relationship between words and phrases to certain parts of speech, based on their position in the syntactic tree. Normal relationships include subject, object and indirect object.

REFERENCES

1. Parmonova, N. (2022). Nasiba THE PHENOMENON OF CONVERSION

2. IN ENGLISH: THE PHENOMENON OF CONVERSION IN ENGLISH.

3. Teshaboyeva, N., & Mamayoqubova, S. (2020), COMMUNICATIVE APPROACH TO LANGUAGE TEACHING. In MOLODOY ISLEDOVATEL: VYZOVY I PERSPEKTIVY (rr. 409-414).

4. Teshaboyeva, N. (2020). LINGUISTIC PERSONALITY, ITS STRUCTURAL CHARACTERISTICS IN THE NEW PERSPECTIVE DIRECTIONS. In MOLODOY ISLEDOVATEL: VYZOVY PERSPEKTIVY (rr. 415-420).

5. Teshaboyeva, N. Z. (2019). TEACHING ENGLISH THROUGH LITERATURE INTESSL AND TEFL CLASSROOMS. In SOVREMENNYE TECHNOLOGII: AKTUALNYE VOPROSY, DOSTIJENIYA I INNOVATsII (pp. 82-84).

6. Khidirova, D., & Teshaboeva, N. (2022). Pedagogical conditions for the development of healthy thinking in students. Current problems and development trends of modern innovation research: solutions and perspectives, 1(1), 120-122

VOLUME-1, ISSUE-12

PHONOSTYLISTICS. THE CONCEPT OF PHONOSTYLISTICS

Kuchkarova Zarina Ali qizi

4st year students at Djizzakh branch of The National University of Uzbekistan named after Mirzo Ulugbek

Supervisor: Teshaboyeva Nafisa Zubaydulla qizi

Assistant teacher in the department Foreign Languages a Djizzakh branch of The National University of Uzbekistan named after Mirzo Ulugbek

ANNOTATION

This article presents that modern style is considered a linguistic style when it is based on the linguistic foundation concepts of systematic and descriptive and is limited to the study of literary texts. But linguistic stylistics is the study of style based on linguistic principles. As a branch of applied linguistics, linguistic stylistics studies the styles of language. The analysis of linguistic style limits its investigation within the context of applied linguistics to the study language style.

And this is further guided by two interrelated factors called language level and language function. At the linguistic level, the study of style is carried out on different types of linguistic features. This article highlights the novel's distinctive stylistic features at the phonological level.

Keywords: phono stylistics, phonological level, branch of phonetics, phonetic phenomena, sociological content.

The Problems of Phono stylistics. Phono stylistics as a branch of phonetics.

Pronunciation is by no means homogeneous. It varies under the influence of numerous factors. These factors lie quite outside any possibility of signaling linguistic meaning so it is appropriate to refer to these factors as extralinguistic. The information about stylistic variations in learning, understanding and producing language is directly useful for the design, execution and evaluation of teaching phonetics. The branch of phonetics most usually applied for such information is phono stylistics. Phono stylistics is a rapidly developing and controversial field of study though a great deal of research work has been done in it. It would not be accurate to say that phono stylistics is a new branch of phonetics. It is rather a new way of looking at phonetic phenomena. Linguists were until recently not aware of this way of analysis and awareness came only as a result of detailed analysis of spoken speech.

Phono stylistics

Phonology Study of features of style at the phonological level, considered the basic level of linguistic analysis. Phonological processes are considered here as stylistic features. They are used to emphasize the author's point of emphasis on a particular word

or sound to reveal its importance in speech. They are used to highlight a character's mood and emotional intensity. Phonological features are also used to describe sociological context. Analysis of Golding's Lord of the Flies text highlights a number of phonological features such as phonemic reduction and altered physical form of words, etc. These phonological elements are treated carefully using examples from the novel.

Phonological reduction

Golding uses a number of phonological reductions in the discussions of the novel. Specifically, phonologically reduced utterances are made through the character 'Piggy'. In general, the utterances of all the characters have the linguistic feature of phonological reduction.

"They'd tell him at the airport".

"They're all dead" said Piggy "this is an island".

" Got' em just now".

"You're chief. You tell'em off".

"I'll bring'em back".

" I'm goin' to say".

"Is it safe? Ain't there a cliff?".

There are number of unusual phonological reductions found while analyzing the text of Lord of the Flies. Very often they are in line with the use of English in modern technological devices. They also indicate a kind of English use among the peer groups. In this novel such usages are used by the prominent characters. For example:

"What's yer name?"

"They're twins, Sam 'n Eric".

"Jus ' blurs, that's all. Hardly see my hand--".

"--then you come up here an' pinch my specs--".

"What 'ud happen to me?".

" What's grown-ups goin' to think?"

Phonological Stress and Intonation

The role of stress and intonation plays a vital role in determining the meaning either etically or emically. J.R. Firth (1969:193) has reported of evidence of some correlation of sounds with shapes. He states that "the general feature of voice quality is part of the phonetic mode of meaning of an English boy, a Frenchman, or a lady from New York. Stress is given to certain words or phrases by writers in order to give a special emphasis to that word or phrase in a particular context. The selection of linguistic units with a certain phonological pattern has a special significance always.

"Features of stress and intonation are stylized to reinforce the expressiveness of the message of the text in phonic medium in different kinds of situations, such as recitation of poems, delivery of sermons, lawyer's speech in the courtroom, an advertisement on radio or television, etc"(Suresh Kumar,1988:35). As a novelist, Golding has utilized this phenomenon in Lord of the Flies. He has used this phonological pattern to give certain emphasis and importance to the word or sound in that particular context.

SUMMARY COMPLETION: In this article, I can say that phonology studies the way in which phonetic means are used in one or another specific situation in order to create a regulating influence of a set of elements considered a foreign language.

The aim of phonology is to analyze all possible types of utterances with the main aim of identifying phonetic features, both segmental and suprasegmental, that are limited to certain types of contexts, to explain why these characteristics are used and classify them into categories according to their functions.

REFERENCES

1. Parmonova, N. (2022). Nasiba THE PHENOMENON OF CONVERSION
2. IN ENGLISH: THE PHENOMENON OF CONVERSION IN ENGLISH.
3. Teshaboyeva, N., & Mamayoqubova, S. (2020), COMMUNICATIVE APPROACH TO LANGUAGE TEACHING. In MOLODOY ISLEDOVATEL: VYZOVY I PERSPEKTIVY (rr. 409-414).
4. Teshaboyeva, N. (2020). LINGUISTIC PERSONALITY, ITS STRUCTURAL CHARACTERISTICS IN THE NEW PERSPECTIVE DIRECTIONS. In MOLODOY ISLEDOVATEL: VYZOVY PERSPEKTIVY (rr. 415-420).
5. Teshaboyeva, N. Z. (2019). TEACHING ENGLISH THROUGH LITERATURE INTESSL AND TEFL CLASSROOMS. In SOVREMENNYE TECHNOLOGII: AKTUALNYE VOPROSY, DOSTIJENIYA I INNOVATsII (pp. 82-84).
6. Khidirova, D., & Teshaboeva, N. (2022). Pedagogical conditions for the development of healthy thinking in students. Current problems and development trends of modern innovation research: solutions and perspectives, 1(1), 120-122

VOLUME-1, ISSUE-12

THE MAIN QUALITIES OF THE SPEECH THE EFFECTIVENESS OF THE SPEECH, THE APPROPRIATENESS OF THE SPEECH

Saydazimova Sitora Sirojiddin qizi

4th year student at Djizzakh branch of The National University of Uzbekistan named after Mirzo Ulugbek

Supervisor: Niyatova Maftuna Norbek qizi

Assistant teacher in the department Foreign Languages at Djizzakh branch of The National University of Uzbekistan named after Mirzo Ulugbek

ANNOTATION

This article gives information about.

Key words: main quality of the speech, effectiveness of the speech, appropriateness of the speech.

Appropriateness of speech is the ratio of speech - the communicative quality of speech that appears based on the conditions of communication. W. R. - such a choice of means of speech that meets the goals and conditions of the speech, the necessary quality of a good speech consisting of such a choice. W. R. corresponds to the subject of the message, its logical and emotional content, the composition of the audience or readers, informational, educational, aesthetic and other tasks of written or oral presentation. As the most important quality of literate speech, relevance can be considered in three interrelated aspects:

 -communicative-situational

-methodical

- personal and psychological

The effectiveness of the speech mainly refers to the teacher's oral speech process and takes into account the mental state that appears when it is received by the students. That is, the teacher-speaker should take students into account, monitor their level of knowledge, even their age, and their mood at the time of the speech, and control how their speech is received by the students. It is not appropriate for teachers with professional knowledge to speak in lively, simple language, and teachers who do not have sufficient knowledge of public speaking should not try to speak in scientific and official language. So, the speaker-teacher is required to act according to the situation and it is his task to try to fully convey any idea he wants to express to the students.

Therefore, the speech should be clear and fluent, grammatically correct, obey the rules of literary pronunciation, and be coherent from beginning to end. Based on such speech, the knowledge learned reaches the heart of the student. Such speech meets the

requirements of cultural speech. For this, the teacher requires constant research and work on himself, philological knowledge and constant speech practice

The main requirement for the appropriateness of speech is that each communicative situation should correspond to its own means of linguistic and emotional expression, in particular, the special structure of speech, certain expressive and evaluative turns, etc.

REFERENCES

1. Ниятова, М. (2022). Significant points on assessment procedure. *Современные инновационные исследования актуальные проблемы и развитие тенденции: решения и перспективы*, *1*(1), 587–589. извлечено от https://inlibrary.uz/index.php/zitdmrt/article/view/5345

2. Abduganieva, M., & Niyatova, M. (2023). WHAT IS A CONTENT IN TEACHING ENGLISH LANGUAGE?. *Theoretical Aspects in the Formation of Pedagogical Sciences*, *2*(11), 157–162. извлечено от http://econferences.ru/index.php/tafps/article/view/6941

3. Abduraxmanova, Z., & Mamurova, M. (2021). THEORETICAL APPROACH TO SPEECH DISFLUENCIES IN SIMULTANEOUS INTERPRETATION. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 43-45).

4. Ma'ripov J. K. A BRIEF INFORMATION ABOUT TENSES //OʻZBEKISTON RESPUBLIKASI OLIY VA OʻRTA. – C. 464.

5. Raxmatullayevna, A. D. (2022). KOMMUNIKATIV KOMPETESIYANI SHAKLLANTIRUVCHI TARJIMA USULLARI.

6. Ахмедова С. Р. Таълим ва тарбия жараёнлари узвийлигининг самарадорлиги //Science and Education. – 2021. – Т. 2. – №. 9. – C. 369-373.

VOLUME-1, ISSUE-12

DEVELOPMENT LAWS OF LITERARY LANGUAGE AND UZBEK LITERARY STANDARDS

Saydazimova Sitora Sirojiddin qizi

4th year student at Djizzakh branch of The National University of Uzbekistan named after Mirzo Ulugbek

Supervisor: Niyatova Maftuna Norbek qizi

Assistant teacher in the department Foreign Languages at Djizzakh branch of The National University of Uzbekistan named after Mirzo Ulugbek

ANNOTATION

This article gives information about development laws of literary language and uzbek literary standards and their qualities and functions.

Key words: synharmonism, dialect, standard, development, history of language

Development is an objective, dialectical process, which occurs due to the changes that occur as a result of the transition from one quality to another quality. Every object and event in the world is in constant motion. Similarly, language is always changing. This is related to the life of the society to which the language is directly related, its constant movement and development. If the society stops this movement or if this connection is cut off, then the language will stop developing and disappear. **:** synharmonism, dialect, standard, development, history of languageThere are internal and external factors in language development. If the internal factors of language development are based on the specific development of levels in the language system, the external factors are reflected in linguistic, or rather extralinguistic phenomena such as language and society, interlinguistic relations and influence, speech process, assimilation, layers. Accordingly, linguistics is divided into 2: internal linguistics and external linguistics. While internal linguistics studies the internal structure and system of language, external linguistics studies the social significance and function of language, i.e. how a person living in society, the speaker uses language, and the impact of language on society, as well as on the same and different language families. researches the interaction of related languages, the changes that occur as a result of external influences on the language. Internal linguistic laws are reflected at the levels of the language system. Linguistic regularities appear in their own way. From this point of view, general and specific laws can be observed in language development. General laws mean linguistic events and processes typical of all languages. For example, the communicative and expressive functions of the language, the uneven development of language levels, that is, the rapid change of the lexical layer compared to other linguistic layers, constant movement, etc. Specific linguistic factors include specific rules of each

concrete language, for example, each language (even languages belonging to the same language family) has its own phonetic system, lexical level, grammatical structure, and stylistic styles. So, these two types of laws or factors require each other; generality includes features. Let's move on to the analysis of internal development features of linguistic levels. The phenomenon of linguistic development is mainly studied in three aspects: lexical, phonetic, grammatical. unevenly. The most rapidly developing, mobile part of the language is the vocabulary. A lexeme is a constantly changing, renewable layer. The material and spiritual life of people is undoubtedly reflected in the lexicon. This can be observed in the phenomenon of neologisms and archaisms that occur today. As science and technology, science and worldview grow, new words appear in our language: cosmonaut, nuclear, clip, pop, computer, Internet, e-mail, system, lexeme, etc. Also, words that do not participate in social and political life become obsolete in the language system and become archaisms or historicisms: bozchi, mirob, faytun, qazi, amir, saroybon, obkom, raykom, etc. In the recent past, the words "raycom", "tractor", "television", and "radio" were neologisms, new words. Nowadays, most of them have become a lexicon of everyday speech. In addition, there are many methods in the language system, such as integration, terminologicalization, and simplification, which serve to change the content of the dictionary. The use of words in a figurative sense is an important factor in the development of vocabulary. Examples are white gold, golden hands, wolf (in the negative sense of a person), fox, snake (in the sense of cunning), aunt, father, uncle (in the figurative sense of a stranger) belongs to this category. Internal laws of language development are more concretely reflected in phonetics. It is known that phonetics studies speech sounds and phonetic division of speech. In phonetics, there are many laws, such as assimilation, dissimilation, synharmonism, diphthongization, enclisis, proclisis qualitative development of this language, because quantitative changes between layers (math) in the language are generalized in grammar and serve as an internal factor for the development of grammatical categories and means of expressing grammatical meaning. The ratio of grammatical categories in languages is not the same, for example, the distinguishing feature of nouns in English and German is that in German (as well as in Russian) there is a root category: tad (day) - muj.r. wasser – (water) -serd.r.; yunge (language) gen.r. This phenomenon also occurred in Old English: doy (day) muj.r.; water (water) – average; tongue (language) – gen.r. Dialects are studied as dialectisms in language systems. Dialects are a territorial concept, a specific language of people living in a certain territory, different from the literary language. The branch of linguistics that studies dialects and dialects is called dialectology. It describes phonetic, morphological, syntactic and lexical features of

dialects and dialects. The role of dialects in the emergence and development of the national language, the dialects that form the basis of the national language are determined. Dialects, as well as their relationship with literary language and related languages are determined.

REFERENCES

1. Ниятова, M. (2022). Significant points on assessment procedure. *Современные инновационные исследования актуальные проблемы и развитие тенденции: решения и перспективы*, *1*(1), 587–589. извлечено от https://inlibrary.uz/index.php/zitdmrt/article/view/5345

2. Abduganieva, M., & Niyatova, M. (2023). WHAT IS A CONTENT IN TEACHING ENGLISH LANGUAGE?. *Theoretical Aspects in the Formation of Pedagogical Sciences*, *2*(11), 157–162. извлечено от http://econferences.ru/index.php/tafps/article/view/6941

3. Abduraxmanova, Z., & Mamurova, M. (2021). THEORETICAL APPROACH TO SPEECH DISFLUENCIES IN SIMULTANEOUS INTERPRETATION. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 43-45).

4. Ma'ripov J. K. A BRIEF INFORMATION ABOUT TENSES //O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA. – C. 464.

5. Raxmatullayevna, A. D. (2022). KOMMUNIKATIV KOMPETESIYANI SHAKLLANTIRUVCHI TARJIMA USULLARI.

6. Ахмедова С. Р. Таълим ва тарбия жараёнлари узвийлигининг самарадорлиги //Science and Education. – 2021. – T. 2. – №. 9. – C. 369-373.

VOLUME-1, ISSUE-12

LITERARY AND NONLITERARY FORMS OF SPEECH IN ENGLISH AND UZBEK

Saydazimova Sitora Sirojiddin qizi

4th year student at Djizzakh branch of The National University of Uzbekistan named after Mirzo Ulugbek

Supervisor: Niyatova Maftuna Norbek qizi

Assistant teacher in the department Foreign Languages at Djizzakh branch of The National University of Uzbekistan named after Mirzo Ulugbek

ANNOTATION

In both English and Uzbek languages, there are literary and nonliterary forms of speech. This article gives some information about each.

Key words: Formal, informal, Renaissance, cultural, rhythm

Literary Forms of Speech

1. English: In English, literary forms of speech include various genres such as novels, poetry, short stories, dramas, and literary essays. These forms of speech are characterized by their artistic and imaginative use of language, with a focus on creativity, aesthetics, and literary techniques.

2. Uzbek: In Uzbek, literary forms of speech also include similar genres such as novels, poetry, short stories, and dramas. Uzbek literature has a rich history, with notable authors like Ali-Shir Nava'i and Abdulla Qodiriy. Literary works in Uzbek often showcase the cultural heritage, traditions, and folklore of Uzbekistan.

Nonliterary Forms of Speech:

1. English: Nonliterary forms of speech in English include everyday spoken language, informal conversations, technical writing, scientific texts, news reports, and informational articles. These forms of speech are characterized by their practical and informative nature, focusing on clarity, precision, and conveying factual information.

2. Uzbek: In Uzbek, nonliterary forms of speech include everyday spoken language, informal conversations, technical documents, scientific articles, news broadcasts, and educational materials. These forms of speech aim to communicate information effectively, often using specialized terminology in technical or scientific contexts. It is important to note that the distinction between literary and nonliterary forms of speech may not always be clear-cut, as there can be overlaps and hybrid forms that blend elements of both. Additionally, the literary and nonliterary forms of speech evolve and adapt with time, reflecting changes in society and language use. The difference between English and Uzbek in terms of literary forms of speech lies in the specific characteristics, traditions, and cultural aspects associated with each language's

literary heritage. Here are some distinctions: 1. Historical Background: English literary forms of speech have a long and diverse history, with contributions from renowned authors such as William Shakespeare, Jane Austen, Charles Dickens, and many more. English literature encompasses a wide range of styles, genres, and periods, from medieval works to modernist and postmodernist literature. Uzbek literature, on the other hand, has a more recent literary tradition, with notable figures like Ali-Shir Nava'i and Abdulla Qodiriy emerging in the 15th and 20th centuries respectively, and a focus on Central Asian cultural themes and traditions. 2. Influence of Literary Movements: English literature has been influenced by various literary movements and periods, including Renaissance, Romanticism, Victorian literature, Modernism, and contemporary literature. These movements have shaped the themes, styles, and techniques used in English literary forms of speech. Uzbek literature, while influenced by Persian, Arabic, and Russian literature, has its own distinct cultural and linguistic characteristics, often drawing inspiration from folklore, historical events, and the cultural heritage of Central Asia. 3. Language Structure and Style: English and Uzbek differ in their linguistic structures and styles. English literature often employs a wide range of literary devices such as metaphors, similes, alliteration, and symbolism. The English language allows for complex wordplay, poetic meter, and a variety of literary techniques. Uzbek literature, with its Turkic roots, has its own unique linguistic features, poetic forms, and literary devices, often relying on elaborate rhyme schemes, rhythm, and imagery. 4. Cultural and Contextual Themes: The literary forms of speech in English and Uzbek reflect the cultural, historical, and social contexts of their respective societies. English literature explores a broad range of themes, including love, identity, social issues, and philosophical concepts. Uzbek literature often focuses on Central Asian cultural traditions, historical events, folklore, and the experiences of the Uzbek people. While these differences exist, both English and Uzbek literary forms of speech serve as means of artistic expression, providing insights into the human condition, cultural values, and historical perspectives. Both traditions contribute to the rich tapestry of world literature in their own unique ways.

REFERENCES

1. Ниятова, М. (2022). Significant points on assessment procedure. *Современные инновационные исследования актуальные проблемы и развитие тенденции: решения и перспективы*, *1*(1), 587–589. извлечено от https://inlibrary.uz/index.php/zitdmrt/article/view/5345

2. Abduganieva, M., & Niyatova, M. (2023). WHAT IS A CONTENT IN TEACHING ENGLISH LANGUAGE?. *Theoretical Aspects in the Formation of Pedagogical Sciences*, *2*(11), 157–162. извлечено от http://econferences.ru/index.php/tafps/article/view/6941

3. Abduraxmanova, Z., & Mamurova, M. (2021). THEORETICAL APPROACH TO SPEECH DISFLUENCIES IN SIMULTANEOUS INTERPRETATION. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 43-45).

4. Ma'ripov J. K. A BRIEF INFORMATION ABOUT TENSES //O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA. – C. 464.

5. Raxmatullayevna, A. D. (2022). KOMMUNIKATIV KOMPETESIYANI SHAKLLANTIRUVCHI TARJIMA USULLARI.

VOLUME-1, ISSUE-12

BO`RTMA NEMATODA XILLARI VA ULARNING ZARARI.

Andijon davlat pedagogika instituti tabiiy fanlar fakulteti

1-bosqich talabasi **Xaydarova Nodirabonu**

Annotatsiya: ushbu tezis *bo`rtma nematoda* uni hillarining o`simliklarga keltiradigan zararlari yoritib berilgan bo`lib, lichinkalrining va voyaga yetgan organizmlarining hayot sikli haqida malumot berilgan.

Annotation: this thesis describes the damage caused by the nematode nematode species to plants, and provides information about the life cycle of the larvae and adults.

Аннотация: в данной диссертационной работе описывается вред, наносимый нематодными видами нематод растениям, и приводятся сведения о жизненном цикле личинок и взрослых организмов.

**Kalit so`z:** *lichinka, parazit, tuxum,invaziya, bo`rtma*

Key word: larva, parasite, egg, invasion, relief

Ключевые слова: личинка, паразит, яйцо, инвазия, рельеф.

*Bo`rtma nematodalari* (**Meloidogyne**) –o`simliklarning yer osti qismlari (ildizi, tugunagi) parazitlari. O`simliklarning nematoda zararlagan qismida har hil bo`rtma paydo bo`ladi. Bo`rtma nematodalarida jinsiy dimorfizm juda yaxshi rivojlangan; voyaga yetgan erkagi ipsimon , uzunligi 1.5-2 mm bo`lib , ozilanmaydi , tuproqda yashaydi .Urg`ochilari noksimon shaklda , maxsus stileti yordamida o`simlik hujayralarini so`rib oziqlanadi. Urg`ochi nematode maxsus tuhum xaltaga 100 taga yaqin tuxum qo`yadi. Tuhumdan lichinkalar tuproqqa chiqib , o`simlik ildizini zararlaydi . Qulay iqlim sharoitida yil davomida nematoidalarning bir necha nasli rivojlanadi.

O`zbekiston va boshqa O`rta osiyo Respublikalarida bo`rtma nematodalarning 5 turi ekinlarga ziyon keltiradi . Sabzavot va poliz ekinlariga janubiy (**M.incogniia**) va araxis (**M.arenaria**) nematodalari katta ziyon keltiradi. Janubiy xududlarda g`

o`za va boshqa ekinlarga g`o`z abo`rtma nematodasi M.acrita katta zarar yetkazadi. Bo`rtma nematodalari yengil tuproqli maydonlarda ekinlarga ayniqsa , katta ziyon keltiradi , hosilning 40-60% ini nobut qiladi. Nematoda ayniqsa bug`doy , bodring , pomidor, qovun , kartoshka , kanop , bazan g`oza kabi 200 dan ortiq o`simliklarga katta ziyon yetkazadi katta ziyon yetkazadi.

*Bug`doy nematodasi* (**Anguina tritici**) bug`doy va ayrim boshoqli ekinlarga ziyon keltiradi zararlangan bug`doy boshoqlarida don o`rniga nematodaning bo`rtmasi hosil bo`ladi. Bo`rtma ichida 15-17 minggacha anabioz holatidagi nematoda lichinkalari bo`ladi . Quruq donlarda lichinkalar 20yilgacha tirik saqlanishi mumkin. Lichinkalar don bilan nam tuproqqa tushganida suv shimib bo`kkan bo`rtmadan

tuproqqa chaqadi va bu bug`doy maysalari ildizi orqali barg qo`ltig`iga kirib oladi. Bug`doy boshoq chqarmay otganida gul tugunchasiga o`tib oladi ; anashu joyda oziqlanib , voyaga yetadi va ko`payadi. Urug`langan urg`ochi nematodalar 2500 gacha tuxum qo`yadi , har bir tuxumdan invaziyali lichinka chqadi.

Kartoshka nematodasi (**Ditylenchus destr uctor**) kartoshkada parazidlik qilib , hosildorlikni keskin kamayishiga sabab bo`ladi. *Sitrus mevalar paraziti* (**sitrutes)** o`simlikni ildizida parazitlik qiladi.

Xulosa: Bo`rtma nematoda parazit hisblanb juda ko`p o`simliklarda parazitlik qiladi. Bu holat o`simliklarni kam hoslikka ularni nobud bo`lishiga olib keladi. Bo`rtma nematoda hillarni va ularning o`simlikka zararini yahshilab o`rganib va buni bartaraf etish uchun yangi usul metodlarni ishlab chqarilsa o`simliklarni nobud bo`lishini oldini oladi va sermahsul navlarni yetishtirishga sabab bo`ladi.

Foydalanilgan adabiyotlar:

1. O.Mavlonov, Sh.Xurramov, X.Eshova ''Umurtqasizlar zoologiyasi'' .O`zbekiston Milliy Ensiklopediyasi Davlat ilmiy nashriyoti Toshkent-2006.

2. S.Dadayev, O.Mavlonov ''Zoologiya''. Toshkent ''IQTISOD-MOLIYA''2008

3. O.Mavlonov . 7-sinf darslik''Zoologiya''. Toshkent-2017

VOLUME-1, ISSUE-12

Dengizda uchraydigan emg noyob dengiz yulduzi haqida biologik amiyatlar

Mubina Mamadiminova Muhammadjon qizi

Annotasiya. Yer yuzining 70 foizini suv egallaydi. Ular har xil ko'rinishda bizlarga nomoyon bo'ladi dengiz, okean,orollar, yer tubidagi suvlar, har xil botqoqliklar va h.z. Shuningdek suvni uchrash joylari har xil ekanligi undagi suv hayvonlar ham bir birlarini takrorlanmas darajada farq qiladi. Biologik ahamiyat,oziqlanish, fel atvor,fiziologik jihatlari bilan farq qiladi.

Kalit so'zlari. Forsiulstid, Notomyotid, Pardali, Valvatid, Habitata, oq akula, buqa akula, qattiq teri,tikon,Asteroidea.

Dengiz yulduzlari. Ular harakatchilikka ega bo'lmagan echinodrammalar va shu bilan birga tirik mavjudotlardan. Ular juda o'ziga xos va okeanlarda yashaydilar. Turli xil baliq turlari haqida gapirish uchun ishlatiladigan ushbu tezis juda o'ziga hos va qiziquvchan. Ushbu hayvonlar dengiz kiripi va dengiz kiriplariga o'xshash va o'xshashdirlar **gubkalar**. Ilmiy nomi **Asteroidea**.

Dengiz yuglduzi biz bilan suhbatlashishga odatlangan baliq kabi boshqa ko'plab turlardan farq qiladi. Birinchi narsa ular nafas olish uchun gillatga ehtiyoj sezmaydilar. Ular tanangizdagi suvda erigan kislorodni eritish uchun gazlarning almashinadigan teshikka ega.

Ko'pgina boshqa hayvonlardan o'laroq,ular uzoq umr ko'rishadi,ahar sharoitlari qulay bo'lsa 35 yilgacha yashash mumkin. Sharoitlariga va turlariga qarab, ular 5kg gacha vaznga egs bo'lgan hayvonlardir. Uning terisi tikonli bo'ladi k altsiy karbanat tarkibidagi yetarlicha qoplamdan iborat. Ushbu qoplama tufayli ular etiborga olinmaydi va ular yirtqichlardan himoya qilish mumkin.

Dengiz yulduzi markaziy korpus atrofida disk kabi shakillangan besh azobdan iborat. Aynan shu hayvonlar besh nuqtali radiusili simmetriyaga ega oyoq qo'llar sonnining kppaytiradigan bazi turlar 40 tagacha qo'lga ega

Kaltsiy karbanat qoplamasi bunga yo'l qo'ymasligi sababli ularni ko'chirish mumkin emasligiga qaramay,ular bir joydan ikkinchi joyga ko'chib o'tishlari mumkin. Shunday turlar mavjudki,ular juda aniq harakatga ega bo'lmasa ham bazi oyoq qo'llarni harakatla keltira oladilar suzish uchun ular yerga sudraladilar chunki ular suza olmaydilar. Qo'llar qisqichlar va so'rg'ichlarga o'xshash organlar bilan o'ralgan bo'lib ular hayvonni harakatga keltirib chiqarishdan va okean tubi bo'ylab sekin harakatlanishda foydalanadilar.

Forsiulstid.Ushbu tur 400 turdan iborat 6 oilada tarqalgan 70 turdan iborat uning asosiy xarakteristikasi tanasining yuzasida ko'rimadigan pedikulatsiya pedikullarga eha bo'lishdir.

Notomyodit. Ushbu turdagi yulduzlar tahminan 70 turga kiradigan 12 ha yaqin turgs ega. Ushbu qoʻllar kapital dengiz yulduzlariga qaraganda ancha moslanuvchan. Ushbu harakat ularning ichki yuzasi boʻylab harakatlanishga imkon beradigan va yuqorida aytib oʻtolgan shamol tezligi bilan birga harakatlanishda yordam neradigan mushaklar borligi bilan bogʻliq.

Valvatid. Jami 700 turdan va 170 turkumdan iborat 14 tur mavjud. Ular 5 ta qoʻl bilan eng mashhurdir.

Dengiz yulduzlari deyarli barcha dengiz yashash joylarida yashaydi. Ular ifloslanishdan himoyasiz. Chunki ular kabi kislorodni filtrlash uchun tanasining toʻgʻridan toʻgʻri suv soladilar. Shunday qilib ahar suv ifloslangsn boʻlsa ular mast boʻlib choʻkib ketishadi.

Foydalanilgan adabiyotlar.

1. **Hayvonlar dunyosi.**
2. **Umurtqasizlar.**
3. **Zoologiya**

THE ROLE OF EDUCATIONAL GAMES IN TEACHING ENGLISH TO YOUNG LEARNERS.

Burxonova Dilnoza

Shuhratova Ruhshona

Students of Fergana State University

Abstract: The age limit for starting English language teaching has been gradually reduced. As a rule, a four-year-old child is already considered fully ready for lessons. The possibilities of learning a foreign language at an early age are truly incomparable. Even K. D. Ushinsky wrote: "A child learns a foreign language in a few months more than we can learn in a few years." The main goal of education and training in the modern educational space is to form a comprehensively developed person, a well-rounded person. Teaching a foreign language at preschool age makes a unique contribution to the formation of such a personality. This article discusses the importance of action games in teaching English to preschool children.

Key words: linguistic games, small groups, sunflower game, blackboard, let's play together, idea.

Since learning foreign languages is gaining importance today, languages are taught not only in higher education institutions, schools, but also in pre-school educational institutions. If the lessons are not taught with unique and interesting methods, it can become a difficult task to attract students to the lesson. If traditional methods are used in the lessons, if they are conducted in an interesting way, this not only ensures the quality of the lesson, but also prevents boredom and attracts passive students to participate in the lesson. In today's rapidly developing education, we need advanced pedagogical technologies as well as advanced teachers in order to ignite the heart of students and develop it in every way. Learning and teaching is a long and perfect process. This requires regular work and self-improvement. It is clear that the use of various interactive methods in the process of teaching foreign languages for the development of oral speech skills turns language learning into an interesting and favorite activity.

Teaching a foreign language is a difficult task. Experts say that the role of interactive methods in teaching a foreign language is very important, because it motivates students and keeps their interest throughout the lesson. Interactive methods include games, songs, poems, activities. The main purpose of language learning is to communicate with foreigners, so teachers should first improve students' communication skills. For this, we need interactive methods, students can be involved in different games during the lesson, which provides language practice for different

skills - speaking, writing, listening and reading. Also, games improve students' vocabulary skills. Authors of many experienced textbooks and methodical manuals emphasize that games are not only time-filling activities, but also have great educational value. According to WR Lee, many language games force students to use the language instead of thinking about learning the correct forms. He also says that games should be seen as a central part of the foreign language teaching program, not a peripheral one. A similar opinion is expressed by Richard-Amato, who considers games to be interesting, but warns against neglecting their pedagogical value, especially in foreign language teaching. There are many benefits of using games. "Games can reduce anxiety, which increases the likelihood of gaining access" . They are very stimulating and interesting, and can give shy students more opportunities to express their thoughts and feelings. They also allow students to acquire new experiences in a foreign language, which is not always possible during a regular class. In addition, to quote Richard-Amato, they "add distraction to routine classroom activities," break the ice, "but they are also used to introduce new ideas." Students remember things faster and better in a comfortable, relaxed environment created by games. SM Silvers says that many teachers are enthusiastic about using games as "learning tools", but they often view games as mere time-fillers, "a break from the monotony of drill" or frivolous. are taken as actions. She notes that many teachers often ignore the fact that real learning takes place in a relaxed environment and that students use language they have encountered and practiced before. Games have advantages and effectiveness in learning vocabulary in different ways. First, games provide relaxation and fun for students, thus helping them learn and retain new words more easily. Second, games usually involve friendly competition and are engaging for students. These motivate English learners to engage and actively participate in learning activities. Third, vocabulary games bring real-world context into the classroom and enhance students' flexible, communicative use of English. Therefore, the role of games in teaching and learning vocabulary cannot be denied. However, to get the most out of vocabulary games, you need to choose the right games. When a game is to be played, the number of students, skill level, cultural context, time, learning topic, and classroom setting are factors to consider. "Learning vocabulary through games is one of the most effective and fun methods that can be used in any classroom.

All games or exercises in a foreign language open the way to the magical world of words. Therefore, I think that every person who wants to be a real foreign language teacher should be creative, i.e. adapt to the students' knowledge without always using the same games, and use their words every time. you can change, choose the appropriate one, create new ones, and generally make the lesson more interesting and enjoyable

with the help of these games. In such lessons and group activities, students never get bored and fully participate in the lesson, and at the same time look forward to the next lesson. Below, I would like to show some examples of the games that I use for my students who are learning English in my spare time, and I also recommend them to my peers who want to become teachers in the future: 1. In the game "Sunflower" students are divided into groups of 4-5 people. Based on the topic of the subject, the teacher poses one problem. Each group makes a sunflower, places a circle in its center and glues leaves. Depending on the topic, each group writes one general problem in a circle and sticks it on the blackboard. During the allotted time, the groups write their thoughts on a leaf and place it on a flower with that group's problem written on it. This method can be used to explain the subject, reinforce and repeat it, and determine the knowledge acquired by students. In our next game, the task will be performed in pairs. The first participant says his name in a foreign language, and the second participant says the name of his friend and adds his name to it. For example: First student: My name is Jeremie Second student: His name is Jeremie and my name is Nicole. and then the game continues like this. Such games can be played at the beginning of the school year with students who are just getting to know each other. Through this, they learn their names and their friends' names in English. What is your name? What is your hobby? and in the game, the participants sit in a circle. For this, you need a small soft ball. In this case, the leader throws the ball to one of the participants. The student who received the ball should say his name and talk about himself. Then he throws the ball to another participant. The student who fails to fulfill the condition leaves the game.

Conclusion: When using games, we can change them depending on the knowledge and age of children, that is, make them easier or more complicated. The purpose of these above-mentioned games is to strengthen the memory of students, increase their mental capacity, quickness, intelligence, remember new words easily and, most importantly, organize the lesson meaningfully. Today, the educational process is mainly carried out in a traditional way, but at all stages of the educational system, continuous learning of foreign languages, as well as improving the qualifications of teachers and teaching with modern educational and methodological materials provision requires further improvement. By introducing advanced methods of education with modern pedagogy and information communication, it is desirable to make the growing young generation an expert in the languages they are learning, and on the basis of this, they can speak these languages easily. After all, everything is for the great future of our youth and the development of our country.

References:

1. Jalolov J.J. Methodology of teaching abroad. T.: 2012.

2. Communicative approach to language teaching 2014 Masuma Akbarova

3. Elizabeth Claire "ESL Teacher's Activity Book" USA 1998.

4. Harnad, S., Lancaster, J. B., & Steklis, H. D. "Induction, evaluation, and accountability," Origins and Evolution of Language and Speech. New York: New York Academy of Sciences. 1976

VOLUME-1, ISSUE-12

EFFECTS OF TOTAL PHSICAL RESPONSES ON VERY YOUNG LANGUAGE LEARNERS.

Po'latjonova Odina
Matluba Ahmedova
Fergana State University

Abstract:Language learning can be challenging, but that doesn't mean it has to be boring or tedious! One of the most popular ways to make the experience more enjoyable is to use a variety of different language teaching approaches.One common approach is Total Physical Response (TPR). This innovative and interactive style sees the mind and body work together to enhance language acquisition. In this blog post, we will explore the principles of TPR and its numerous benefits for language education.

Keywords: TPR approach, vocabulary, young learners, speaking fluency, English teaching, characteristics of young learners.

English today becomes a global phenomenon in the 21st century and English learning has become an important educational issue in Asia in general and in Vietnam particularly. Nowadays, English is considered a foreign language and has been included in elementary schools' language curriculum in Uzbekistan. Teaching English to Young Learners (TEYL) has become its own field of study as the age of compulsory English education has become lower and lower in countries around the world. Even in countries where families may choose the foreign language for their children to study, English is "overwhelmingly the first choice". The growing demand for English, plus parents' belief that English skills provide their children with a better education and better employment opportunities, are the forces driving English, to be introduced at earlier ages. Many students now start English at younger and younger some as low as the ages of five or six. There are two major reasons for an early start in English: the value of English for education and employment, and the educational benefits of early language learning.Total Physical Response is a language teaching approach that relies on the coordination of language and physical movement. It was developed by American psychologist James Asher in the 1970s.

The main concept behind TPR is that learners respond physically to L2 commands issued by the educator. For example, the teacher might say, "Stand up," and the students respond by standing up. This process engages the body, creating a connection between the spoken language and the corresponding action.Advocates argue that by listening to the target language and converting it to action, speaking will eventually manifest itself. This form of motor activity encourages right-brain learning and long-term storage, in a process somewhat akin to learning to ride a bicycle.TPR is

particularly useful for, but not limited to, teaching beginners and/or younger students and is highly effective for teaching imperative-based languages, where the commands are easily expressed through actions.

The TPR strategy is highly flexible and can be used in a variety of different ways in the language classroom. Teachers can deploy it to help students learn new vocabulary, to demonstrate comprehension of words, phrases and sentences, to show their understanding of a sequence of sentences, or even the progression of events in a story.Whatever the learning objective, there are some common characteristics that help to define the approach.

Firstly, TPR emphasises language comprehension before production. Learners first internalise the L2 by responding physically to commands without having to produce any spoken language themselves. This reduces anxiety and allows them to acquire the language more naturally.TPR also relies on repetition to reinforce language learning. By repeatedly performing actions in response to commands, learners strengthen their memory and their understanding of the vocabulary and grammar structures.Importantly TPR creates a low-anxiety environment in which learners don't feel pressured to speak immediately. Instead, they feel comfortable and confident, gradually building their language skills before engaging in oral production.If you've decided to try out the TPR approach, here are some hints and tips to support your teaching practice.The best place to start is to teach a set of simple commands and their corresponding actions in the target language. For example, instructions like "stand up," "sit down," "turn around," and actions like clapping, pointing or raising hands. Take the lead by demonstrating each command and encourage students to follow along.

As students' language development speeds up, try introducing more complex vocabulary and grammar structures. For instance, move from single words to simple sentences, such as "Pick up the book" or "Open the window." Furthermore, as learners become more confident and comfortable, gradually transition from physical responses to spoken production. Allow them to also initiate commands and act as instructors themselves.Students' understanding and retention can be significantly improved by using visual aids and expressions. Another great way to maximise engagement is to incorporate music and rhymes into your TPR activities. Singing or chanting commands always makes the learning experience more fun and memorable. Similarly, games like Simon Says can have a positive effect by adding an element of competition and excitement to the learning process.

Whatever approach you take, contextualising the language in real-life situations reinforces its practical application. For instance, why not act out a scene at a restaurant

where students play the roles of customers and waiters, using TPR to order food or serve dishes?Finally, while TPR is an excellent tool for initial language acquisition, it should usually be complemented with other language teaching methods as students advance. Try integrating TPR with speaking, reading, and writing exercises to promote a well-rounded language learning experience. And, as always with a new teaching approach, Sanako's recommendation is to test and try it in your setting and then tailor it to your specific circumstances.

The teacher must be a model in the classroom and has 3 basic features: Mastering the spoken language, Developing understanding with body language, and Getting students ready to speak. Students are not forced to speak in any way, but they are expected to be ready because it is believed that the second/foreign language will be learned in the same way as the mother tongue is learned. For this reason, first exposure to language, understanding, observing physical reactions and then speaking are expected . In time, students who see the teacher as a role model will start to imitate their teachers. They begin to show their reactions to the commands given by the teacher . While implementing this method, students should not be corrected directly, they should be encouraged to speak, and they should be tried to make sense of the situation in the process. Trying to correct every word of individuals learning a new language and interrupting their speech will have negative effects on them. More corrections may occur as conversations improve . It is more effective to use the method with beginners and young students . It is important that this method is used especially for students between the ages of 7-11, children learn better when they see and learn by doing, so movement is the basis for their learning . Beginner students can physically react to commands given. It is expected that students who actively learn and use their physical intelligence will show more success. It is a method in which both the right and left parts of the brain work actively at the same time. There is not much material to use in the classroom. The important thing is the competence of the teacher and the ability to use body language. Teaching a foreign language to young learners or children differs from teaching adults, especially because it involves fun with movement and physical participation . In addition, Shin stated that the more fun learners have, the better they will remember the language they have learned. Ytreberg emphasized that "Children's understanding comes from hands, eyes and ears, and the physical world is always dominant in learning." Similarly, the "Total Physical Response" method also argues that language learning should refer to physical actions . At the same time, the method covers many teaching techniques, including drawing, music, games, role-playing,
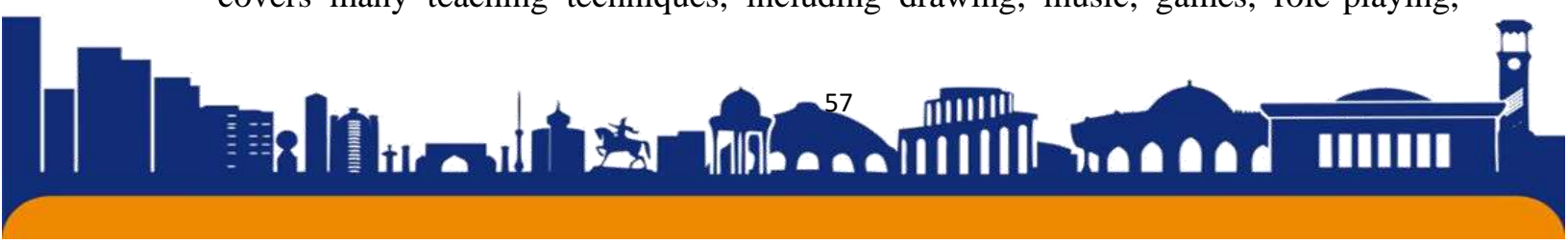
storytelling, competition, etc. Children are more likely to remember words associated with a fun game, an interesting picture, a song, or an absurd situation.

References

1. APA. (2010). Publication Manual of the American Psychological Association (6th ed.). USA.

2. Arıkan, A. (2013). İngilizce (2-8. sınıflar) Öğretim Programı Tanıtımı. Retrieved from https://www.eba.gov.tr/video/izle/565078d9024d45f704eadb6466176d14122ea81ed6001

3. Asher, J. J. (1977). Learning Another Language through Actions: The Complete Teacher's Guide Book (6th ed.). Los Gatos: Sky Oaks Productions, Inc.

4. Asher, J. J. (2002). Brainswitching, Learning on the right side of the brain. Los Gatos, CA Sky Oaks Productions, Inc.

YURAK ISHEMIK KASALLIGI VA ARTERIAL GIPERTENZIYASI BOR BEMORLARDA ARTERIAL GIPERTENZIYA DARAJASIGA QARAB PERIFERIK TOMIRLAR O'ZGARISHI

Odiljonov H.X., Jabbarov O.O., Tursunova L.D., Alimov D.A.
Toshkent tibbiyot akademiyasi, Toshkent, O`zbekiston

Dolzarbligi: Arterial gipertenziya qon tomirlarda elastikligining kamayishi, yallig'lanishi va endotelial disfunksiya natijasida struktur va funksional o'zgarishlarni keltirib chiqaradi. Ba'zi antigipertenziv preparatlar qon bosimini pasaytirish bilan birgalikda, tomirlarda endoteliy faoliyatini yaxshilash, hamda yallig'lanish jarayonlarini kamaytirish xususiyati mavjudligi aniqlangan.

Tadqiqod maqsadi: Arterial gipertenziya bilan kasallangan bemorlarni qon bosimini bisoprolol yordamida davolash, terida joylashgan kichik qon tomirlar holatini davolash jarayoniga bog'liq holda baholash.

Material va metodlar: Ushbu klinik tadqiqotda yengil va o'rta darajadagi arterial gipertenziya bilan kasallangan 30 nafar bemorlarda bisoprolol bilan davolash boshlangandan 4 hafta oldin va davolash muolajasining yakunida periferik qon tomirlar holati baholanadi. Teri mikrosirkulyatsiyasini baholash uchun noinvaziv usul qo'llaniladi: bosh barmoqning lazerli dopler fluksimetriyasi.

Natija: Oyoqdagi mikrosirkulyatsiya holatini birinchi baholashdan so'ng 2 hafta davomida bisoprolol boshlang'ich dozaning yarmi qabul qilinib, bosqichma-bosqich to'xtatildi. Arterial qon bosimi oshgan bemorlarga boshqa guruhdagi o'rnini bosuvchi antigipertenziv preparat- amlodipin berildi. Mikrosirkulyatsiya takroran tekshirilgandan so'ng, bisoprolol bilan davolash davom ettirildi.

Lazerli dopler fluksimetriyada to'lqin uzunligi 780 nm bo'lgan infraqizil lazer nuri optik tolalar orqali teriga o'tkaziladi, u yerda 1 dan 1,5 mm gacha chuqurlikka kiradi. Barcha bemorlardan bisoprolol terapiyani to'xtatish va qayta boshlash davrida yurish natijasida kelib chiqqan og'riq va yengillik haqida so'ralgan. Har bir o'lchov seansi taxminan 40 daqiqa davom etdi. Shunday qilib, bemor guruhi 19 ayol va 11 erkakdan iborat bo'lib, o'rtacha yoshi 62 yosh (44-82 yosh). 30 ta bemorda qon tomir kasalliklari uchun xavf omillarining tarqalishi quyidagicha edi: giperxolesterolemiya 14 bemor (46%); chekuvchi 14 bemor (46%); II turdagi qandli diabet 11 (37%); oilaviy anamnezida yurak qon tomir kasalliklari aniqlanmagan bemorlar 11 (37%). Barcha bemorlar arterial gipertenziya bilan yetarli muddat davolangan; o'rtacha sistolik va diastolik qon bosimi mos ravishda 150 va 80 mm.sim.ust. edi. Bisoprolol bilan davolash paytida o'rtacha yurak urish tezligi daqiqada 64 zarbani tashkil etdi.

Bemorlarning 74% bisoprololdan tashqari boshqa antigipertenziv dorilarni qo'llagan .Bisoprolol o'rtacha 6,5 yil davomida ishlatilgan.

30 bemordan 8 tasi bisoprololni bekor qilgandan keyin simptomlarning yaxshilanishini sezdi. Yurish masofasi sub'ektiv ravishda oshdi, sovuq oyoqlar haqida shikoyatlar kamaydi yoki og'riq kamaydi. Ushbu yaxshi ga o'zgarishlar bisoprololni qayta tiklashdan keyin yo'qoldi. Bu bemorlarda terining mikrosirkulyatsiyasini o'zgartirish tendentsiyasi kuzatilmadi.

Xulosa: Ushbu klinik tadqiqot natijalari shuni ko'rsatdiki, bisoprolol bilan uzoq muddat davolangan bemorlar oyoq periferik tomirlarida ta'siri borligi va preparat to'xtatib qo'yilganda yoki boshqa guruh antigipertenziv preparatlar bilan almashinib davo muolajalari olib borilganda, bemorlar oyog'ida og'riqning kamayishi va doimiy sovuq bo'lishi kabi shikoyatlari kamaygan. Bundan ko'rinib turibdiki, bisoprolol bilan davolash nafaqat qon bosimiga, balki periferik tomirlarning holatiga ham ta'sir ko'rsatadi.

Foydalanilgan adabiyotlar:

1. ,,Antihypertensive treatment in concomitant peripheral vascular disease: current experience and the potential of carvedilol'' J Cardiovasc Pharmacol, 18 (suppl 4) (1991), pp. S78-81

2. ,,Effect of β-blockers on peripheral skin microcirculation in hypertension and peripheral vascular disease" https://www.sciencedirect.com/journal/journal-of-vascular-surgery

3. C.G. Crandall, R.A. Etzel, J.M. Johnson ,,Evidence of functional β-adrenoceptors in the cutaneous vasculature" Am J Physiol, 273 (1997), pp. H1038-1043

4. Tursunova, L. D., & Jabbarov, O. O. (2021). APPLICATION OF SAKABUTRIL/VALSARTAN IN PATIENTS WITH CHRONIC KIDNEY DISEASE WITH TYPE 2 DIABETES MELLITUS. *Art of Medicine. International Medical Scientific Journal*, *1*(1).

5. Косимбаев, С., Аляви, А., Турсунова, Л., & Жуманазаров, С. (2021). Агрегатное состояние крови и коагуляционный гемостаз у больных с ишемический болезнью сердца перенесших COVID-19.

VOLUME-1, ISSUE-12

ZULUKLAR SINFI TIBBIYOT ZULUGI TUZILISHI VA FOYDALI XUSUSIYATLARI

Andijon Davlat Pedagogika Instituti

Tabiiy fanlar fakulteti Bialogiya 1-bosqich

talabasi **Imomxonova Mavludaxon**

Annotatsiya: Ushbu tezisda zuluklar haqida ma'lumot berilgan bo'lib.Tibbiyot zulugining tuzilishi va inson tanasiga shifobaxsh ta'siri haqida tanishib chiqamiz.

Аннотатация:В данной дипломной работе приведены сведения о пиявках.Познакомимся со строением медицинской пиявки и ее целебным действием на организм человека.

Annotation:This thesis provides information about leeches. Let's get acquainted with the structure of medical leech and its healing effect on the human body.

Kalit so'zlar: germafrodit, girudin,divertikula,gialuronidaza,

Ключевые слова:гермафродиты, гирудин, дивертикулы, гиалуронидаза,

Key words: hermaphrodite, hirudin, diverticula, hyaluronidase.

ZULUKLAR (HIRUDINEA) SINFI. Bu sinfga 400 ga yaqin tur kirishi ma'lum bo'lib. Ular asosan chuchuk suvlarda, bir qismi esa dengizlarda yashaydi.Umrtqali hayvonlarda vaqtinchalik ektoparazitlik qilib yoki yirtqichlarcha hayot kechiradi. Ular asosan qon so'rib yoki mayda hayvonlar bilan oziqlanadi. Ba'zi bir turlari quruqlikda yashashga ham moslashgan . Masalan, tropik nam o'rmonlarda ,quruqlikda - Avstraliya , Janubiy Osiyo ,Yaponiya va boshqa janubiy mamlakatlarda 3-5 sm li qonxo'r jag'li zuluklar daraxtga yopishgan holda hayvon yoki odam o'tishini poylaydi va ko'p xollarda ularga tashlanib,azob beradi.

Zuluklar juda ham harakatchan, suv ostida o'rmalab yoki suvda suzib hayot kechiradi.Ularning tanasi yelkadan qorin tomonga yassilashganligi bilan boshqa halqali chuvalchanglardan farq qiladi. Tanasining oldingi uchida muskulli so'rg'ichi bo'lib, uning o'rtasida og'iz teshigi joylashgan. Gavdasining keyingi uchida esa juda yaxsh rivojlangan orqa so'rg'ichlari joylashgan, orqa so'rg'ichining yelka tomonida anal teshigi bor. Zuluklar boshqa halqali chuvalchanglardan ana shu so'rg'ichlarining bo'lishi, ularda parapodiyalar, jabralar va boshqa qillarning bo'lmasligi (qillar faqat ptimitiv turlaridan - qildor zuluklardagina saqlangan) bilan keskin farq qiladi.Bundan tashqari , zuluklar gavdasining tashqi halqalari ichki halqalariga tog'ri kelmaydi , ya'ni tashqi segmentlar bilan ichki segmentlarning mosligi buzilgan. Zuluklarning turli vakillarida har qaysi haqiqiy ichki segmentiga 3 tadan 5 tagacha tashqi segmentlar to'g'ri keladi(tibbiyot zulugida 5 ta tashqi segment to'g'ri keladi). Zuluklarning tashqi halqalanishi tashqi muhitga moslashish xususiyatlaridan bo'lib, bu qalinlashib ketgan

teri-muskul qoplag'ichining egiluvchanligini taminlaydi. Zuluklar tanasining uzunligi 1 sm dan 30 sm gacha boradi.

Tibbiyot zulugi jag'li zuluklar turkumiga kiradi. Uning og'iz bo'shlig'ida bir-biriga qarqama-qarshi joylashgan, xitindan iborat 3 ta jag'i bor. Ularning ustki qismi qirrali, o'tkirlashgan bo'lib, unda 80-90 ta mayda tishchalari mavjud . Bular yordamida qon so'rish payrida zuluklar xo'jayinining terisini kesadi. SHuning uchun ham terida zuluk qon so'rganidan keyin 3 qirrali chandiq izlari qoladi. Zulukning halqumi atrofida *girudin* suyuqligi ajratuvchi bezlar joylashgan . *Girudin* suyuqligi qonni ivib qolishidan saqlaydi, natijada zuluk qon so'rayotgan paytida u uzluksiz oqib turadi, hatto zuluk to'yib tushganidan keyin ham qon oqib turishi mumkin.Zuluklarning so'lagi tarkibida *gialuronidaza* fermenti ham mavjud bo'lib, u faol moddalarni organizmning to'qimalarga chuqurroq kirib borishiga imkon beradi -10 sm gacha. SHuningdek, bu ferment biriktiruvchi to'qimalarni parchalaydi, shu sababli chandiqlarning so'rilib ketishi kuchayadi.

Og'iz bo'shlig'i va halqum ichakning ektodermadan hosil bo'lgan oldingi qismini tashkil qiladi. Undan keyin esa endodermadam hosil bo'lgan o'rta ichak yoki "jig'ildon" boshlanadi. Uning ikkala yon tomonida 10-11 juft keying uchi berk o'simtalar – *divertikula*lar mavjuddir. Shulardan eng oxirgi o'simtasi uzun bo'lib, u tananing oxirgi uchigacha cho'ziladi. Bu o'simtalarda girudin bilan aralashgan qon uzoq muddatga ivimasdan saqlanadi. SHuning uchun ham zuluk 1-1,5 yil davomida qon so'rmasdan yashashi mumkin. Orqa ichakning oldingi qismi esa pufaksimon kengayib ektodermadan hosil bo'lgan to'g'ri ichakni tashkil qiladi. Zuluklar shu jumladan tibbiyot zulugi ham ikki jinsli   *germafroditdir.*

Tibbiyot zulugi bilan davolashning foydalari:

Tromb hosil bo'lishi xavfi kamayishi ;

To'qima va organlarda qon aylanishini tiklanishi;

To'qimalarni ozuqa moddalari va kislorod bilan yaxshiroq ta'minlanishi;

Xolesterin darajasi normallashishi va immunitet mustahkamlanishi ;

Qon bosimi me'yorlashishi, yurak faoliyati yaxshlanishi.

Zuluklar rasmiy ravishda dorivor sifatida tan olingan va ko'plab mamlakatlarda dori vositalari retseptiga kiritilgan.

Xulosa: Tezisda zuluklar haqida qisqacha ma'lumotlar bilan tanishildi. Zuluk yirtqich bo'lishiga qaramasdan uni shifobaxsh ta'siri bor. Butun dunyoda qon bosimi xastaliklari bilan qiynalayotgan insonlarga tibbiyot zulugini sezilarli foydasi tegadi va bu tezisdan bilimlarimiz oz bo'sa ham ortdi deb o'ylayman.

Foydalanilgan adabiyotlar:

1. O. Mavlonov, SH. Xurramov, X. Eshonova. "UMURTQASIZLAR ZOOLOGIYASI" –Toshkent – 2006-yil.

2. Z.N.Norboyev. " Umurtqasiz hayvonlar zoologiyasidan amaliy mashg'ulotlat " -Toshkent – 1991-yil.

3. S.Dadayev, G. Abduraxmonova. "Umumiy parazitalogiya" – Toshkent – 2013-yil.

4. "Sug'diyona" gazetasi.

"Pedagogical Foundations of Teaching Foreign Languages"

Avazbekova Dilafruz
Umarova Mukhayyo
Fergana State University

Abstract: The article discusses the interconnectedness of natural and societal phenomena. It emphasizes that no individual operates in isolation due to the objective unity of phenomena, and languages like "til" study the social phenomenon from linguistic, psychological, and didactic viewpoints. The paper provides information about the pedagogical fundamentals of teaching foreign languages.

Key Words: Foreign language, pedagogy (didactics), methodology, pedagogical technologies, Brainstorming Teaching methods for foreign languages benefit from the positive experiences of closely related fields. The methodology of teaching a foreign language not only leverages contemporary achievements but also benefits other areas of pedagogy. Foreign languages represent the languages of other countries. In our republic, Western European (English, Spanish, German, French) and Eastern (Arabic, Turkish, Urdu, Persian, Chinese, Hindi) languages are taught, integrated into the educational curricula. The rules of teaching mother tongue and second language acquisition systematize linguistic content systematically. This allows for establishing comprehensive rules for practical learning in a natural environment within a designated timeframe, enabling effective learning conditions for teaching a foreign language, simplifying and expanding its rules. Understanding language relies on intuition on one hand, and on the other hand, it is the result of a logical process, emerging solely as a product of reflective thought.

When referring to the method of teaching a foreign language, it encompasses the collective activities of teachers and students aimed at achieving practical, comprehensive, educational, and developmental goals. The term "method" is used in the sense of teaching methods in educational theory, and in another sense, it can be found in teaching methodologies. For example, translation, direct, comparative, traditional, intensive methods, among others, are considered in teaching a foreign language

Learning a foreign language involves a multifaceted educational process, leading individuals through complex psychological changes. Comparing the mother tongue with a foreign language becomes evident during this process. Various methods and technologies are employed in this process. Teaching foreign and native languages through modern pedagogical technologies results in effective learning outcomes. Teaching a foreign language necessitates expertise in its methodology. Methodologies

and technologies acquire significant importance in the process of learning a foreign language. Various methods exist for organizing a lesson. Widely used methods in teaching a foreign language include communicative didactics, methods of organizing intercultural communication, and methods of organizing exercises. Each method complements and supports the other. Given the connection between methodology and didactics, teaching a foreign language is grounded in communicative practices, hence the prominence of communicative didactics. While employing the communicative didactics method, the method of shaping communicative intercultural communication of teachers is also developed.

Communicative didactics, as a means of understanding and interpreting materials, initially involves using natural oral situations, such as announcements in transport, train stations, advertisements on radio and television, telephone conversations, and the like. The goals set for understanding and interpreting information have changed. Narrating and controlling understanding are additional facets of this method.

Learning a foreign language results in the assimilation of other cultures. To acquire the necessary knowledge in teaching a foreign language, the technology of organizing exercises gains significant importance. The exercise is considered the best method to assimilate all sciences.

It not only contributes to learning a foreign language but also yields positive results in the assimilation of all fields of knowledge. Organizing an effective lesson where the pedagogical activity and modern pedagogical technologies play a significant role is crucial. Structuring the process of learning a foreign language with a focus on communicative elements, achieving the subsequent stages of intercultural communication, and reaching such results require a focus on the "exercise technology" as the next step.

The importance of modern methods in teaching a foreign language is indisputable. Several methods widely used at present are being employed. For example: 1. "B-B-B" (we know, we want to know, we learned) method. This method is considered necessary for students to understand the text and increase their ability to analyze it.

2. "Brainstorming" - a method for generating ideas. The essence of this method is solving problems based on teamwork among students and is divided into several stages over time: generating ideas, critically evaluating them, and producing them in a constructive manner.

3. "Creative Problem Solving." To use this method, the initial part of the story is read, and students are directed to find its conclusive part. This method contributes to the development of students' thinking abilities.

4. "Quick Answers" - In this method, students are given questions related to the topic covered in the lesson. This method contributes to improving the effectiveness of the lesson.

Thus, each method mentioned above has effective applications in teaching foreign languages. The judicious use of modern pedagogical technologies and methods in teaching leads students towards independent and free thinking, investigation, serious engagement with each issue, and acquiring knowledge. Collaboration between the teacher and student allows both to achieve positive results.

References:

1.Velikanova, A. V. "Competence-Oriented Approach to Education" - Volume 2, Samara: Profi, 2002. Pg. 92

2.Bekmurodova, U. B. Abstract on "Using Innovative Technologies in Teaching English," Tashkent 2012.

3. Xatamova, N. Q., Mirzayeva, M. N. "Interactive Methods Used in English Language Lessons" (methodological guide), Navoiy, 2006, 40 pages.

4. Joraboyev, B. B. O. (2021). "Using Authentic Materials in English Lessons." Academic Research in Educational Sciences, 2.

VOLUME-1, ISSUE-12
TYPES OF MEMORY AND ITS PROCESSES

Dumarova Gulfira Kozimbekovna
Teacher of Andijan State Institute of Foreign Languages
Tursunboyeva Mushtariybegim Dilmurod qizi
Student of Andijan State Institute of Foreign Languages
mtursunboyeva750@gmail.com

Abstract: This article provides extensive information about the types of memory and its processes, as well as the psychology of memory, clear and smooth ways to improve it.

Key words: memory, action memory, emotional memory, long term memory, psychology of memory.

Memory is a continuation of our past. It is the most durable of our abilities. Memory is at the core of human abilities and is a prerequisite for learning, acquiring knowledge and developing skills. Neither a person nor society can function normally without memory. Thanks to his memory and his improvement, man was separated from the animal world and reached his current peak. It is impossible to imagine the further development of mankind without the constant improvement of this function. Memory allows us to collect impressions of the world around us and serves as a basis for acquiring knowledge, skills and abilities.   Only memory helps to preserve the culture of humanity, the application of our thinking and the passage of our feelings. Without your images of the external world that appear in the cortex of the brain, it will not disappear. They leave a mark that remains for a long time. Memory in our psyche serves as their reserve. All processes that take place in it are called mnemic processes (from the Greek "mnema" - memory). Thus, memory is the mental process of remembering, storing, and later recalling past experiences by a person. The place of memory in human life is incomparable. Without memory, a person would remain "in a state of eternal infancy" (I.M. Sechenov). S.L. Rubinstein said: "Without memory, we would be creatures of the moment. Our past would be dead for the future. According to the past, badar would disappear in the past.

The peculiarity of memory as a mental process is that it is not aimed at direct reflection of the surrounding world, does not deal with material objects and events. Reflection of the world of bodies is carried out in perception and thinking. Memory deals with the "second reflection" of received images and concepts. Every cognitive process becomes a continuous memory, and every memory becomes something else. Each mental process serves as a condition for the implementation of another process (or the next stage of that process). This means that it becomes a "secondary" product,

has the ability to be realized in the imagination, and can serve as a basis for the further development of the process.

Another characteristic of memory is that it is directed in one direction: from the past to the future. The main working mechanism of human memory is its future orientation. The main task of memory is to serve the future. Reflecting on the past is seen as a means of achieving results in the future.

There are groups of physical, chemical, biochemical, physiological, information-cybernetic theories, as well as psychological theories related to memory. Among such theories, we will consider psychological theories that are useful in understanding the laws of memory activity and developing methods of its management.

One of the first psychological theories of memory is the associative theory, which arose in the 17th century and was first developed in England and Germany in the 18th and 19th centuries. This theory is based on V osnoe dannoy teorii lejit ponyatie association - the concept of connection between separate unique phenomena of the psyche developed by G. Ebbinghaus, G. Müller, A. Pilseker and others. According to this theory, memory is understood as a complex system of short-term and long-term associations that are stable in terms of similarity, temporal and spatial proximity. According to this theory, many laws were discovered, in particular, the law of forgetting by G. Ebbinghaus. During the first hour, up to 60% of the information received is forgotten, and after six days, less than 20% of the text memorized for the first time is retained. Over time, the associative theory encountered a number of problems that needed to be solved, the main of which was to explain the selective nature of human memory.

In modern psychology, a theory that studies the activity of a person as a connecting factor of all his mental processes, as well as the formation of memory processes, is recognized as the main concept. Based on this concept, the process of memorization, storage and recall is determined by the place of information in the activity of the object.

Memory consists of the following main processes: remembering, remembering and forgetting.

The classification of memory types according to the nature of mental activity was first introduced by P.P. Suggested by Blonsky. Types of activity may be dominated by motor, emotional, sensory, mental types of mental activity. Each of these activities is expressed in actions and their products, feelings, images, and thoughts. Blonsky was able to identify the differences between certain types of memory.

We present the characteristics of these four types of memory.
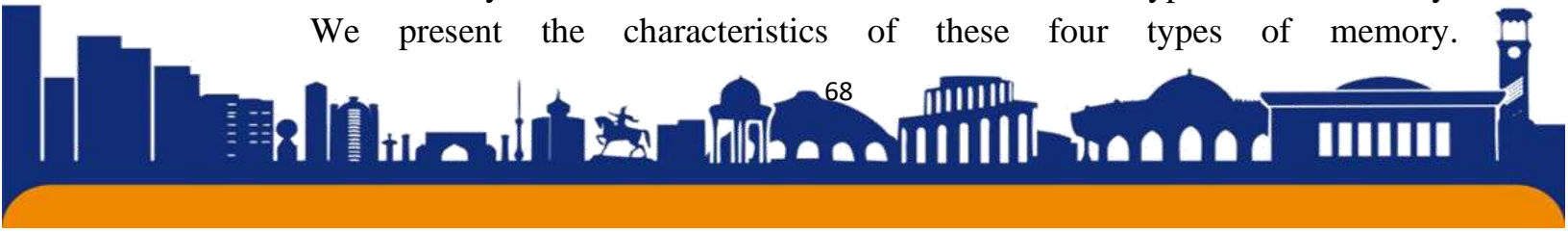
Action memory is the ability to remember, store, and recall various actions or systems. It serves as a basis for the formation of various movement skills and skills, for example, walking, driving a car, dancing, etc.

Emotional memory is the memory of experienced sensations and emotional states. Emotions always tell us how our needs and interests are being satisfied, how our relationship with the environment is being implemented. The sensations experienced and stored in the memory are manifested as messages that initiate action or prevent action that provoked negative experiences in the past.

Pictorial memory is a memory related to images, scenes of nature and life, as well as sounds, smells, tastes. It is related to sight, hearing, touch, smell and taste. Sometimes eidetic memory is found in some individuals (eidetics) who have the ability to remember and recall previously perceived bodies and scenes very vividly and vividly. Eidetic images appear in the absence of a body and are similar to imagination in that they have the characteristic of consistent visuality, which is not characteristic of ordinary imagination.

Long-term memory is one of the types of memory that has the ability to retain material for an unlimited period of time and information in an unlimited amount.

Working memory is a type of memory necessary for the performance of the current activity, which manifests itself in the performance of certain activities, serves this activity according to the storage of information coming from short-term and long-term memory. This type of memory occupies an intermediate state between short-term and long-term memories, depending on the duration of information storage and its properties. The storage time of the material in the operating memory is determined by the duration of the operation.

The psychology of memory offers clear and smooth ways to improve it. Among them: long-term memory; active repetition, organization of useful, vivid, figurative associative connections, memory exercises; referring to a specific situation and mood; retelling the memories before they are lost through false news; to prevent confusion of information; is self-monitoring and repetition.

REFERENCES:

1.   Гамезо М.В, Домашенко И.А. Атлас по психологии. – М., 1986
2.   https://scienceforum.ru/2017/article/2017036180
3.   https://azkurs.org/xotira-turlari-va-uning-jarayonlari-reja.html

VOLUME-1, ISSUE-12

Exploring Stylistic Devices in Communication

Jizzakh branch of the National University of Uzbekistan
named after Mirzo Ulugbek
The Faculty of Psychology, the department of Foreign languages
Philology and foreign languages
Scientific advisor: Niyatova Maftuna Norbek qizi
Student of group 203-20: Anorboyeva Madina Baxtiyor qizi
anorboyevamadina526@gmail.com

Abstract:This scientific article delves into the intricate realm of stylistic devices employed in communication. By examining various linguistic elements and rhetorical strategies, we aim to uncover the nuanced ways in which individuals craft and convey meaning. From metaphors to parallelism, this study endeavors to shed light on the impact of stylistic choices on effective communication.

Keywords: Stylistic devices, communication, metaphor, simile, parallelism, repetition, irony, satire, word choice, diction

Introduction: Communication is a fundamental aspect of human interaction, enabling the sharing of ideas, emotions, and information. However, not all forms of communication are created equal. Some individuals possess a unique ability to captivate and inspire through their mastery of language. By employing various stylistic devices, these individuals harness the power of words to create impactful and memorable messages.In this article, we will delve into the fascinating world of stylistic devices in communication. We will explore how these devices, such as metaphors, similes, alliteration, and personification, enable individuals to convey their thoughts and feelings in novel and engaging ways. By understanding the nuances and applications of these devices, we can all learn to become more effective communicators, both in our personal and professional lives. Throughout the article, we will provide examples and real-life instances where these stylistic devices have been skillfully employed. From famous speeches that have left an indelible mark on history to the everyday conversations that shape our relationships, we will uncover the artistry behind these powerful linguistic tools.Moreover, we will also examine the impact of cultural and linguistic diversity on the use of stylistic devices. Each culture has its own unique styles, idioms, and metaphors that enrich and add depth to its language. By embracing and understanding these differences, we can bridge the gaps in communication and foster greater understanding and appreciation between individuals from diverse backgrounds.A metaphor and a simile are both

figures of speech used to make comparisons, but they differ in how they make those comparisons.

A metaphor directly compares two unlike things by stating that one thing is another. It implies a similarity between the two things without using the words "like" or "as." For example, "Her smile is a ray of sunshine" compares a smile to a ray of sunshine, implying that the person's smile brings warmth and happiness. A simile compares two unlike things by using the words "like" or "as." It explicitly states that one thing is similar to another. For example, "Her eyes sparkled like diamonds" compares the sparkle in the person's eyes to the brilliance of diamonds.Both metaphors and similes are used to add imagery and depth to writing or speech, allowing the listener or reader to visualize and understand the message more vividly.Parallelism and repetition are two rhetorical devices commonly used in writing and speaking to enhance clarity, coherence, and emphasis.

Parallelism refers to the use of similar grammatical structures, word patterns, or sentence constructions in order to create balance and rhythm. By using parallelism, ideas can be presented in a more organized and cohesive manner. For example:"Not only did she excel at academics, but she also excelled in sports." In this sentence, parallelism is used by repeating the phrase "excel" and using similar grammatical structures with "at academics" and "in sports". Repetition, on the other hand, involves the deliberate use of the same word or phrase multiple times in order to emphasize a point or create a memorable impact. Repetition can help reinforce key ideas or create a sense of rhythm. For example: "I have a dream that one day this nation will rise up and live out the true meaning of its creed: 'We hold these truths to be self-evident, that all men are created equal.'"In this famous quote by Martin Luther King Jr., the repetition of "I have a dream" and the repetition of "this nation" reinforce the central theme and create a powerful and memorable effect. Both parallelism and repetition can be used separately or in conjunction with each other to enhance the impact and effectiveness of a message. By employing these rhetorical devices, speakers and writers can make their ideas more persuasive, engaging, and memorable.Irony and satire are both forms of commentary or criticism that use humor or sarcasm to convey a message. Here's a brief explanation of each:

Irony: Irony refers to a discrepancy between what is expected and what actually happens. It often involves saying the opposite of what is meant or pointing out the absurdity or incongruity of a situation. For example, if someone says "What a beautiful day!" during a downpour, they are using verbal irony to express the opposite of what

they truly mean.Satire: Satire is a form of humor that uses wit, irony, or sarcasm to criticize or mock individuals, institutions, or society as a whole. Satirical works often aim to expose flaws or absurdities in order to provoke change or generate awareness. Satire can take many forms, including literature, comedy shows, cartoons, and political cartoons.

Both irony and satire involve the use of humor and sarcasm, but they differ in their purpose. Irony is a literary device that can be used to convey messages in various genres, while satire is a specific genre that aims to provoke change through humor and criticism.Word choice and diction are both important aspects of effective communication. Word choice refers to the selection of specific words or phrases to convey meaning. It involves considering the connotation (emotional or cultural associations) and denotation (literal definition) of words. Choosing the right words can greatly impact the clarity, tone, and overall message of a piece of writing or speech.Diction, on the other hand, refers to the style or manner of speaking or writing. It focuses on the overall choice and arrangement of words, including the tone, register, and syntax. Diction plays a significant role in setting the desired mood and engaging the reader or listener.

Both word choice and diction are crucial in delivering an intended message effectively. They can help create a specific tone or atmosphere, establish credibility, and evoke emotions. It is important to consider your audience, purpose, and context when deciding on word choice and diction, as they can significantly impact how your message is perceived.

In conclusion, exploring stylistic devices in communication is essential for understanding the nuances and impact of language. Through the use of various techniques such as metaphors, similes, alliteration, and rhetorical questions, individuals can effectively convey their ideas, emotions, and intentions. These devices add depth and creativity to communication, making it more engaging and memorable for the audience. Moreover, understanding and recognizing these devices enables us to analyze and interpret messages with greater clarity, allowing for more effective communication and persuasion. Therefore, studying and appreciating stylistic devices in communication is crucial for both personal and professional growth in today's interconnected world.. Finally, we will discuss the ethical considerations surrounding the use of stylistic devices in communication. While these devices have the potential to captivate and persuade, they must be employed responsibly and respectfully. We will explore the potential pitfalls and dangers of manipulative language and examine how ethical communication can create a more inclusive and empathetic society.

In conclusion, the power of language is vast, and the use of stylistic devices allows individuals to unlock its true potential. By exploring and analyzing these devices, we can enhance our ability to connect, inspire, and influence others through effective communication. So, join us on this journey as we embark on an exploration of stylistic devices in communication - an exploration that has the potential to transform our personal and professional lives.

References:

1.Short, M., B. Busse & P. Plummer. Investigating student reactions to a webbased stylistics courses in different national and educational settings. In Watson & Zyngier (eds.), 2007. –p. 106–125.

2.Carter, R. & J. McRae (eds.). Language, literature and the learner. Harlow: Addison Wesley Longman Ltd, 1996. – p. 234

3.Widdowson, H. Practical stylistics. Oxford: Oxford University Press, 1992. – p. 105

4.Hanauer, D. (). Attention-directed literary education: an empirical investigation. In Watson & Zyngier (eds.), 2007. – p. 169–180

5. Anorboyeva , M. ., & Abduraxmonova , Z. (2023). ANALYSIS OF TECHNICAL TEXT. Наука и инновация, 1(30), 37–39. извлечено от https://in-academy.uz/index.php/si/article/view/23139

6. Teshaboyeva Nafisa Zubaydulla qizi, & Anorboyeva Madina Baxtiyor qizi. (2023). PHONETIC FEATURES OF ALTERATION OF PHONEMES. *"Conference on Universal Science Research 2023"*, *1*(12), 28–32. Retrieved front https://universalpublishings.com/index.php/cusr/article/view/3064

VOLUME-1, ISSUE-12

Exploring Literary Norms and Speech Culture

Jizzakh branch of the National University of Uzbekistan
named after Mirzo Ulugbek
The Faculty of Psychology, the department of Foreign languages
Scientific advisor: Niyatova Maftuna Norbek qizi
Student of group 203-20: Anorboyeva Madina Baxtiyor qizi
anorboyevamadina526@gmail.com

Abstract: This scientific article delves into the intricate relationship between literary norms and speech culture, aiming to unravel the profound impact they have on communication dynamics. By examining linguistic patterns, societal influences, and evolving norms, this study provides a holistic view of the interconnectedness between literature and spoken language

Keywords: literary norms, speech culture, cultural shifts,dialects and ideomatic usage of literary norms,

Introduction:Literary norms and speech culture play pivotal roles in shaping language use within societies. Understanding their symbiotic relationship is essential for deciphering the nuances of effective communication. This article aims to elucidate the intricate connections between literary norms and speech culture through a multidimensional analysis. Literary norms refer to the conventions, rules, and standards that guide and define the use of language in written works such as literature. These norms encompass various elements, including grammar, syntax, style, and thematic conventions. They evolve over time, reflecting changes in cultural, social, and linguistic contexts. Literary norms provide a framework for writers to communicate effectively and for readers to interpret and appreciate the intended meaning of the text. They can vary across genres, historical periods, and cultural traditions, shaping the expressive possibilities within literature. Understanding and analyzing literary norms contribute to a deeper appreciation of the richness and diversity of written language

Speech culture refers to the collective set of linguistic practices, patterns, and behaviors within a specific community or social group. It encompasses the way people communicate orally, including aspects such as pronunciation, vocabulary, intonation, and conversational conventions. Speech culture is deeply influenced by factors such as regional dialects, social class, education, and cultural norms. Key components of speech culture include: Accents and Dialects: Different regions or communities may have distinct accents and dialects, influencing the pronunciation and vocabulary used in spoken language.

Rhetorical Styles: Speech culture includes the various ways individuals structure their communication, employ rhetorical devices, and convey meaning effectively in conversations.Communication Etiquette: Norms regarding politeness, turn-taking, and appropriate language use contribute to the etiquette of speech culture within a particular group. Socioeconomic Influences: Social factors such as education, occupation, and social class can impact speech culture, leading to variations in language use among different groups. Cultural and Contextual Adaptations: Speech culture adapts to cultural and contextual influences, incorporating expressions, idioms, and linguistic features that are characteristic of a particular community or setting. Understanding speech culture is essential for effective communication and social interaction. It plays a significant role in shaping the identity of a community, fostering a sense of belonging, and contributing to the rich tapestry of linguistic diversity observed across different societies.Reflection of Speech Culture in Literature:

Authenticity and Representation: Literature often reflects the speech culture of a specific time, place, or social group. Authors strive to capture the authentic language of their characters, providing readers with a window into the linguistic nuances of a particular community.

Dialect and Idiomatic Usage: Speech culture, including regional dialects and idiomatic expressions, is frequently portrayed in literature. This representation serves not only as a narrative device but also as a means of preserving linguistic diversity.

Cultural Shifts: Changes in societal norms and values are mirrored in both literature and speech culture. Literature becomes a reflection of contemporary language use, while speech culture adapts to reflect evolving societal dynamics. Education and Literacy: Literary norms, often established through formal education, can influence speech patterns as individuals incorporate learned language conventions into their everyday communication.

Feedback Loop: Literature and speech culture engage in a continuous feedback loop, each influencing the other. Literary works draw inspiration from spoken language, while changes in speech culture can be reinforced or challenged by the representations found in literature. Understanding the interplay between literary norms and speech culture provides insights into the complex ways in which language develops, adapts, and shapes both written and oral communication within a given community or society. This intricate relationship contributes to the richness and diversity of linguistic expression over time.

In conclusion, this scientific exploration sheds light on the dynamic interplay between literary norms and speech culture. By examining their mutual influences, we
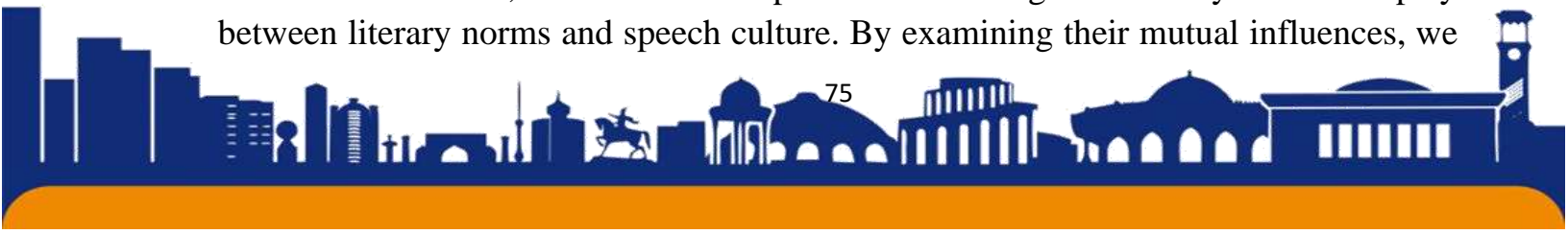
gain a deeper understanding of the mechanisms that shape language within societies. This knowledge is essential for linguists, educators, and communicators seeking to navigate the ever-changing landscape of human expression., Literary norms and speech culture play pivotal roles in shaping language expression. These constructs not only reflect societal values but also influence communication styles, fostering a shared understanding among individuals. By adhering to literary norms and cultivating a respectful speech culture, we contribute to a harmonious and enriched linguistic landscape that transcends mere words, fostering deeper connections and shared narratives within our communities.

References:

1.Short, M., B. Busse & P. Plummer. Investigating student reactions to a webbased stylistics courses in different national and educational settings. In Watson & Zyngier (eds.), 2007. –p. 106–125.

2.Carter, R. & J. McRae (eds.). Language, literature and the learner. Harlow: Addison Wesley Longman Ltd, 1996. – p. 234

3.Widdowson, H. Practical stylistics. Oxford: Oxford University Press, 1992. – p. 105

4.Hanauer, D. (). Attention-directed literary education: an empirical investigation. In Watson & Zyngier (eds.), 2007. – p. 169–180

5. Anorboyeva , M. ., & Abduraxmonova , Z. (2023). ANALYSIS OF TECHNICAL TEXT. Наука и инновация, 1(30), 37–39. извлечено от https://in-academy.uz/index.php/si/article/view/23139

6. Teshaboyeva Nafisa Zubaydulla qizi, & Anorboyeva Madina Baxtiyor qizi. (2023). PHONETIC FEATURES OF ALTERATION OF PHONEMES. "Conference on Universal Science Research 2023", 1(12), 28–32. Retrifron https://universalpublishings.com/index.php/cusr/article/view/3064

7. Teshaboyeva Nafisa Zubaydulla qizi, & Anorboyeva Madina Baxtiyor qizi. (2023). TRADITION AND COGNITIVE APPROACHES IN SYNTAX. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-amaliy Konferensiyasi, 1(12), 37–44. https://doi.org/10.5281/zenodo.10279150

8.Mullaboyeva , M., Kuvondikova , D., & Kosimova , N. (2023). EVALUTION OF THE ABILITY GROUPING METHOD EFFECTIVENESS. International Conference On Higher Education Teaching, 1(3), 98–104. Retrieved from https://aidlix.com/index.php/de/article/view/633

Exploring the Communicative Qualities of Speech

Jizzakh branch of the National University of Uzbekistan
named after Mirzo Ulugbek
The Faculty of Psychology, the department of Foreign languages
Philology and foreign languages
Scientific advisor: Niyatova Maftuna Norbek qizi
Student of group 203-20: Anorboyeva Madina Baxtiyor qizi
anorboyevamadina526@gmail.com

Abstract: This scientific article delves into the intricate aspects of communicative qualities exhibited in speech. Through an interdisciplinary approach, we explore linguistic, psychological, and physiological dimensions to unravel the underlying mechanisms that govern effective communication. By synthesizing existing research and presenting new insights, this article contributes to a holistic understanding of the communicative qualities of speech.

Introduction: Communication is a fundamental aspect of human interaction, with speech serving as a primary medium. This article aims to dissect the communicative qualities embedded in speech, shedding light on linguistic structures, cognitive processes, and physiological markers that influence the effectiveness of verbal communication.Linguistic Analysis**:** Examining the linguistic aspects of speech, we investigate the role of syntax, semantics, and pragmatics in conveying meaning. The impact of tone, pitch, and rhythm on the interpretation of messages is explored, highlighting how linguistic choices contribute to the overall communicative quality of speech.

Psychological Dimensions: Emotional Signaling:At its core, pitch serves as a conduit for emotional signaling, intertwining the psychological contours of our communication. Through the modulation of pitch, speakers deftly encode emotional nuances into their verbal expressions, weaving a rich tapestry of affective resonance. The rise and fall of pitch contours synchronize with the ebb and flow of human sentiment, manifesting as an evocative melody that resonates within the psyche of both speaker and listener. Vocal Affiliation and IdentityThe psychological ramifications of pitch extend to the realm of vocal affiliation and identity. Individuals often exhibit distinct pitch ranges and intonational patterns that reflect aspects of their personality, mood, or social identity. These vocal signatures encapsulate psychological dimensions, shaping perceptions, fostering affiliations, and projecting facets of the speaker's inner world onto the canvas of communication. Perceptual Salience and Attention .Pitch dynamics, as a psychological trigger, exert a profound influence on perceptual salience

and attention. Variations in pitch draw the listener's focal gaze, directing cognitive resources towards salient elements of speech. Whether through a sudden spike in pitch to punctuate urgency or a gentle descent to convey introspection, the nuanced interplay of pitch modulations captivates attention, sculpting the cognitive contours of listener engagement.

Expressive Identity and Nonverbal Cues The psychological dimensions of pitch infuse our expressive identity, intertwining with nonverbal cues to convey subtleties of intent, sincerity, and relational dynamics. Pitch fluctuations, in conjunction with other nonverbal elements such as facial expressions and body language, underpin the psychological scaffolding of interpersonal communication, facilitating the transmission of unspoken messages and establishing rapport within social interactions.

The neurophysiological correlates in speech culture reflect a captivating interplay of neural processing, sociocultural influences, and the multifaceted dynamics of human communication. .Unraveling the Neurophysiological Correlates in Speech Culture: 1. Neural Substrates of Cultural Linguistic Perception. The neural architecture of cultural linguistic perception unveils an exquisite tapestry where sociocultural influences resonate within the realms of neural processing. Neuroimaging studies illuminate the intricate neural circuitry that engenders the perception and processing of culturally salient linguistic features, highlighting the dynamic interplay of auditory, language, and socioemotional networks that encode, decode, and resonate with culturally inflected speech patterns. 2.Language Acquisition and Neuroplastic Resonance The neurophysiological dimensions of speech culture are animated by the symphony of language acquisition and neuroplastic resonance. The developing brain, shaped by linguistic exposure within cultural environments, undergoes neuroplastic adaptations that sculpt the neural substrates of speech perception, intonational cadences, and semantic resonances reflective of the cultural linguistic milieu. This interplay engenders a neurocognitive imprint that mirrors the linguistic and prosodic fabric of speech culture. 3.Sociocultural Modulation of Neural Processing. The sociocultural modulation of neural processing cascades through the perceptual and cognitive realms, yielding an ensemble of neural dynamics that intersect with speech culture. Sociolinguistic cues, prosodic markers, and phonetic idiosyncrasies reverberate within neural circuits, enriching communicative expressions with cultural nuances that underpin the psychological foundations of speech culture. 4.Emotion, Identity, and Neurocognitive Signatures. The neurophysiological correlates in speech culture resonate with the modulatory influence of emotion and identity, entwining both within the neural signatures of vocal expression. Psychophysiological indices, such as neural

responses to culturally laden prosody, mirror the kaleidoscopic interplay of emotion, identity, and cultural resonances, shaping the perceptual and affective dimensions of speech culture within the contours of neural processing.

5.Multilingualism and Neurocognitive Adaptations .In the realm of speech culture, multilingualism bequeaths neurocognitive adaptations that embody the intersection of cultural linguistic repertoires. The neural orchestration of multilingual speech processing encompasses the overlapping networks that navigate linguistic diversity, sociocultural schema activation, and the dynamic interplay of neural resources that thrive amidst the mosaic of multilingual speech culture. **Cross-Cultural Perspectives**: An exploration of communicative qualities would be incomplete without considering cross-cultural variations. This section examines how cultural norms, language diversity, and communication styles influence the perceived effectiveness of speech across different societies.

Technology and Communication: In the digital age, technology plays a crucial role in shaping speech communication. This section discusses the impact of various communication technologies, including voice recognition, artificial intelligence, and virtual communication platforms, on the evolution of communicative qualities in speech. Implications for Education and Clinical Practice: Drawing practical implications, we discuss how insights from this research can inform educational practices and clinical interventions. Understanding the nuances of communicative qualities in speech can contribute to more effective communication strategies in various settings.

Conclusion: This article synthesizes findings from linguistics, psychology, neuroscience, and cultural studies to present a comprehensive overview of the communicative qualities of speech. By exploring these dimensions, we deepen our understanding of human communication and pave the way for future research and applications in diverse fields. The psychological dimensions of pitch, enigmatic and evocative, unfurl a symphony of emotional resonance, perceptual salience, and expressive identity within the fabric of communication. As we plumb the depths of its psychological resonance, our understanding of pitch evolves, unveiling the intricate interplay of emotion, identity, and cross-cultural psychology that animates the melodic tapestry of human interaction. The neurophysiological correlates in speech culture unveil a mesmerizing tapestry where neural processing, sociocultural influences, and the expressive fabric of communication converge. As we excavate the neural substrates, our comprehension of speech culture is enriched, heralding an evocative synthesis of

neuroscience, cultural linguistics, and the multifaceted dynamics that animate the melodic landscape of human communication.

References:

1.Short, M., B. Busse & P. Plummer. Investigating student reactions to a webbased stylistics courses in different national and educational settings. In Watson & Zyngier (eds.), 2007. –p. 106–125.

2.Carter, R. & J. McRae (eds.). Language, literature and the learner. Harlow: Addison Wesley Longman Ltd, 1996. – p. 234

3.Widdowson, H. Practical stylistics. Oxford: Oxford University Press, 1992. – p. 105

4.Hanauer, D. (). Attention-directed literary education: an empirical investigation. In Watson & Zyngier (eds.), 2007. – p. 169–180

5. Anorboyeva , M. ., & Abduraxmonova , Z. (2023). ANALYSIS OF TECHNICAL TEXT. Наука и инновация, 1(30), 37–39. извлечено от https://in-academy.uz/index.php/si/article/view/23139

6. Teshaboyeva Nafisa Zubaydulla qizi, & Anorboyeva Madina Baxtiyor qizi. (2023). PHONETIC FEATURES OF ALTERATION OF PHONEMES. "Conference on Universal Science Research 2023", 1(12), 28–32. Retrieved front https://universalpublishings.com/index.php/cusr/article/view/3064

7.Teshaboyeva Nafisa Zubaydulla qizi, & Anorboyeva Madina Baxtiyor qizi. (2023). TRADITION AND COGNITIVE APPROACHES IN SYNTAX. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-amaliy Konferensiyasi, 1(12), 37–44. https://doi.org/10.5281/zenodo.10279150

8.Mullaboyeva , M., Kuvondikova , D., & Kosimova , N. (2023). EVALUTION OF THE ABILITY GROUPING METHOD EFFECTIVENESS. International Conference On Higher Education Teaching, 1(3), 98–104. Retrieved from https://aidlix.com/index.php/de/article/view/633

VOLUME-1, ISSUE-12

To'garak og'izlilar (Cyclostomata) sinfi

Andijon Davlat Pedagagika Instituti Tabiiy fanlar fakulteti Biologiya yo'nalishi 2-bosqich 202- guruh talabasi
Abdurazzoqov Azizjon Abdurauf o'g'li

Annotasiya : Og'iz teshigi yopishqoq disk shaklida bo'lib, halqasimon tog'ay bilan ta'minlangan. Tili yirik, shoxsimon tishlar bilan qoplangan. Jabralari skeleti panjarasimon yoki savatsimon, skeleti tog'ay va biriktiruvchi to'qimadan iborat. Burun teshigi bitta.To'garak og'izlilarning tuzilishi minoga misolida ko'rib chiqiladi

Kalit so'zlar : Minoga , miksina , to'garak og'izlilar, tanosil teshigi , skelet.

Minogalarning gavdasi ilonga xshash bo'lib, bosh, tana va dumga bo'linadi. Boshining oldingi osti qismida og'iz oldi voronkasi bor. Og'iz oldi voronkasida shox tishlari bo'ladi. Boshining ikki yon tomonida bir juft ko'zi joylashgan. Ikki ko'z orqasida tor burun teshigi bor. Orqa tomonida oldingi va keyingi toq orqa suzgich qanotlari hamda dumida toq dum suzgich qanotlari joylashadi. Gavdaning ostida, tana bilan dumo'q shilgan yerda orqa chiqaruv teshigi va siydik — tanosil teshigi rnashgan. Teri qoplag'ichlari yumshoq, terisida bir hujayrali bezlar juda ko'p. Skeleti asosan tog'aydan tashkil topgan. qo'sh skeleti bo'lib, umrbod saqlanadigan xorda xizmat qiladi. Xordani va orqa miyani biriktiruvchi to'qimali parda o'rab turadi. Orqa miya kanalining tashqi devorida xordaning chetlari bo'ylab mayda tog'aylarning juft qatori bor. Bu tog'aylar umurtqalar murtagi hisoblanadi. Bosh skeleti miya qutisi, og'iz oldi voronkasi skeleti va visseral skeletidan iborat. Og'iz oldi voronkasi skeleti faqat to'garak og'izlilarga xosdir. U voronka devorining yuqori va yon tomonlaridan tutib turadigan tog'aylardan tuzilgan. Muskul sistemasi mioseptalar yordamida qator miomerlarga aniq ajraladi. Nerv sistemasi juda sodda tuzilgan. Bosh miyaga nisbatan kichik miyacha uzunchoq miyadan ajralmagan va bosh miyaning bo'limlari bitta gorizontal tekislikda joylashgan. Oldingi miya yarim sharlarining tagi targ'ii tanadan tuzilgan, usti yupqa epiteliy bilan qoplangan. Bosh miyadan 10 juft bosh miya nervlari chiqadi. Orqa miyasi tasmasimon shaklda boiadi. Sezuv organlari sust taraqqiy etgan. Eshitish organi faqat ichki quloqdan tashkil topgan va unda ikkita yarim doira kanali bor. Ko'zida shox parda rivojlanmaydi. Hid bilish organi toq. Yon chiziq organi teri yuzasida joylashgan. Ovqat hazm qilish organlari og'iz oldi voronkasidan boshianib, ogiz bo'shligiga ochiladi. Og'iz bo'shlig'ida shox tishlari va tili bo'ladi. Og'iz bo'shlig'ida faqat to'garak og'izlilarga xarakterli ikkita nay pastda nafas nayi va ustida qizil ngach nayi ketadi. Qizil ngach ichakka ochiladi. Ichakning oldingi past tomonida jigar joylashgan. Oshqozon osti bezi ichakning butun devoriga tarqalgan bo'lib, jabra orqali nafas oladi. Yaproqsiz tashqi jabra teshiklari jabra xaltachalariga ochiladi. Jabra xaltachalarning ichki tomonida yaproqsiz ichki jabra yoilari ochiiadi. Ichki jabra yo'llari nafas nayiga chiqadi. To'garak ogizlilarning jabra xaltachalari va ularning yaproqlari baliqlardan farqli ravishda endodermadan rivojlanadi. Qon aylanish sistemasi lansetnikning qon aylanish sistemasiga xshaydi. Lekin minogalarda yurak bo'lmasi va yurak qorinchasidan iborat ikki kamerali yurak bor. Qon yurak

qorinchasidan qorin aortasiga chiqadi. Uning har qaysi tomonidan qon olib keluvchi jabra arteriyalari chiqib, jabra oraliq to'siqlaridagi jabra yaproqlariga keladi. Oksidlangan qon olib ketuvchi jabra arteriyalari toq aorta ildiziga aylanadi. Aorta ildizidan oldingi tomonga qarab gavdaning bosh tomonini qon bilan ta'minlovchi uyqu arteriyasi, keyingi tomonga qarab butun gavdaning qolgan qismini arterial qon bilan ta'minlovchi orqa aortasi chiqadi. Gavdaning bosh tomonida venoz qon juft kardinal venalarga yigiladi. Bulaming har qaysisi mustaqil ravishda vena sinusiga quyiladi. Ichakda venoz qon jigar qopqa venasiga yig'iladi. Bu yerda venoz qon jigar venasi nomi bilan vena sinusiga ochiladi. Ayirish organi bir juft mezonefros buyrakdan iborat. Bu buyrak gavda bo'shligida joylashgan. Buyrakning oldingi chetida bosh buyrak goldigi bor. Siydik kanali bo'lib Volf kanali xizmat qiladi va siydik — tanosil teshigiga ochiladi, Ko'payish organlari toq boiadi. Yetilgan jinsiy hujayralar gavda bo'shligiga tushadi va siydik — tanosil teshigi orqali tashqariga chiqadi, urugianish suvda tadi. Minogalar metamorfoz orqali, miksinalar esa metamorfozsiz rivojlanadi. To'garak og'izlilar sinfi ikki turkumga boiinadi:

1, Minogalar (Petromyzoniformes) turkumi. Minogalarning 24 ta turi bor. Bular dengiz va daryolarda erkin suzib yuradi, chala parazitlik qilib oziqlanadi. Ko'pincha baliqlarning gavdasiga yopishib oladi, ularning qoni va go'shtini so'radi. Ko'zlari yaxshi rivojlanmagan, jabra teshiklari 7 juft bo'lib, har biri mustaqil ravishda tashqariga ochiladi. Minogalarga vakil qilib gavdasining uzunligi 1 m gacha boradigan dengiz minogasi, daryo minogasi va soy minogasini olish mumkin.

2. Miksinalar (Myxiniformes) turkumi. Miksinalaming 18 —20 ta turi bor. Ularning orqa suzgich qanoti yo'q, ko'zlari terisi ostiga yashiringan, jabra teshiklari 15 juftgacha bo'ladi. Ichki qulog'ida faqat bitta yarim doirali kanal bo'ladi. Jabra teshiklari kanallar holida borib, teri tagidan bir juft teshik bilan tashqariga ochiladi. Bu belgilarning hammasi miksinalaming oziqlanishiga asoslangan, ya'ni miksinalar baliqlarning gavdasi ichiga kirib oladi va ichki organlarini yeydi. Minogalar oziq — ovqat sifatida ishlatiladi. Ular asosan, Volga daryosidan tutiladi. Miksinalar to'rga tushgan baliqlami yeb qo'yadi va shu bilan baliqchilikka sezilarli darajada zarar yetkazadi.

Foydalanilgan adabiyotlar :

1. Umurtqalilar Zoologiyasi S. Dariyev . S . To'ychiyev

2. Umurtqalilar Zoologiyasi labaratoriya qo'lanma

3. Vikipediya.uz

VOLUME-1, ISSUE-12

Suyakli baliqlarning tuzilishi

Andijon Davlat Pedagagika Instituti Tabiiy fanlar fakulteti Biologiya yoʻnalishi 2-bosqich talabasi
Salohiddinova Muhayyo Xayrullo qizi

Annotasiya : Suyakli bahqlar barcha suv havzalarida tarqalgan. Bu sinf xordalilar tipiga kiruvchi turlarning yarmiga yaqinini, ya'ni 20000 dan ortiq turni oʻz ichiga oladi. Oʻzbekistonda baliqlarning 77 ta turi uchraydi.

Kalit soʻzlar : Zogʻora baliq , yoylar, miya qutisi , visseral , volf kanali , Myuller kanali,

Suyakli baliqlarning skeleti suyakdan tuzilgan yoki skeletida hamma vaqt ma'lum miqdorda qoplagich suyaklar boʻladi. Terisi suyak tangachalari bilan qoplangan boʻlib , hech qachon plakoid tangacha boʻlmaydi. Kloakasi yoʻq. Dumlari teng pallali gomoserkal tipda boʻladi ladi. Qizil ngachning ustki old tomonida havo pufagi bor Suyakli baliqlarning tuzilishi zog'ora baliq misolida koʻrib chiqiladi . Zog'ora bahqning terisi suyak tangachalar bilan qoplangan boʻlib, terisi shihmshiq modda ishlab chiqaruvchi bezlarga boy. Shilimshiq modda suzganda gavdasining suvga ishqalanishini kamaytiradi.

Umurtqa pog'onasi amfisel tipdagi umurtqalardan tashkil topgan tana va dum umurtqalariga boʻlinadi. Umurtqalardan ustki va pastki yoylar chiqadi. Tana boʻlimidagi umurtqalarning ustki yoylari qoʻshilib, orqa miya kanalini hosil qiladi. Pastki yoylar koʻndalang simtalarga qoʻshiladi. Koʻndalang simtalar pastki yoylardan hosil boʻladi. Dum boʻlimining pastki yoylari q shilib, qon tomirlari tadigan gemal kanal va gemal simta hosil qiladi. Zog'ora baliqning umurtqa pog'onasi zaro chala harakatchan birikkan 39 — 42 ta umurtqadan iborat. Bosh skeleti oʻz navbatida miya qutisi skeleti va visseral skeletlarga boʻlinadi. Eshitish kapsulasini 5 tadan quloq suyaklari tashkil qiladi. Hidlov kapsulasining qoplovchi rnida toq oraliq hidlov suyagi va juft yon hidlov suyaklari rivojlangan. Miya qutisining qoplovchi suyaklariga bosh miyaning ustki tomonidan yopib turuvchi juft buriin, peshona, tepa suyaklari va miya qutisining ostidan tutib turuvchi toq parasfenoid suyaklari kiradi. Visseral skeletda yoy hosil qilgan suyaklardan tashqari jabra qopqog'i boʻladi. Jabra yoylari va til osti yoyi ham xuddi akulalardagidek qismlardan tashkil topgan, lekin suyakka aylangan. Koʻkrak suzgich qanotlarining skeletida bazaliyalari boʻlmaydi, suyak toʻg'ridan — toʻg'ri kamar suyagiga birikadigan radialiya suyaklaridan va suyak shu'lalaridan iborat. Koʻkrak kamari juft qoplovchi korakoid va koʻkrak suyaklaridan tashkil topgan. Birlamchi kamar hisoblangan bu suyaklarga ikkilamchi kamar suyagi almashinuvchi suyak kleytrum tegib turadi. Qorin suzgich qanotlarining suyak skeleti faqat bir juft

plastinkadan iborat. Bazaliya va radialiya bo'limlari yo'qolib ketib, tashqi suyak shu'lalar bevosita chanoq plastinkalariga tegib turadi.Bosh miyasi tog'ayli baliqlarning bosh miyasiga nisbatan ancha sodda tuzilgan. Avvalo, uning o'lchami kichik, oldingi miya yarim sharlarining qopqog'i epiteliy bilan qoplangan bo'lib, nerv moddasi bo'lmaydi. Ko'rish organi — ko'z hamma baliqlardagi singari yumaloq ko'z gavharidan, yassi shox pardadan iborat bo'lib, uzoqni ko'ra olmaydi. Eshituv organi faqat ichki quloqdan iborat va baliqlarning zaro kontaktida katta ahamiyatga ega. Ko'pchilik baliqlar tishlari, suzgich qanotlarining ishqalanishi va havo pufakchalari yordamida har xil ovozlar chiqaradigon chiziq teri ostida kanal hosil qiladi. Bu kanal tashqi muhit orqali qator tangachalardan chiqqan teshikchalar bilan tutashadi. Kanal devorida nerv uchlari joylashadi. Yon chiziq organi suvning oqimi va bosimini aniqlaydi.

Ko'pchilik suyakli baliqlaming og'iz bo'shlig'ida bir qancha konussimon tishlar bo'Iib, bu tishlar jag' oraliq, ustki jag', tish va hatto tanglay, qanotsimon, dimog' hamda parasfenoid suyaklariga joylashgan. Tishlar og'izdagi ovqatni ushlab turish uchun xizmat qiladi. Tili yo'q og'iz halqum bo'shlig'idan ovqat qizil ngachga tushadi, qizil ngach esa oshqozonga ochiladi. Oshqozondan boshlangan ichak takomillashgan va uning ichida spiral klapani yo'q. Lekin uning miga shu funksiyani bajaruvchi pilorik simtalar chiqadi. Ichak bog'ichiga taloq o'rnashgan. Katta jigarda o'tpufagi bor. Oshqozon osti bezi ichak tutqich bo'ylab tarqalgan. Havo pufakchasi qorin bo'shlig'ining butun orqa qismini to'ldirib turadi. Uning ichi asosan azot hamda karbonat angidrid va kislorod gazlari bilan to'ldirilgan. Havo pufakchasi gidrostatik vazifani bajaradi, ya'ni u kengayganda baliqning solishtirma og'irligi kamayadi, puchayganda esa ortadi. Zog'ora baliqda barcha suyakli baliqlar singari jabralararo to'siqlar bo'lmaydi, shu sababli jabra yaproqlari faqat jabra yoylariga birikadi. Jabra yoriqlarini tashqi tomondan jabra qopqog'i yopib turadi. Nafas olish akti jabra qopqoqlarining harakati va suvni jabra bo'shlig'iga yutish hamda undan tashqariga itarib chiqayotgan og'izning harakati tufayli yuzaga keladi. Yuragida arterial konus yo'q. Qorin aortasining oldingi qismi kengayib, aorta so'g'onini hosil qiladi. U silliq muskuldan tuzilgan, shuning uchun ham yurak singari mustaqil ravishda urib turmaydi. Jabralar 4 juft bo'lganligi sababli jabraga olib keluvchi va jabradan olib ketuvchi arteriyalar ham 4 juft b ladi. Venoz sistemasi uchun faqat chap kardinal vena buyrak qopqa sistemasini hosil qilishi xarakterli. Ayirish organlari bir juft uzun tasmasimon shakldagi tana, ya'ni mezonefros buyraklardan tashkil topgan bo'lib, havo pufakchasi ustida umurtqalarining yoni bo'ylab joylashadi. Buyraklarning ichki qirrasidan bir juft siydik o'li Volf kanali boshlanadi. Bu kanallar pastroqda zaro qo'shilib, siydik pufagiga

qo'shiladigan bitta umumiy kanal hosil qiladi. Erkagining juft urug'donlari ichida bo'shlig'i bo'ladi. Urug'donlarida maxsus teshiklar bilan siydik — tanosil so'rg'ichi orqali tashqariga ochiladigan umumiy chiqarish yo'q bo'ladi. Urg'ochisida alohida chiqarish yo'liyo'q. Shuning uchun ularning tuxumdoni to'g'ridan —to'g'ri jinsiy teshikka ochiladi. Shunday qilib, urg'ochilarida akuladagi singarituxum yo'li vazifasini bajaruvchi Myuller kanali yo'q, erkaklarida esa urug'donlar buyrak bilan boglanmagan, Volf kanali faqat siydik yo'li vazifasini bajaradi. Odatda, tashqiurug'lanishb ladi. Ikralari mayda.

Foydalanilgan adabiyotlar :

1. **Umurtqalilar Zoologiyasi S. Dariyev . S . To'ychiyev**
2. **Umurtqalilar Zoologiyasi labaratoriya qo'lanma**
3. **Vikipediya.uz**

VOLUME-1, ISSUE-12
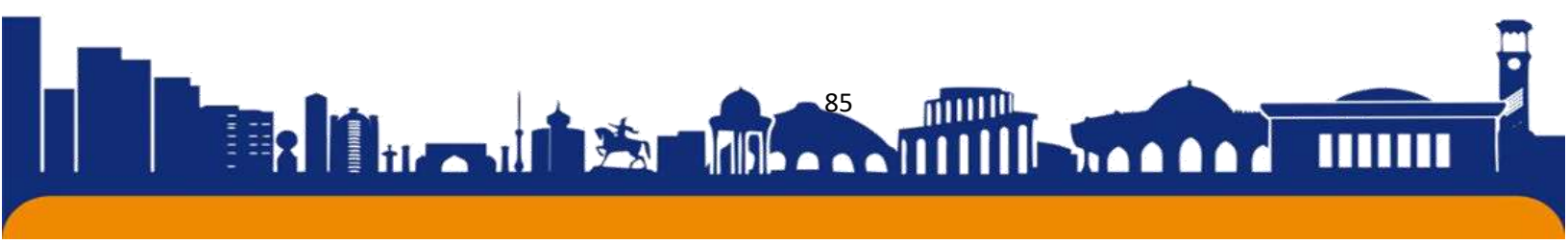
Bio xilma-xillik mavzusini o'rganishning ahamiyati

UrDU Akademik litseyi Biologiya o'qituvchilari
Shomuratova Sevara Bekberganovna
Ruzmatova Zaynabjon Yuldashevna
Atajanov Otajon Yuldashevich

Kirish: Bio xilma-xillik - bu Yerdagi turli tuman hayotning xilma-xilligidir. Bio xilma-xillik deganda ko'z oldimizga o'simliklar, hayvonlar va mikroorganizmlarning boy xilma-xil turfa olami keladi. Hozirgi kunda biz ko'rayotgan bioxilma-xillik Yerdagi tashqi va ichki tabiiy jarayonlar natijasida yuz million yillar davomida kechgan murakkab evolyutsiya jarayonining natijasi va hosilasidir. Bioxilma xillik mamlakatimizda xalqning iqtisodiy, estetik, sog'liqni saqlashga oid va madaniy faravonliginining muhim manbai hisoblanadi. Bugungi kunda yer yuzidagi hayvon va o'simliklarning 40 foizi yo'q bo'lib ketish arafasida turibdi. Agar vaziyat shu darajada saqlanib qoladigan yoki tezlashadigan bo'lsa, u holda yaqin o'n yillikda ko'plab hayvon va o'simliklar yo'q bo'lib ketishi aniq. Bu muammo ustida yer yuzida istiqomat qilib kelayotgan har bir inson o'ylab ko'rishi kerak. Biz tabiatni faqat bir bo'lagimiz, bizni borligimiz bu yaqin vaqt ichida yer planetasidagi millon tirik jonzod turlari bilan "umimiy til" topishimizga bog'liq. Bugungi kunda tirik organizmlar va o'simliklar dunyosini yoqolib ketishidan saqlab qolish eng dolzarb masala hisoblanadi. Chunki ona yerimizda bioxilma-xillik yo'qolar ekan global ekologik muammolar paydo bo'lishi shubhasiz.

Bu tezisda biz siz bilan birgalikda bio xilma-xillikni asosini o'rganishga harakat qilamiz. Bunda biz asosan bio xilma-xillikni tushunchasi nimadan iborat, nima uchun bio xilma-xillikni o'rganishga bunchalik e'tibor beriladi, bizni hayotimizda bioxilma-xillik qanday rol o'ynaydi, bio xilma-xillik qanday o'zgarish mumkin, unga nima yoki kim xaf tug'diradi va kamayib borayotgan bio xilma-xillikni saqalash uchun nima ishlarni bajarish mumkin shular haqida kengroq bilib olamiz. So'nggi 5 yillarda tabiatda antropogen (shuningdek, texnogen) ta'sirning zo'rayganligi, ekologik o'zgarishlarning sodir bo'layotgani hamda o'rmonlar (ayniqsa, nam tropik o'rmonlar) egallagan hududlarning o'rmonlarning kesilishi natijasida qisqarishi natijasida bioxilma-xillikka putur yetdi, ko'plab o'simlik va hayvonot turlari butunlay yo'qoldi yoki ularning soni keskin kamaydi. Ammo butun dunyoda bioxilma xillik kamayib borayotgani, chunonchi noyob genlar, turlar va ekologik tizimlar yo'q bo'lib ketayotgani mamlakatimizga ham tahdid solmoqda. Buning sababi bitta-inson. Inson o'zi yashab turgan muhitni o'zgartirib, tabiatdagi ekotizmni izdan chiqardi. Aytib o'tish lozimki, O'zbekistondagi flora va fauna tarkibi, ya'ni bioxilma-xilligi 27 000 o'simlik

va hayvon turlari dunyosidan tarkib topgan. Oʻzbekiston faunasi yaʼni hayvonlar olami oʻz ichiga 97 tur sutemizuvchilarni, 424 tur qushlarni, 58 tur hasharotlarni, 83 tur baliqlarni oladi. Oʻzbekiston florasi, oʻsimliklar olami esa 41000 dan ortiq oʻsimliklarni oʻz ichiga oladi. Ammo ularning koʻpchiligi hozirgi kunda yoʻqolish arafasida turibdi.

Bio xilma-xillikni biologik asosi: Hozirgi kunda biz koʻrayotgan bio xilma-xillik Yerdagi tashqi va ichki tabiiy jarayonlar natijasida yuz million yillar davomida kechgan murakkab evolyutsiya jarayonining natijasi va hosilasidir. Yer tarixi davomida unda juda koʻp hayvonlar va oʻsimlik turlari paydo boʻlishdi,oʻz davrini yashadi va yoʻqolib ketishdi.Hozirgi kundagi turlar soni Yerda qachondir yashab ketgan turlarni mingdan bir qismini tashkil qilsa kerak. 200 millon yildan ortiqrogʻ vaqt oldin, perm davrini oxirroqlarida umumiy suv hayvon turlari 90 % kamaygan. Shunday qilib hozirgi bio xilma-xillikni koʻrinishi–maʼlum bir maʼnoda vaqt funksiyasidir. Planetamizdagi mavjud flora va faunaning xilma-xilligi almashinib turishini tushunish kaliti bu faqatgina ularni geologik tarixini oʻrganish orqali bilish mumkin. Qayerda hayot mavjud oʻsha yerda har xil koʻrinishdagi bio xilmaxillikni koʻramiz. Ular katta sharlarda, uy yonidagi bogʻda va hokazo. Hatto oʻsha joylarda, qayerda odam imkoniyatni yaratib yashashga urunadi, oʻsha joyda muvofiq ravishda bio xilma-xilikni koʻrish mumkin, misol uchun eng quruq choʻlda va eng sovuq iqlimli arktik landshaftlarda. Har qanday yerdagi temperatura va namgarchilik qiymatlarini birgalikdgi mavjudligi boʻlgan joyda hayot bor, yaʼni shu shartdagi tirik organizm uchun namgarchilik yetarli. Qayerda biz koʻz tashlamaylik hamma joyda 13 hayotni har xil koʻrinishlarini koʻrish mumkin Misol oʻrmondagi har bir joyda 44 razmer oyoq kiyimi oʻlchamidagi joyda quyidagicha bio xilmaxillik boʻladi. Yumaloq chuvalchanglar 100000, oʻrgimchak 10000, oyoqdumlilar 1500, chivin lichinkalari 20, qoʻngʻizlar 15 oʻrgimchaklar 10, yomgʻir chuvalchangi 0,3 va ayrim bir mayda organizmlar. Biologik fanlar toʻrt asosiy hodisani oʻrganadi: hayot, organizm, biosfera va bio xilma-xilikni. Tirik materiyani tuzilishi uchta blokni oʻz ichiga oladi: 1) organizmdan quyi; 2) organizm darajasi; 3) organizmdan yuqori. Organizmdan quyi daraja bu molekulyar darjadan oʻrganishdan boshlab, hujayra, toʻqima va organ tuzilishlarini birlashtiradi. Ikkinchisi organizm darjasida oʻrganadi. Uchinchisi populyatsiya darjasidan boshlab tur ekosistema va biosferani oʻz ichiga qamrab oladi. Bu darjalarni har birida juda katta bio xilma-xillik mavjud, hujayralarning, toʻqimalarning, organlarning morfologik, biokimyoviy va funksional xilma-xilligisiz organizm mavjud emas; organizmni xilma-xilligisiz populyatsiya-tur, ekosistema xilma-xilligi va biosfera mavjud emas. Har bir darajada oʻziga xos oʻzgarishlar va jarayonlar amalga oshadi.

1. Organizmdan quyi darajalarda molekula darajasida muhim biologik birikmalar (uglevod, oqsil, nuklein kislota, lipidlar)ning tirik organizmning o'sishi, rivojlanishi, irsiy axborotni saqlash va avlodga o'tqazish kabi muhim jarayonlarni amlga oshiradi. Molekula darajasida moddalar va energiya almashinuvi kabi jarayonlar sodir bo'ladi. Har qanday tirik organizmni o'rganish molekula darajasidan boshlanish kerak, chunki organik birikmalar ular ishtirogida boradigan reaksiyalar, fizik kimyoviy jarayonlarni bilsakgina tirik organizmda bo'ladigan jarayonlarni mohiyatini tushinamiz. Hujayra darjasida esa tiriklikning tuzilish, funksional, rivojlanish va irsiy birligi. Barcha hayotiy jarayonlar hujayrada amalga oshadi. Hujayra darajasida hujayra metabolizmi, genetik 14 axborotni hujayradan hujayraga berilishi kabi xususiyatlar paydo bo'lgan. To'qima darajasi o'simlik va hayvonlarga farq qilsada barcha organizmlarda hujayralarning ixtisoslashuvi bog'liq jarayonlar o'rganiladi. Organ bir necha xil to'qimadan tashkil topgan bo'lib,har qanday organni bajaradigan vazifasi to'qimalar faoliyati bilan bog'liq.

2. Organizm darajasi –hayotiy jarayonlarni yuqori darjada tartiblangan tarza namoyon etish, o'z-o'zini idora etish va tiklash xususiyatiga ega, irsiy axborotni avloddan-avlodga barqaror o'tkazilishni ta'minlovchi yaxlit biologik sistema.Organizm yoki alohida individ populyatsiya tarkibiga muayyan tuzilish va funksional tarkibga ega bir qismi sifatiga kiradi va populyatsiya – tur jarayonida muhim o'rin tutadi.

3. Organizmdan yuqori darajadagi populyatsiya va turda populyatsiya zinchligi, individlar soni, ko'payish tezligi, yashovchanlik,jinsiy va yosh bilan bog'liq tarkibi kabi belgilar bilan ta'riflanadi. Tur doirasida individlar o'rtasidagi munosabatlar, populyatsiya dinamikasi, populyatsiya genofondning o'zgarishlari, tur hosil bo'lish jarayonlari sodir bo'ladi. Bir turga mansub bo'lgan populyatsiya boshqa tur populyatsiyasi bilan o'zaro ta'sir qilib –biotik uyushmani shakllantiradi. Ekosistema strukturasi biotik munosabatlar, oziq zanjir, trofik darajalar kabi xusussiyatlar bilan ta'riflanadi. Bu xususisyatlar modda va energiyaning davriy aylanishi ekosistemani o'z-o'zini boshqarishi, tirik organizmlarning muhit omillari bilan dinamik muvozanati, mavsumiy ozgarishlar kabi jarayonlarni aks etiradi. Biosfera darjasida moddalar va energiyaning global davriy aylanishi, insoning xo'jalik va madaniy faoliyati kabi jarayonlar kuzatiladi. Bizga ma'lumki hech qanday biologik jarayonlar biosfera ekosistemadan tashqariga yuz bermaydi. Bio xilma-xillik tabiiy tanlashni 15 asosini tashkil qiladi. Xilma-xillik bo'lmaganda tabiiy tanlanish nazaryasi ma'noga ega bo'lmagan bo'lardi. Demak, Bio xilma-xillik tirik tabiatni noyob xususiyatlardan biri hisoblanib, ekosistemani strukturali-funksional shakllanishini tashkil etadi. Bu esa

turni turg'unligi va tashqi muhitga chidamligini ta'minlaydi. Tabiatdagi xilma-xillik tirik va fizik olamga xos bo'lgan xilma-xilliklarni o'zaro ta'sirini bir butunlik holati hisoblanadi. Bioxilma xillik bor ekan hayot bor va rivojlanish davom etadi.

Foydalanilgan adabiyotlar

1. Bio xilma-xillikning biologik asosi M. T. Do'stova B.X.Xo'janiyozova darslik.
2. www.Wikipediya.uz internet sayti.
3. www.Ziyo.net internet sayti.

CLASSIFICATION OF SYNONYMS AND THEIR SPECIFIC FEATURES.

Jizzakh branch of National University of Uzbekistan
named after Mirzo Ulugbek
The faculty of Psychology, the department of Foreign languages
Philology and foreign languages
Scientific advisor: Teshaboyeva Nafisa Zubaydulla qizi
nafisateshaboyeva@jbnuu.uz
Student of group 401.22: Musurmonqulova Nargiza Ilxom qizi
nargizamusurmonqulova3@gmail.com

Annotation: This article discusses the classification of synonyms and examines their specific features. Synonyms, words with similar meanings but varying contexts, emotions, regions, degrees, formality, subjects, and time, bring depth and versatility to language. The article explores how synonyms can be categorized based on these specific features, providing readers with a comprehensive understanding of their nuances. By studying the classification of synonyms, readers can improve their language proficiency, communication skills, and overall linguistic competence. The article highlights the importance of recognizing the appropriate synonym based on specific features to ensure effective and precise communication. This extensive analysis will serve as a valuable resource to researchers, linguists, language learners, and anyone interested in gaining a deeper understanding of synonyms in various linguistic contexts.

Key words: synoyms, classification, context, region, emotion, formality, domain, degree, time, variation.

Synonyms play a crucial role in language and communication, allowing speakers to express ideas, opinions, and concepts in different ways. However, the study of synonyms goes beyond simply identifying words with similar meanings. Various classifications of synonyms exist, each focusing on specific features or characteristics, providing insights into their usage and nuances. This article delves into these classifications, shedding light on the distinct features that differentiate synonyms from one another.

Contextual Synonyms: Contextual synonyms are words that share similar meanings but are used in specific contexts or situations. The appropriateness of a particular synonym depends on the specific context in which it is being used. Understanding the nuances of contextual synonyms allows for more precise and effective communication.

Here are examples of contextual synonyms:
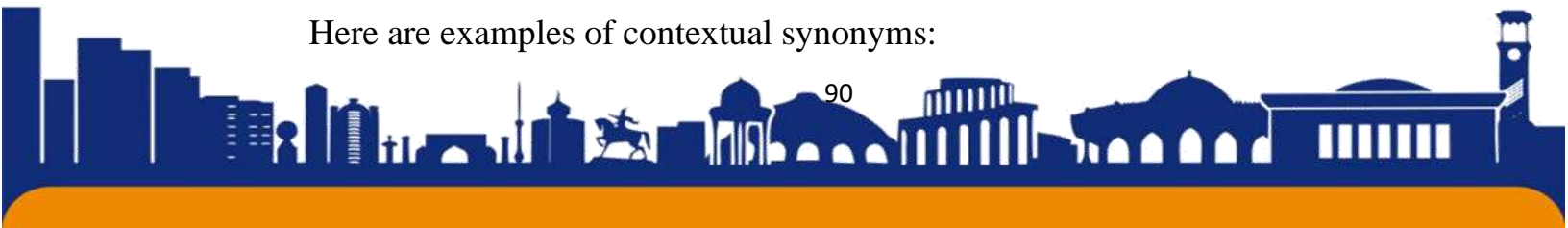
Big, Large, and Enormous: These words all convey the idea of something being of significant size. However, their suitability depends on the object or situation being described. For instance, "big" is a more commonly used term for general size, while "large" might be used to describe something more specific, such as a large building. "Enormous" is typically reserved for emphasizing the vastness or magnitude of an object or situation.

Purchase, Buy, and Acquire: These words all refer to obtaining something in exchange for money or other resources. However, their appropriateness varies based on the formality of the situation. "Purchase" is more formal and often used in professional or business contexts. "Buy" is a more casual and everyday term. "Acquire" has a slightly more formal connotation and is often used in legal or academic contexts.

Regional Synonyms: Regional synonyms are words that have similar meanings but are used in specific geographic regions or dialects. These synonyms reflect the linguistic diversity and variations found in different areas. Being aware of regional synonyms is important for effective communication, as using the appropriate term can help connect with local communities and avoid misunderstandings.

Here are examples of regional synonyms:

Biscuit and Cookie: These words refer to a sweet baked treat. In British English, "biscuit" typically refers to a scone-like bread product, while in American English, "cookie" is used to describe a sweet, often flat, baked good.

Autumn and Fall: These words both refer to the season following summer. "Autumn" is preferred in British English, while "fall" is more commonly used in American English.

Emotional Synonyms: Emotional synonyms are words that convey similar meanings but with varying shades of emotion. These synonyms allow individuals to express their feelings with nuance and specificity. The choice of an emotional synonym depends on the intensity or specific emotional connotation one wishes to convey.

Here are examples of emotional synonyms:

Happy, Joyful, and Ecstatic: These words all describe positive emotions but vary in intensity. "Happy" is a general term for contentment or satisfaction. "Joyful" conveys a higher level of happiness and suggests exuberance or delight. "Ecstatic" indicates an intense and overwhelming sense of joy or excitement.

Angry, Furious, and Enraged: These words describe different levels of anger. "Angry" is a general term that denotes mild to moderate anger. "Furious" implies intense anger that may involve strong actions or reactions. "Enraged" signifies a state of extreme, uncontrollable anger.

Formal and Informal Synonyms: Formal and informal synonyms are words that have similar meanings but differ in terms of their level of formality. The choice between formal and informal language depends on the context and the level of formality required in a given situation. Understanding these synonyms allows individuals to communicate appropriately depending on the setting.

Here are examples of formal and informal synonyms:

Begin (formal) and Start (informal): Both words mean to initiate or commence something. "Begin" is more formal and commonly used in professional or academic contexts, while "start" is less formal and often used in everyday conversations.

Purchase (formal) and Buy (informal): Both words denote the act of acquiring something by exchanging money. "Purchase" is a more formal term and is often used in business or legal contexts. "Buy" is a more casual word used in everyday conversations.

Subject-Specific Synonyms: Subject-specific synonyms refer to words that are specific to a particular subject or field of study. These synonyms are significant for clear and accurate communication within that specific domain.

Here are examples of subject-specific synonyms in different fields:

 Law:

 - Synonym: Defendant / Accused / Respondent

 - Example: "In legal proceedings, the terms 'defendant,' 'accused,' and 'respondent' are used interchangeably to refer to the person or entity facing a legal claim or charge."

Medicine:

 - Synonym: Diagnose / Identify / Determine

 - Example: "In medical practice, doctors aim to 'diagnose,' 'identify,' or 'determine' a patient's medical condition through examination, tests, and analysis."

Degree Synonyms: Degree synonyms represent variations in intensity or degree. Words such as "small," "tiny," and "minuscule" are degree synonyms, indicating varying levels of size or magnitude. Understanding these nuances allows for precise and effective communication.

Time-Based Synonyms: Language evolves over time, resulting in the emergence of new synonyms or the obsolescence of older ones. Words like "carriage," which was commonly used in the past, have been replaced by modern alternatives like "car" or "automobile." Recognizing time-based synonyms ensures language proficiency across different time periods.

In conclusion, the classification of synonyms based on their specific features is a fundamental aspect of understanding language and enhancing communication skills. Synonyms, while sharing similar meanings, possess distinct characteristics that determine their appropriateness in different contexts. By exploring contextual, regional, emotional, formal, informal, subject-specific, degree, and time-based synonyms, individuals can navigate the subtleties of language and make conscious choices in their word selection. Overall, a comprehensive understanding of the classification of synonyms and their specific features enhances language competency and facilitates effective communication across various linguistic contexts, promoting clearer and more nuanced expression.

References:

1. Arnold The English Word. Moscow. 198

2. Parmonova, N. (2022). Nasiba THE PHENOMENON OF CONVERSION IN ENGLISH: THE PHENOMENON OF CONVERSION IN ENGLISH. Журнал иностранных языков и лингвистики, 4(4).

3. Lipka, L. English Lexicology. Tubingen: Narr. 2002.

4. Punga L. Words about words. An introduction to English Lexicology.2007.

5. R. S. Ginzburg , S. S. Khidekel, G. Y. Knyazeva, A. A. SankinACOURSE IN MODERN ENGLISH LEXICOLOGY SECOND EDITION Revised and Enlarged

6. Teshaboyeva, N., & Mamayoqubova, S. (2020). COMMUNICATIVEAPPROACH TO LANGUAGE TEACHING. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 409-414).

7. Teshaboyeva, N. (2020). LINGUISTIC PERSONALITY, ITS STRUCTURAL CHARACTERISTICS IN THE NEW PERSPECTIVE DIRECTIONS. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 415-420).

8. Teshaboyeva, N. Z. (2019). TEACHING ENGLISH THROUGH LITERATURE INTESL AND TEFL CLASSROOMS. In СОВРЕМЕННЫЕ ТЕХНОЛОГИИ: АКТУАЛЬНЫЕ ВОПРОСЫ, ДОСТИЖЕНИЯ И ИННОВАЦИИ (pp. 82-84).

9. Teshaboyeva, N. (2023). THE IMPORTANCE OF TOURISM IN PRESENT DAY. Журнал иностранных языков и лингвистики, 5(5).

10. Ma'ripov J. K. A BRIEF INFORMATION ABOUT TENSES //OʻZBEKISTON RESPUBLIKASI OLIY VA OʻRTA. – C. 464.

11. Tolibovna A. K. et al. Features Of Anthropocentric Study Of Sacred Texts //Open Access Repository. – 2022. – Т. 8. – №. 1. – С. 5-10.

12. Tolibovna A. K. et al. Functions of Allusion and Allusion as a Marker of Intertextuality and Precedence //European Multidisciplinary Journal of Modern Science. – 2022. – Т. 6. – С. 485-487.

13. Ma'ripov J. KORPUS HAQIDA UMUMIY TUSHUNCHA //Центральноазиатский журнал образования и инноваций. – 2023. – Т. 2. – №. 5. – С. 175-178.

14. Ma'ripov J. Antroposentrizm–tilshunoslikning zamonaviy yonalishi sifatida //Инновационные исследования в современном мире: теория и практика. – 2022.

– Т. 1. – №. 28. – С. 62-68.

15.Solnyshkina M. I. et al. IMPORTANCE OF SETTING GOALS. SMART

GOALS //Новости образования: исследование в XXI веке. – 2023. – Т. 1. – №. 11.

– С. 318-320.

VOLUME-1, ISSUE-12

CLASSIFICATION OF ANTONYMS

Jizzakh branch of National University of Uzbekistan
named after Mirzo Ulugbek
The faculty of Psychology, the department of Foreign languages
Philology and foreign languages
Scientific advisor: Teshaboyeva Nafisa Zubaydulla qizi
nafisateshaboyeva@jbnuu.uz
Student of group 401.22: Musurmonqulova Nargiza Ilxom qizi
nargizamusurmonqulova3@gmail.com

Annotation: This article provides a comprehensive examination of the classification of antonyms, delving into the nuanced structures that underpin these linguistic opposites. The author navigates through various types of antonyms, including gradable, complementary, relational, converses, auto-antonyms, reversives, and relational opposites. The article begins with a clear introduction, emphasizing the pivotal role of antonyms in language and the need for a systematic classification. It then meticulously explores each antonym type, offering lucid examples to illustrate their unique characteristics.

Key words: classification, antonym, gradable, complementary, relational, converses, auto-antonyms, reversives, relational opposites.

Language, as a dynamic and nuanced system of communication, thrives on the delicate interplay of words and their meanings. At the heart of this lexical intricacy lies the fascinating realm of antonyms – words that represent diametrically opposed concepts. This exploration delves into the classification of antonyms, unraveling the systematic categorization that underlies these linguistic counterparts. Antonyms serve as linguistic building blocks, enriching our expressive arsenal by providing a spectrum of meanings ranging from the polar to the subtle. The classification of antonyms becomes a compelling avenue for linguistic analysis, offering a structured lens through which we can comprehend the diverse relationships embedded within these word pairs. This journey into antonym classification is akin to peering into the intricate architecture of language, where words not only convey individual meanings but also establish connections and contrasts with their opposites. By navigating through gradable antonyms, complementary pairs, relational opposites, and other classifications, we embark on a quest to unravel the tapestry of language, appreciating the depth and precision it achieves through the juxtaposition of opposing concepts. As we navigate through the nuanced landscape of antonym classification, we illuminate not only the diversity of language but also its adaptability to convey complex ideas with clarity. This

exploration aims to unravel the layers of meaning encapsulated in antonyms, shedding light on their significance in linguistic analysis and communication.

Antonyms, or words with opposite meanings, can be classified into different types. Here are some common classifications of antonyms:

Gradable Antonyms: Gradable antonyms are pairs of words with opposite meanings that fall on a scale. Unlike complementary antonyms, which represent an either/or relationship (e.g., alive/dead), gradable antonyms allow for degrees of comparison. For example, "hot" and "cold" are gradable antonyms because temperature can vary along a continuum between them. These antonyms often involve adjectives and adverbs, and the degree of one characteristic can be compared to another. In linguistics, gradable antonyms are also referred to as scalar opposites because they can be placed on a scale or continuum. Understanding gradable antonyms is crucial for expressing nuances and shades of meaning in language.

Complementary Antonyms: Complementary antonyms are pairs of words with opposite meanings that represent the two extremes of a scale, and there is no middle ground between them. These antonyms create a binary, mutually exclusive relationship where the presence of one quality implies the absence of the other. Examples include "alive" and "dead" or "married" and "single." In these cases, an entity can only be one or the other with no intermediate states. Complementary antonyms are characterized by a clear and distinct opposition, leaving no room for gradation or degrees of comparison. Understanding complementary antonyms is essential for grasping the fundamental, mutually exclusive concepts they represent.

Relational antonyms: Relational antonyms, also known as relational opposites, are pairs of words that describe a relationship in opposite ways. Unlike complementary and gradable antonyms that focus on individual characteristics, relational antonyms highlight the opposition in the relationship between two entities. Examples include "parent" and "child," "teacher" and "student," or "buy" and "sell." These antonyms rely on a specific context or frame of reference. For instance, in the context of a parent-child relationship, "parent" and "child" are relational antonyms. However, if the frame of reference changes to a teacher-student relationship, then "teacher" and "student" become the relational antonyms. Understanding relational antonyms is important for capturing the dynamic and contextual nature of relationships in language. The opposition between terms depends on the perspective or scenario in which they are considered.

Converses: Converses, in linguistic terms, refer to pairs of words that express a relationship from opposite perspectives. These words are often used to describe a

mutual or reciprocal connection between two entities. Examples of converses include "buy" and "sell," "parent" and "child," or "teacher" and "student." The relationship between converses is bidirectional; if one term applies, the other is also implied. For instance, if someone is a "parent," there must be a corresponding "child." Understanding converses is essential for capturing the interrelated nature of certain concepts and actions. These pairs highlight the reciprocity or mutual involvement between the entities they represent. Analyzing converses helps to grasp the complementary nature of certain relationships and activities in language.

Auto-antonyms: Auto-antonyms, also known as contranyms or Janus words, are words that have contradictory meanings within themselves. This linguistic phenomenon leads a single word to express two opposite or nearly opposite ideas. The meaning of an auto-antonym is determined by the context in which it is used. These words often create ambiguity and can be a source of confusion. Auto -antonyms can take various forms, including verbs, adjectives, and adverbs. Some examples of auto-antonyms include: Cleave: Meaning 1: To adhere closely; to stick. Meaning 2: To split or separate. Sanction: Meaning 1: To give approval or permission. Meaning 2: To impose a penalty or punishment. Buckle: Meaning 1: To fasten or connect. Meaning 2: To collapse or break apart. Dust: Meaning 1: To remove dust or particles. Meaning 2: To apply fine particles, like powder. Overlook: Meaning 1: To supervise or inspect. Meaning 2: To neglect or miss. Auto-antonyms are fascinating examples of the complexity and flexibility of language, requiring careful consideration of the surrounding context for accurate interpretation.

Reversives: Reversives, in linguistic terms, refer to words that describe the undoing or reversal of an action or process. These words typically indicate a change in the state or direction of an activity. Unlike antonyms, which simply provide an opposite, reversives specifically convey the idea of reversing or undoing a previous action. Examples of reversives include :Build/Demolish: Build: The action of constructing. Demolish: The action of tearing down or destroying. Fill/Empty: Fill: To make something full. Empty: To remove or pour out, making it void. Open/Close: Open: To make accessible or uncovered. Close: To shut or cover, restricting access. Attach/Detach: Attach: To fasten or join. Detach: To separate or unfasten. Inflate/Deflate: Inflate: To expand or fill with air. Deflate: To release air, reducing size or pressure. Understanding reversives is essential for capturing the dynamic nature of actions and processes in language, especially when describing activities that involve undoing or reversing a previous state.

Relational Opposites: Relational opposites, also known as relational antonyms, are pairs of words that describe a relationship from opposite perspectives. These words highlight the opposition in the relationship between two entities or concepts. Unlike simple antonyms, which express opposite meanings independently, relational opposites emphasize the contrast within a specific context or relationship. Examples of relational opposites include: Parent/Child: Parent: One who begets or gives birth to another. Child: Offspring or a son/daughter in relation to their parent. Teacher/Student: Teacher: One who imparts knowledge or instructs. Student: One who learns or receives instruction from a teacher. Buyer/Seller: Buyer: One who purchases goods or services. Seller: One who offers goods or services for sale. Understanding relational opposites is crucial for appreciating the interdependent nature of certain concepts and the dynamic relationships they represent. These pairs of words gain their meaning through their connection within a specific context or framework.

Conclusion: In the realm of linguistics, the classification of antonyms serves as a fundamental framework for understanding the intricacies of language and semantic relationships. This nuanced categorization not only enriches our comprehension of vocabulary but also plays a pivotal role in refining communication and linguistic analysis. In this comprehensive exploration, we delve into the various dimensions of antonym classification, examining its significance, methodologies, and implications for language structure. Antonym classification also contributes to the development of natural language processing (NLP) algorithms and artificial intelligence systems. In the realm of computational linguistics, understanding the nuances of antonym pairs is crucial for tasks such as sentiment analysis, where discerning positive and negative sentiments relies on recognizing antonymous relationships. As AI systems become increasingly sophisticated, a nuanced understanding of antonyms becomes integral to enhancing language comprehension and generation. The classification of antonyms transcends the confines of linguistic analysis to become a gateway to understanding the essence of human communication. From the simplicity of complementary antonyms to the complexity of relational antonyms, each category offers a lens through which we can perceive the intricate dance of meaning in language. As we continue to unravel the mysteries of semantics, the classification of antonyms remains a beacon guiding us through the labyrinth of linguistic expression, enriching our understanding of how words shape our perception of the world.

References:

1. Arnold The English Word. Moscow. 198

2. Parmonova, N. (2022). Nasiba THE PHENOMENON OF CONVERSION IN ENGLISH: THE PHENOMENON OF CONVERSION IN ENGLISH. Журнал иностранных языков и лингвистики, 4(4).

3. Lipka, L. English Lexicology. Tubingen: Narr. 2002.

4. Punga L. Words about words. An introduction to English Lexicology.2007.

5. R. S. Ginzburg , S. S. Khidekel, G. Y. Knyazeva, A. A. SankinACOURSE IN MODERN ENGLISH LEXICOLOGY SECOND EDITION Revised and Enlarged

6. Teshaboyeva, N., & Mamayoqubova, S. (2020). COMMUNICATIVEAPPROACH TO LANGUAGE TEACHING. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 409-414).

7. Teshaboyeva, N. (2020). LINGUISTIC PERSONALITY, ITS STRUCTURAL CHARACTERISTICS IN THE NEW PERSPECTIVE DIRECTIONS. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 415-420).

8. Teshaboyeva, N. Z. (2019). TEACHING ENGLISH THROUGH LITERATURE INTESL AND TEFL CLASSROOMS. In СОВРЕМЕННЫЕ ТЕХНОЛОГИИ: АКТУАЛЬНЫЕ ВОПРОСЫ, ДОСТИЖЕНИЯ И ИННОВАЦИИ (pp. 82-84).

9. Teshaboyeva, N. (2023). THE IMPORTANCE OF TOURISM IN PRESENT DAY. Журнал иностранных языков и лингвистики, 5(5).

10. Ma'ripov J. K. A BRIEF INFORMATION ABOUT TENSES //O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA. – С. 464.

11. Aziza Ilhom qizi, T. . (2022). THE ROLE OF STUDENTS IN THE DEVELOPMENT OF MODERN SPHERES. Scientific Impulse, 1(4), 1541–1543. Retrieved from https://nauchniyimpuls.ru/index.php/ni/article/view/2052

12. Ma'ripov J. KORPUS HAQIDA UMUMIY TUSHUNCHA //Центральноазиатский журнал образования и инноваций. – 2023. – Т. 2. – №. 5. – С. 175-178.

13. Ma'ripov J. Antroposentrizm–tilshunoslikning zamonaviy yonalishi sifatida //Инновационные исследования в современном мире: теория и практика. – 2022.

– Т. 1. – №. 28. – С. 62-68.

14.Solnyshkina M. I. et al. IMPORTANCE OF SETTING GOALS. SMART GOALS //Новости образования: исследование в XXI веке. – 2023. – Т. 1. – №. 11.

– С. 318-320.

VOLUME-1, ISSUE-12

BODY LANGUAGE

Egamberdiyeva Irodaxon Abdurohimovna
Teacher of Andijan State Institute of Foreign Languages
irodaegamberdiyeva76@gmail.com
Xoshimova Nilufar Baxtiyorjon qizi
Student of Andijan State Institute of Foreign Languages
nisanurxoshimova@gmail.com

Abstract: In this article, information is given about the movement communication, that is, body language and when the first study of body language began.

Key words: body language, kinesics, action communication, gestures, facial expressions, movement.

Body language is the transmission of messages or signals through non-verbal communication such as eye contact, facial expressions, gestures, and body posture. It includes social cues, movement, the distance between two people and the physical environment, and the use of freedom of appearance, touch, and sound. Gestures have three different parts, including the main gestures, i.e., the purpose of the signals delivered through gestures and the manner in which the receiver interprets them depends on his knowledge and feelings. In addition, gestures include the use of time and eye contact, gaze movements while speaking and listening, the number of gazes, pupil dilation, and blink rate.

Body language is a type of communication in which physical behaviors, as opposed to words, are used to express or convey information. Such behavior includes facial expressions, body posture, gestures, eye movement, touch and the use of space. The term body language is usually applied in regard to people but may also be applied to animals. The study of body language is also known as kinesics. Although body language is an important part of communication, most of it happens without conscious awareness.

The study of motor communication began in 1872 with Charles Darwin's The Expression of Emotions in Man and Animals. ("The Expression of Emotions in Man and Animals") began with the publication. Darwin began studying non-verbal communication because he saw animals like lions, tigers, dogs, etc. interacting and thus communicating through gestures and expressions. puts forward the idea, so he was one of the first to start this research.

Today, scientists argue that action communication can convey more meaning than verbal communication. Some scientists have proven that most people trust non-

verbal forms of communication more than verbal communication. It is concluded that gestural communication constitutes 60-70% of human communication, although other researchers: the type of communication cannot be determined and modern humans do not rely on gestures and especially this is developing day by day and more written evidence. although they have advanced the idea that such gestures do not reflect communication in the age of great importance.
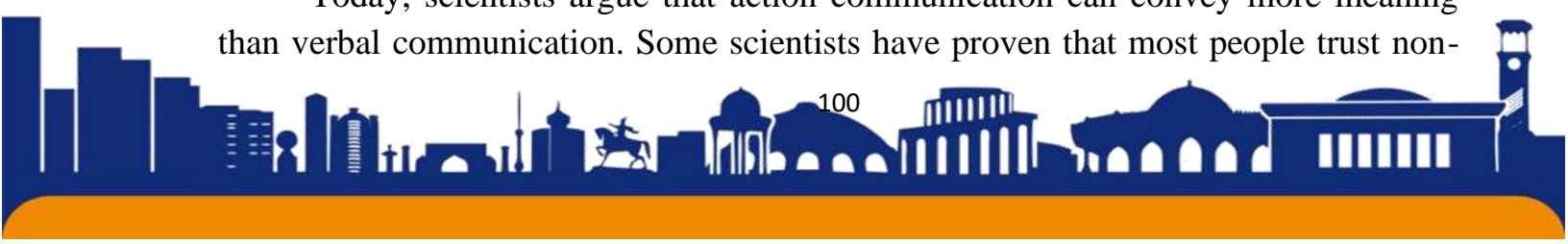
Body language differs from sign language, which are languages with complex grammar systems and exhibiting the fundamental properties considered to exist in all true languages. Body language, on the other hand, does not have a grammar system and must be interpreted broadly, instead of having an absolute meaning corresponding with a certain movement. It is, technically, not a language. Body language more so refers to the often unconscious reactions we tend to have in relation to observed stimuli.

Within a society, consensus exists regarding the accepted understandings and interpretations of specific behaviors. There also is controversy on whether body language is universal. Body language, a subset of nonverbal communication, complements verbal communication in social interaction. In fact, some researchers conclude that nonverbal communication accounts for the majority of information transmitted during interpersonal interactions. It helps to establish the relationship between two people and regulates interaction, yet it can be ambiguous. The interpretation of body language tends to vary in different cultural contexts.

Body language is a major contributor to the attitude a person conveys to others. Albert Mehrabian maintains that during a conversation dealing with feelings and attitudes (i.e., like-dislike), 7% of what is communicated is via what is said, 38% is via tone of voice, and the majority, 55%, is via body language. This is also referred to as the '7%–38%–55% Rule', and is often considered in studies of human communications. While there is a wider debate about the percentage share which should be attributed to each of the three contributing factors, it is generally agreed upon that body language plays a fundamental role in determining the attitude a person conveys.

A person may alter their body language in order to alter the attitude they convey; this may in turn influence the rapport they have with another person. Whether a formal or informal attitude is conveyed may influence the other person's response. For instance, if an interviewer conveys a formal attitude, then this gives a more business-like impression, which may encourage the interviewee to give more serious answers. This may develop a more professional rapport overall between them.

Kinesics is the study and interpretation of nonverbal communication related to the movement of any part of the body or the body as a whole; in layman's terms, it is

the study of body language. However, Ray Birdwhistell, who is considered the founder of this area of study, never used the term body language, and did not consider it appropriate. He argued that what can be conveyed with the body does not meet the linguist's definition of language.

Birdwhistell pointed out that "human gestures differ from those of other animals in that they are polysemic, that they can be interpreted to have many different meanings depending on the communicative context in which they are produced". And, he "resisted the idea that 'body language' could be deciphered in some absolute fashion". He also indicated that "every body movement must be interpreted broadly and in conjunction with every other element in communication".

Despite that, body language is still more widely used than kinesics. Dr. Maziar Mir in his book Body Language of Iran, has defined body language as follows: to all gestures, postures, movements, human behaviour, body gestures, and even model and gesture of speaking, or all postures of making sounds without making a sound that is based on the age, sex, height, weight, and social or geographical status of human beings are referred to as body language or non-verbal communication.

REFERENCES:

1. Poyatos, Fernando (2002). Nonverbal Communication Across Disciplines, Volume II. John Benjamins Publishing Company. p. 189. ISBN 1-55619-754-3.

2. Fast, Julius (2014). "1. The Body is the Message". Body Language. Open Road Media.

3. Klimt, Edward S.; & Belling, Ursula. (1979). The signs of language. Cambridge, MA: Harvard University Press. ISBN 0674807952.

4. The Expression of the Emotions in Man and Animals. AMS Pres, 1972.

5. Candler, Wendy; & Lille-Martin, Diane. (2006). Sign Language and Linguistic Universals.: Cambridge University Press.

6. Mehrabian, Albert (2009). "'Silent Messages' – A Wealth of Information About Nonverbal Communication (Body Language)". Personality & Emotion Tests & Software: Psychological Books & Articles of Popular Interest. Los Angeles: self-published. Retrieved October 23, 2018

7. Danesi, M (2006). "Kinesics". Encyclopedia of Language & Linguistics. pp. 207–213. doi:10.1016/B0-08-044854-2/01421-8. ISBN 978-0080448541.

TYPES OF PRINT MEDIA

Egamberdiyeva Irodaxon Abdurohimovna

Teacher of Andijan State Institute of Foreign Languages

irodaegamberdiyeva76@gmail.com

Muslimaxon Xamidjon qizi

Student of Andijan State Institute of Foreign Languages

azizovasevara608@gmail.com

Abstract: This article provides information about the types of printers and the origin of printing machines.

Key words: matrix printers, inkjet printer, laser printer, print printer, printing houses, printing machines.

A printing press is a machine designed for printing books, newspapers, magazines, brochures, labels, posters and other printed products. This is the main type of printing equipment. The first printing machine was invented by the German inventor I. Guttenberg in 1441-1445. The main units of the printing machine: the printing apparatus that transfers the paint from the mold to the paper; an apparatus for applying paint to the mold, a paper transfer mechanism that transfers the paper to the printing apparatus and ejects the copies from the machine; an additional device that receives and processes printed products; vehicle control and system.

There are different types of these. A printing house that uses two or more printing methods is called a combined printing house. A printing house that mainly works in offset printing or intaglio printing methods is called a factory (eg, map factory, book factory, color printing factory, typesetting factory). Depending on the type of product it produces, B. produces newspapers, magazines, books, posters, maps, letterheads, etc. divided into types. Printing houses are also divided into large, medium and small types. Printing houses can unite and form printing production associations. Mainly there will be printing mold making, pressing, product finishing and auxiliary shops. In the mold making workshop, to the upper printing method - typesetting, syncography clichés and cast stereotypes; offset method - mold and monometallic (aluminum, zinc), bimetallic and trimetallic (copper, steel, copper, chromium); intaglio - prepares copper or chrome molds. After Uzbekistan gained independence, the Printing Houses were completely re-equipped. Text and images are typed and printed on modern computers in printing houses. In the printing process, depending on the small quantity, high-speed reel (rotation) and flat printing, single and multi-color printing machines are used. Individual lathes or large aggregates, assembly lines are also used in the finishing shop, depending on the small number of them.

Some printers use one type of transfer, while others use a combination of several transfer modes. The pneumatic system uses compressed air to adjust the pressure of the scraper of the printing machine and the pressure of the ink return blade, and the solenoid valve can control the speed and travel distance. Printers with solid pneumatic drive systems are generally less expensive than models with electromechanical or servomechanical drives.

Overview of printing machines Regarding domestic and foreign countries: printing machines are mainly divided into: digital printing machines (printers), flat screen printing machines and rotary screen printing machines. Walking table press printer: This is a high-tech digital printing equipment of the type of "non-contact" inkjet printing. The basic principle of choosing a printing machine is that "the fabric determines the technology and the technology determines the equipment".

Nowadays, there are different types of printers. The basics of their printing technology, types of printers and their functionality are considered. Today, there are three main printing technologies. Because local area networks are located everywhere, printers can be provided to several users.

A printer is a printing device designed for printing (printing) information in the form of text or graphics (pictures, diagrams) on a computer. Data can be printed on paper (and sometimes film) in black and white or in color. In this respect, printers differ from each other. There are many types, but matrix, spray, and laser are the most common. In dot-matrix printers, printed data is formed from a set (combination) of dots. Because of this, their print quality is lower than that of inkjet and laser printers. In inkjet printers, information is printed on paper using special "inks", that is, by spraying drops of paint (ink). Laser printers can print in black and white or color using a special laser device. Copies printed on such a printer turn out to be of high quality.

The laser printer works as follows: an electrostatic image is created on the surface of the photosensitive drum with the help of laser light. The special colored powder in the drum is called "toner". This "toner" adheres to the images or letters on the pages. The drum rotates and passes the toner sticking to the paper sheet. After the toner is fixed on the paper, the finished image is created. This technology is used in copiers. LED printers from Okidata and Lexmark work in the same way. Only instead of a laser, they use an array of light-emitting diodes.

Dot matrix printers use a group of round needles that strike the paper through an ink ribbon. These needles are collected in a rectangular grid. We call it a matrix. When certain needles are pressed into the matrix, different characters or images are formed.

Every printer has a memory chip, and laser and inkjet printers also have a built-

in processor. A printer can also be called a specialized computer. The memory in the printer serves as a connector for data entry in the printing function; it is designed to store data during the creation of images, fonts and commands, as well as to temporarily store fonts and other information. The size of the memory of laser and inkjet printers is a reflection of its capabilities. The printer needs to create a full-page raster image (graphics and font) in memory and then print it. Before printing, each vector image and font outline is reconstructed in raster. A large amount of graphics and fonts on the pages requires a large amount of memory. In addition, memory is needed to store the printer's font and page definition language descriptors. When out of memory, the printer prints a mixture of graphics or text, splits the graphic image on two sheets of paper, uses multiple fonts, or prints no fonts at all.
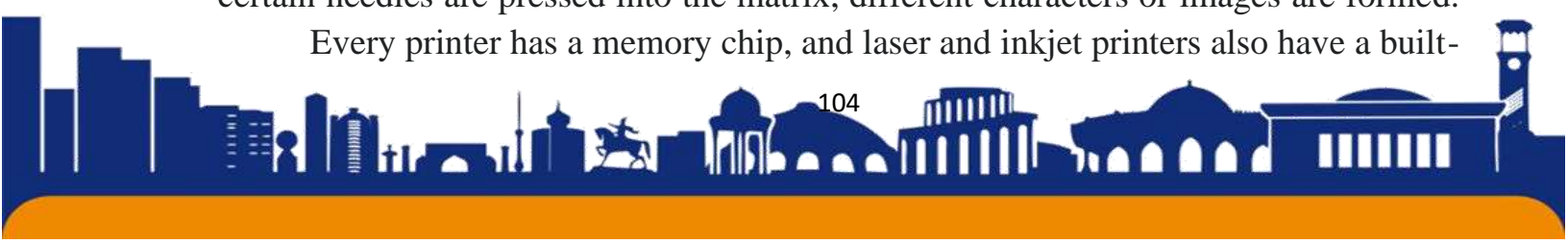
In conclusion, it should be said that modern printers are produced year by year, and working with modern printers is much easier for people, and the copies printed from the printers are of high quality.

REFERENCES:

1.   National encyclopedia of Uzbekistan. Tashkent. 2000–2005.
2.   https://arxiv.uz/uz/documents/   slide/informatika-va-at/printer-va-uning-turlari-haqida
3.   http://fayllar.org/mavzu-printer-types-their-working-principles-hamda-kompy.html
4.   http://m.srcyrl.wopmprint.com/info/types-of-automatic-printing-machine-operation-75661581.html

VOLUME-1, ISSUE-12

NEW AGE MEDIA

Egamberdiyeva Irodaxon Abdurohimovna

Teacher of Andijan State Institute of Foreign Languages

irodaegamberdiyeva76@gmail.com

Dehqonova Mohichehra Xamidullo qizi

Student of Andijan State Institute of Foreign Languages

dehqonovamohichehra283@gmail.com

Abstract: This article provides information about the development, role and origin of mass media in our society.

Key words: new media, technology, information, journalism, society, internet, development, public information.

New media are communication technologies that enable or enhance interaction between users as well as interaction between users and content. In the middle of the 1990s, the phrase "new media" became widely used as part of a sales pitch for the influx of interactive CD-ROMs for entertainment and education. The new media technologies, sometimes known as Web 2.0, include a wide range of web-related communication tools such as blogs, wikis, online social networking, virtual worlds, and other social media platforms.

The phrase "new media" refers to computational media that share material online and through computers. New media inspire new ways of thinking about older media. Media do not replace one another in a clear, linear succession, instead evolving in a more complicated network of interconnected feedback loops.

Since the beginning of mankind, information, regardless of its type and content, has been of primary importance in his life, and the demand for information has not lost its relevance even today. Changing times and development have only changed the type of media. Periodicity, relevance and speed have kept pace with the development of journalism. Initially, information in oral form was widespread, but later it was transferred to written forms. Over time, books, newspapers, radio, television and the Internet gradually developed. It is not for nothing that futurologists call the new century the "Information Age". Because now it has become much easier and convenient to do the work that is difficult to do even with large armies or powerful weapons through information. That is why today's struggles are taking place fiercely in "ideological landfills".

Today, almost all experts repeat the idea that "The owner of information rules the world." It is true that this word has also become "fashionable". However, in the 15th century, Alisher Navoi, a great thinker and the sultan of words, skillfully explained this
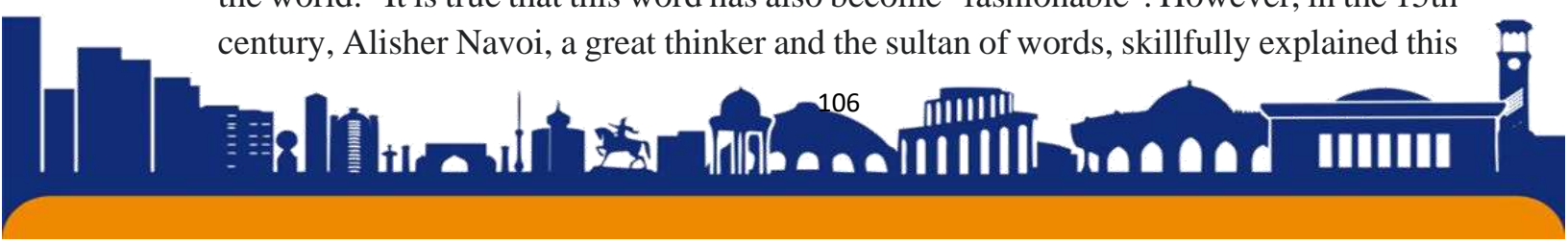
process in his poems beginning with "Agar ogoh sen...". And the mass media is the protagonist in presenting the status of "royalty" to the centralized big powers. From this point of view, any type of mass media forms and develops the consciousness, worldview, thinking, and generally the spiritual world of society members. Today, choosing the impartial information we need from the flow of information that surrounds us requires deep thinking and deep thinking. As an important element in raising the morale of society, media workers need to be sharper, more impartial and faster than ever. After all, social relations are closely connected with the development of society, first of all, with the development of mass media. In particular, let's take the online world, which is the most popular means of information dissemination today. In a powerful information space, the use of the Internet is increasing, and it has become more convenient for the average reader to get information from the Internet than from television, newspapers, or radio. Consequently, internet journalism has become the newest and most convenient means of information distribution and has its place and influence in mass media. The availability of access to the Internet at any time, anywhere and under any conditions using a mobile phone has dramatically increased the speed of its use. Especially today, we have reached the stage where young people cannot imagine their life without the Internet. So, the worldview of the audience using it is formed depending on the potential, culture, and knowledge level of network journalists. Since the spiritual development of the society depends on the mass media, it is necessary for today's journalist to master the skill of conveying information based on our Uzbek talents, preserving the characteristics of our nation.

In the conditions of globalization, the ability to fully form the national information space, information immunity among our citizens and the ability to form opposing opinions by creating mechanisms against foreign ideas are not only important issues aligned with the strategic interests of states. Uzbekistan, maybe any country in the world. For example, the book "Issues of genre and skill in print media" says: "News serves not only the development of the country and society, but also the development of the international community. gains international importance. For example, the awareness of the peoples of the world about news in science accelerates development, that is, as a result of discoveries and inventions, people begin to try to understand the world and identity. Being aware of economic and political news affects relations. between countries, leading to the development.

Today's mass media is increasingly adapting to consumer demands, not only to fulfill their wishes, but also to maintain the level of journalism that strives from complexity to simplicity every minute, to operate on the basis of the golden balance,

and to masterfully subjugate the audience to this rule. Uzbek media is an urgent task ahead. After all, directing and managing young people who are the owners of tomorrow, giving them direction, mobilizing them towards good goals, and raising their spirituality to a high level are among the problems facing the industry.

In conclusion, it should be said that in a situation where the role and importance of information in human life is changing completely, the development of proposals and conclusions about the full-fledged activity of mass media in serving the interests of the nation and the state and forming the consciousness of citizens is today in front of science. is among the problems waiting to be solved. In particular, the influence of mass media on people's minds and thinking is not only expanding, but is becoming so subtle that it is impossible to ignore any issue or problem in the field of mass media. After all, at the same time that information is primarily a source of knowledge, it is also a source of spirituality, enlightenment, ethics and, of course, political views. Therefore, the mass media, which is a force influencing the development of our society and the spiritual world of our citizens, needs to be polished and is worthy of research today more than ever.

REFERENCES:

1. Rice, Ronald E. (1984). The New Media: Communication, Research, and Technology (1st ed.). CA: SAGE Publications. ISBN 978-0803922716.

2. Weiser Friedman, Linda; Friedman, Hershey H. (2008). "The New Media Technologies: Overview and Research Framework". SSRN Electronic Journal: 1 – via ResearchGate.

3. Pressman, Jessica (2014). "Old Media/New Media". The Johns Hopkins guide to digital media. Marie-Laure Ryan, Lori Emerson, Benjamin J. Robertson. Baltimore. pp. 365–367. ISBN 978-1-4214-1225-2. OCLC 875894435

4. Bolter, Jay David; Grusin, Richard (2000). Remediation: Understanding New Media. MA: MIT Press. ISBN 9780262522793.

5. https://cyberleninka.ru/article/n/ommaviy-axborot-vositalari-jamiyat-ma-naviy-taraqqiyotining-muhim-elementi-sifatida

Secondary ways of word formation

Tuxtayeva Aziza Ilhom qizi
Student of Jizzakh branch of the National university of Uzbekistan
Azizatoxtayeva053@gmail.com
Scientific advisor: **Teshaboyeva Nafisa**, teacher of Jizzakh branch of the
National University of Uzbekistan
nafisateshaboyeva@jbnuu.uz

Annotation: The English language has a unique characteristic in the way it forms, words and constructs sentences. Wordformation is the process of creating new words from the material available in the language after certain structural and semantic formulas and patterns. Present-day English has some processes of word formation. Language is a dynamic system that evolves over time, and one of the key aspects of its evolution is the formation of new words. While primary word formation involves creating words from scratch, secondary word formation focuses on modifying or expanding existing words. Through processes such as conversion, derivation, compounding, and blending, secondary word formation adds richness and versatility to our language. In this article, we will delve into the intriguing realm of secondary ways of word formation.

Keywords: Wordformation, conversion, derivation, compounding, blending, acronymy, sound imitation, stress interchange, back formation.

Word formation is a fundamental aspect of language that allows us to create new words and expand our vocabulary. While primary word formation involves the formation of words from basic morphological elements, secondary word formation involves the creation of new words through various grammatical and semantic processes. This article aims to delve into the world of secondary word formation, exploring its different methods and shedding light on its significance in language development. The English language has a unique characteristic in the way it forms, words and constructs sentences. Word formation is the process of creating new words from the material available in the language after certain structural and semantic formulas and patterns. Present-day English has some processes of word formation. Language is a dynamic system that evolves over time, and one of the key aspects of its evolution is the formation of new words. While primary word formation involves creating words from scratch, secondary word formation focuses on modifying or expanding existing words. Through processes such as conversion, derivation, compounding, and blending, secondary word formation adds richness and versatility to our language.

Secondary ways of word formation refer to the processes by which new words are created in a language through means other than primary word formation. While primary word formation involves the combination of basic morphological elements like roots, prefixes, and suffixes, secondary word formation encompasses various grammatical and semantic processes.

Some common secondary ways of word formation include:

1. Conversion: This process involves the change of a word from one grammatical category to another without adding or removing any affixes. For example, the noun "email" can be converted into a verb by using it to mean the action of sending an electronic message.

2. Back-Formation: Back-formation occurs when a new word is created by removing what is perceived as an affix from an existing word. For instance, the noun "editor" gave rise to the verb "edit" by removing the "-or" suffix.

3. Compounding: Compounding involves the combination of two or more words to create a new word with a distinct meaning. For example, "blackboard" combines the words "black" and "board" to refer to a surface that can be written on with chalk.

4. Clipping: Clipping refers to shortening a word by removing one or more syllables. For instance, "advertisement" becomes "ad" and "television" becomes "TV".

5. Acronyms and Initialisms: Acronyms are formed by taking the initial letters of a series of words and pronouncing them as a single word, like "NASA" (National Aeronautics and Space Administration). Initialisms, on the other hand, are pronounced by saying the individual letter names, like "FBI" (Federal Bureau of Investigation).

6. Blending: Blending involves combining parts of two words to create a new word with a fused meaning. For example, "smog" is a blend of "smoke" and "fog".

7. Borrowing: Borrowing, also known as loanwords, involves the adoption of words from other languages. English has borrowed numerous words from other languages, such as "pajama" from Hindi and "croissant" from French.

8. Coinage: Coinage refers to the creation of completely new words that have no prior etymology. It is often employed for brand names or unique products, like "Kleenex" or "Xerox".

Secondary word formation plays a vital role in language development by allowing speakers to create new words and expand their vocabulary in response to evolving needs and concepts. It adds richness and versatility to language, enabling

more nuanced communication and expression. A comprehensive understanding of secondary ways of word formation enhances our grasp of language structure and usage, deepening our appreciation of its dynamic nature.

Language is a dynamic entity, constantly evolving and adapting to the needs of its speakers. Word formation, a vital component of language development, enables us to expand our linguistic inventory and communicate in ever-changing contexts. While primary word formation accounts for the basic building blocks of language, secondary word formation plays a crucial role in the creation of new words through various processes. Let's explore some of the significant methods of secondary word formation. Secondary word formation is of significant importance in language development. It allows speakers to express nuanced ideas, adapt language to changing circumstances, and enhance communication efficiency. Understanding the various methods of secondary word formation enriches our understanding of language structure and usage, enabling us to become more adept communicators.

In conclusion, secondary word formation provides us with the tools to expand our linguistic repertoire and adapt our language to novel contexts. Affixation, compounding, conversion, derivation, and back-formation all contribute to the creation of new words, fostering language development and facilitating effective communication. As we explore the intricate mechanisms of word formation, we gain a deeper insight into the remarkable complexity and versatility of language.

References:

1. Arnold. 1. The English Word. Moscow. 1986.

2. vLipka, L. English Lexicology. Tubingen: Narr. 2002.

3. Punga L. Words about words. An introduction to English Lexicology. 2007.

4. Teshaboyeva, N., & Mamayoqubova, S. (2020). COMMUNICATIVE APPROACH TO LANGUAGE TEACHING. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 409-414).

5.Aziza Ilhom qizi, T. . (2022). THE ROLE OF STUDENTS IN THE DEVELOPMENT OF MODERN SPHERES. Scientific Impulse, 1(4), 1541–1543. Retrieved from https://nauchniyimpuls.ru/index.php/ni/article/view/2052

6. Parmonova, N. (2022). Nasiba THE PHENOMENON OF CONVERSION IN ENGLISH: THE PHENOMENON OF CONVERSION IN ENGLISH. Журнал иностранных языков и лингвистики, 4(4).

7.Teshaboyeva, N. (2020). LINGUISTIC PERSONALITY, ITS STRUCTURAL CHARACTERISTICS IN THE NEW PERSPECTIVE

DIRECTIONS. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 415-420).

8.Teshaboyeva, N. (2023). THE MODERN INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES. Журнал иностранных языков и лингвистики, 5(5).

9.Ma'ripov J. K. A BRIEF INFORMATION ABOUT TENSES //OʻZBEKISTON RESPUBLIKASI OLIY VA OʻRTA. – C. 464.

VOLUME-1, ISSUE-12

Word Formation: Compounding

Tuxtayeva Aziza Ilhom qizi

Student of Jizzakh branch of the National university of Uzbekistan

Azizatoxtayeva053@gmail.com

Scientific advisor: **Teshaboyeva Nafisa**, teacher of Jizzakh branch of the National University of Uzbekistan

nafisateshaboyeva@jbnuu.uz

Annotation: Language is a dynamic and evolving system that constantly adapts to meet the needs of its speakers. A key element of this evolution is the process of word formation, through which new words are created to encapsulate a wide range of concepts and ideas. One of the most fascinating and versatile methods of word formation is compounding, a process that involves combining existing words to form new ones. This article delves into the art and importance of compounding in word formation, exploring its significance and impact on language development.

Key Words: Word formation, Compounding, Lexical items, Noun compounds, Adjective compounds, Descriptive language, Language development

Word formation is a fascinating aspect of language that allows speakers to create new words and expand their vocabulary. Among the various methods of word formation, compounding stands out as a powerful tool for creating innovative and descriptive words. This article explores the process of compounding, highlighting its significance in language development and providing examples of its usage.

Language is a versatile tool that allows us to express our thoughts, feelings, and experiences. Word formation, a key aspect of language development, enables us to expand our lexicon and convey ideas more effectively. One powerful method of word formation is compounding, wherein two or more existing words are combined to create a new word with a distinct meaning.

Compounding involves merging lexical items to form compound words that exhibit specific characteristics or convey unique concepts. These compound words can be formed using nouns, adjectives, or verbs, and they offer a wealth of opportunities for descriptive language.

Noun compounds are among the most common examples of compounding. By combining two or more nouns, we can create new words that succinctly describe a person, place, thing, or idea. For instance, "sunflower" combines "sun" and "flower" to refer to a particular type of flower that turns its face towards the sun.

Adjective compounds are another significant category of compound words. By combining adjectives, we can create words that describe objects, situations, or

qualities in a more precise manner. For example, "blue-eyed" combines the adjective "blue" with "eyed" to describe someone with eyes that are blue in color.

Verb compounds also play a role in enriching language. By combining two or more verbs, we can create compound words that express complex actions or processes. For instance, "self-publish" combines the verbs "self" and "publish" to indicate the act of independently releasing one's own work.

The beauty of compounding lies in its ability to create new words that capture the essence of a concept. It allows speakers to articulate ideas in a succinct and memorable way, enhancing communication and fostering language development. Moreover, compound words enable us to express intricate or culturally specific concepts that may not have an exact equivalent in other languages.

In conclusion, compounding is a powerful process of word formation that expands our vocabulary and enhances our ability to convey complex ideas. Noun compounds, adjective compounds, and verb compounds offer endless possibilities for descriptive language and efficient communication. As language continues to evolve, the creativity and flexibility of compound words contribute to the growth and richness of our linguistic landscape. Understanding and utilizing the process of compounding allows us to appreciate the beauty and versatility of language in all its forms.

Language is a versatile tool that allows us to express our thoughts, feelings, and experiences. Word formation, a key aspect of language development, enables us to expand our lexicon and convey ideas more effectively. One powerful method of word formation is compounding, wherein two or more existing words are combined to create a new word with a distinct meaning. Compounding involves merging lexical items to form compound words that exhibit specific characteristics or convey unique concepts. These compound words can be formed using nouns, adjectives, or verbs, and they offer a wealth of opportunities for descriptive language.

Noun compounds are among the most common examples of compounding. By combining two or more nouns, we can create new words that succinctly describe a person, place, thing, or idea. For instance, "sunflower" combines "sun" and "flower" to refer to a particular type of flower that turns its face towards the sun.

Adjective compounds are another significant category of compound words. By combining adjectives, we can create words that describe objects, situations, or qualities in a more precise manner. For example, "blue-eyed" combines the adjective "blue" with "eyed" to describe someone with eyes that are blue in color.

Verb compounds also play a role in enriching language. By combining two or more verbs, we can create compound words that express complex actions or

processes. For instance, "self-publish" combines the verbs "self" and "publish" to indicate the act of independently releasing one's own work.

The beauty of compounding lies in its ability to create new words that capture the essence of a concept. It allows speakers to articulate ideas in a succinct and memorable way, enhancing communication and fostering language development. Moreover, compound words enable us to express intricate or culturally specific concepts that may not have an exact equivalent in other languages.

References:

1. Arnold. 1. The English Word. Moscow. 1986.

2. Alimardonova Fotima Sherali kizi. (2023). Syntagmatic and Paradigmatic Approaches in Vocabulary Classification: A Comprehensive Overview. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-amaliy Konferensiyasi, 1(11), 230–233.

3. vLipka, L. English Lexicology. Tubingen: Narr. 2002.

4. Punga L. Words about words. An introduction to English Lexicology. 2007.

5. Teshaboyeva, N., & Mamayoqubova, S. (2020). COMMUNICATIVE APPROACH TO LANGUAGE TEACHING. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 409-414).

6. Teshaboyeva, N. (2020). LINGUISTIC PERSONALITY, ITS STRUCTURAL CHARACTERISTICS IN THE NEW PERSPECTIVE DIRECTIONS. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 415-420).

7. Teshaboyeva, N. Z. (2019). TEACHING ENGLISH THROUGH LITERATURE INTESL AND TEFL CLASSROOMS. In СОВРЕМЕННЫЕ ТЕХНОЛОГИИ: АКТУАЛЬНЫЕ ВОПРОСЫ, ДОСТИЖЕНИЯ И ИННОВАЦИИ (pp. 82-84).

8. Nasiba, P. (2022). THE IMPORTANCE OF TASK-BASED LEARNING IN DEVELOPING SPEAKING SKILLS. Web of Scientist: International Scientific Research Journal, 3(11), 793-797.

UNRAVELING THE SPECTRUM OF ADJECTIVES: A COMPREHENSIVE SURVEY OF TYPES AND FUNCTIONS

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek
The Faculty of Psychology, the department of Foreign languages
Philology and foreign languages
Supervisor: Teshaboyeva Nafisa Zubaydulla qizi
Student of group 204-20 Haydarova Ozoda

Annotation : This article delves into the multifaceted world of adjectives, offering an in-depth exploration of their diverse types and intricate functions within linguistic and communicative contexts. By dissecting the spectrum of adjectival forms, from descriptive and limiting adjectives to comparative and superlative constructions, the article aims to provide a comprehensive understanding of these crucial elements of language. Through an analysis of their syntactic and semantic roles, the piece endeavors to shed light on the nuanced usage and varied impacts of adjectives in both written and spoken discourse.

Keywords: Types of adjectives, Limiting adjectives, Demonstrative adjectives, comparative and superlative adjectives, descriptive adjectives, Functions of adjectives

Introduction : The introduction situates the discussion within the broader framework of grammar, introducing the significance of adjectives as fundamental linguistic elements in shaping the vividness, precision, and expressiveness of language. It outlines the objectives of the article, including the systematic delineation of adjective types and the exploration of their roles in refining meaning, modifying nouns, and elucidating comparisons.

Limited adjectives are a type of adjective that is used to describe a noun in a very general or basic way. They are often used to provide a simple description of something without going into too much detail. These adjectives are commonly used in everyday speech and writing, and they are an important part of the English language.

Demonstrative adjectives are a type of adjective that is used to indicate or point out a specific noun or group of nouns. They are used to distinguish between different objects or people and to indicate their location in relation to the speaker.

There are four demonstrative adjectives in English: this, that, these, and those. "This" and "these" are used to indicate objects or people that are close to the speaker, while "that" and "those" are used to indicate objects or people that are farther away from the speaker.

For example, if someone is pointing to a book on a table next to them, they might say "this book" to indicate the specific book they are referring to. If they are pointing to a book on a shelf across the room, they might say "that book" to indicate the specific book they are referring to.

Demonstrative adjectives can also be used to indicate time or order. For example, someone might say "this morning" to indicate the current morning, or "that was the first time" to indicate a specific event that occurred in the past.

Limited adjectives are also known as basic adjectives, as they provide a basic description of a noun. They are often used to give a general idea of what something looks like, feels like, or sounds like. For example, the limited adjective "big" can be used to describe a large object, while the limited adjective "red" can be used to describe the color of an object.

One of the key characteristics of limited adjectives is that they do not provide much detail or specificity. They are often used in combination with other adjectives to provide a more detailed description of something. For example, the limited adjective "old" can be combined with other adjectives such as "rusty" or "dusty" to provide a more detailed description of an object.

Limited adjectives can also be used to express emotions or feelings. For example, the limited adjective "happy" can be used to describe a person's emotional state, while the limited adjective "cold" can be used to describe the weather or a person's physical state.

Limited adjectives are a type of adjective that is used to describe a noun in a very general or basic way. They are often used to provide a simple description of something without going into too much detail. These adjectives are commonly used in everyday speech and writing, and they are an important part of the English language.

Happy - "She was happy to see her friends."

Big - "The big dog barked loudly."

Red - "The red apple looked delicious."

Cold - "The cold wind made her shiver."

Old - "The old man walked slowly down the street."

Comparative adjectives are a type of adjective that are used to compare two or more things or people. They are used to show the degree of difference between two nouns, and are often formed by adding -er to the end of the adjective (for example, "bigger" or "faster").

There are also irregular comparative adjectives that do not follow this pattern, such as "better" and "worse". These adjectives are used to compare the quality or level

of something, and are often used in sentences such as "This book is better than that one" or "My car is faster than your bike".

Comparative adjectives can also be used to express preference or opinion, as in the sentence "I like this movie better than the other one". In addition, they can be used to indicate a change in state or condition, as in the sentence "I feel better today than I did yesterday".

Superlative adjectives are used to compare three or more items in a group. They represent the highest degree or utmost quality of the given attribute within a set. Here's a detailed overview of these adjectives:

Forming Superlative Adjectives:

- Regular Adjectives: Most superlatives are formed by adding the suffix "-est" to the base form of the adjective. For example: "tall" becomes "tallest" and "happy" becomes "happiest."

- Irregular Adjectives: Some adjectives have irregular forms in the superlative. For example, "good" becomes "best" and "bad" becomes "worst."

Usage in Sentences:

- Adjective + "The" + Most + Base Adjective: For adjectives of two or more syllables, the superlative is formed with "the most" + base adjective. For example: "the most beautiful," "the most generous."

- Comparative Adjective + "In": Another way to express the superlative is by using the structure of "the [comparative adjective] in." For example: "the oldest in," "the tallest in."

Functions of Superlative Adjectives:

Highest Degree: Describes the highest level of a quality within a group.

Emphasis: Emphasizes the extreme superiority of a particular item or individual within a set.

Comparison: Compares three or more items, indicating that one stands out as the most in a particular attribute.

Examples in Context:

"Mount Everest is the highest mountain in the world."

"She is the most talented musician in the band."

"This is the most challenging exam I have ever taken."

Adverbs with Superlatives:

- Adverbs such as "very," "extremely," "incredibly," or "absolutely" can intensify superlative adjectives, reinforcing the idea of extreme quality or degree.

VOLUME-1, ISSUE-12

Descriptive adjectives, also known as qualitative adjectives, are words that modify or describe nouns and pronouns by specifying or adding details about their qualities, characteristics, or attributes. They provide more information about the nouns they modify, enabling us to understand and visualize the features of the nouns more vividly.

Characteristics of Descriptive Adjectives:

Qualifying Nature: Descriptive adjectives qualify, define, or characterize the noun by indicating its qualities, states, or attributes.

Wide Range of Descriptors: These adjectives can span a broad spectrum of characteristics, from physical properties (e.g., "tall," "round") to emotional or abstract attributes (e.g., "happy," "courageous").

Positioning: They usually come before the noun they modify, serving to describe the noun in more detail. For example, in the phrase "beautiful flower," "beautiful" is the descriptive adjective that specifies the nature of the flower.

Examples of Descriptive Adjectives:

- Physical Descriptors: tall, short, round, rectangular, blue, red
- Emotional or Abstract Qualities: happy, sad, courageous, honest, intelligent
- Origin or Material Descriptors: Italian, wooden, metallic, cotton

Function in Sentences:

Elaboration: They provide additional information for the noun, allowing for greater precision and vividness in communication.

Clarification: Descriptive adjectives help to clarify the specific qualities or characteristics of the noun, aiding in creating a clearer mental image.

Use in Comparative and Superlative Forms:

- Like other adjectives, descriptive adjectives can be used in comparative and superlative forms to compare or emphasize the degree of a certain quality. For example, "taller," "happier," or "most courageous."

Role in Descriptive Writing:

- In descriptive writing, these adjectives are crucial for creating vivid, sensory details that enhance the reader's understanding and visualization of the subject matter.

Adjectives play several key functions within a sentence, contributing to the depth, specificity, and vividness of language. Here are the primary functions of adjectives:

Description and Qualification:

- Adjectives describe and qualify nouns, pronouns, or other adjectives, adding details about their characteristics or qualities. For example, in the phrase "beautiful flower," the adjective "beautiful" describes the nature of the flower.

Comparison:

- Adjectives enable comparison by indicating degrees of qualities, as exemplified in comparative and superlative forms (e.g., "taller," "most courageous").

Specifying Quantity or Amount:

- Certain adjectives specify the quantity or amount of nouns, such as "few," "many," "several," or "all," enhancing precision in communication.

Emotive and Evaluative Expression:

- Adjectives convey emotions or evaluations, allowing speakers and writers to express attitudes, feelings, or judgments about nouns or pronouns (e.g., "delighted," "disappointing," "important," "beautiful").

Determining or Identifying:

- Adjectives can function as determiners, expressing a specific or general nature of the noun (e.g., "the," "this," "each") or serving to identify particular nouns (e.g., "my," "her," "several").

Setting Context or Qualifying Sentences:

- Adjectives can also describe or qualify entire sentences or clauses, adding specificity or context to the statements they modify (e.g., "incredible," "unbelievable").

Emphasizing or Modifying Verbs:

- In some cases, adjectives modify and emphasize verbs, enhancing the expressiveness and impact of the action (e.g., "quickly ran," "steadily progressed").

Aiding in Clarity and Comprehension:

- Adjectives help provide vivid details, enabling clearer understanding and visualization of the nouns they modify.

Adding Texture to Prose and Poetry:

- In literary expression, adjectives enrich prose and poetry by contributing to vivid sensory imagery and evocative language.

Classifying Categorically:

- Some adjectives categorically classify nouns or pronouns, sorting them into specific groups or types (e.g., "European," "spacious," "artistic").

Conclusion: The conclusion recapitulates the pivotal role of adjectives in shaping language, expressing nuances of meaning, and imbuing discourse with vividness and specificity. It synthesizes the key findings and contributions of the article,

underlining the importance of adjectives as indispensable tools in the realm of expressive and precise communication.

REFERENCES

1. Teshaboyeva, N., & Mamayoqubova, S. (2020). COMMUNICATIVE APPROACH TO LANGUAGE TEACHING. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 409-414).Teshaboyeva, N. (2020). LINGUISTIC PERSONALITY, ITS STRUCTURAL CHARACTERISTICS IN THE NEW PERSPECTIVE DIRECTIONS. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 415-420).

2. Teshaboyeva, N. Z. (2019). TEACHING ENGLISH THROUGH LITERATURE INTESL AND TEFL CLASSROOMS. In СОВРЕМЕННЫЕ ТЕХНОЛОГИИ: АКТУАЛЬНЫЕ ВОПРОСЫ, ДОСТИЖЕНИЯ И ИННОВАЦИИ (pp. 82-84).

3. Teshaboyeva Nafisa Zubaydulla qizi, Jurayev Muhammadrahim Murod o'g'li, & Mamirova Munisa Rajab qizi. (2021). Language Learning Culturally and the Role of Literature in Teaching Process. *Central Asian Journal of Theoretical and Applied Science*, *2*(3), 1-5. Retrieved from https://www.cajotas.centralasianstudies.org/index.php/CAJOTAS/article/view/84

4. Teshaboyeva, N. (2023). THE IMPORTANCE OF TOURISM IN PRESENT DAY. Журнал иностранных языков и лингвистики, 5(5).

5. Teshaboyeva, N. (2023). THE MODERN INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES. Журнал иностранных языков и лингвистики, 5(5).

6. Teshaboyeva, N. Z. (2023, November). Adjective word group and its types. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 59-61).

7. Teshaboyeva, N. Z. (2023, November). Modifications of Consonants in Connected speech. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 7-9).

8. Teshaboyeva, N., & Rayimberdiyev, S. (2023, May). THE IMPORTANCE OF USING MULTIMEDIA TECHNOLOGY IN TEACHING ENGLISH CLASSES. In Academic International Conference on Multi-Disciplinary Studies and Education (Vol. 1, No. 8, pp. 149-153).

9. Nafisa, T., & Marina, S. (2023). TEACHING AND LEARNING OF ENGLISH VOCABULARY IN TESL AND TEFL CLASSROOMS. International Journal of Contemporary Scientific and Technical Research, 465-469.

10.   Anorboyeva , M. ., & Abduraxmonova , Z. (2023). ANALYSIS OF TECHNICAL TEXT. Наука и инновация, 1(30), 37–39. извлечено от https://in-academy.uz/index.php/si/article/view/23139

11.   Teshaboyeva Nafisa Zubaydulla qizi, & Anorboyeva Madina Baxtiyor qizi. (2023). PHONETIC FEATURES OF ALTERATION OF PHONEMES. "Conference on Universal Science Research 2023", 1(12), 28–32. Retrieved front https://universalpublishings.com/index.php/cusr/article/view/3064

12.   Teshaboyeva Nafisa Zubaydulla qizi, & Anorboyeva Madina Baxtiyor qizi. (2023). TRADITION AND COGNITIVE APPROACHES IN SYNTAX. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-amaliy Konferensiyasi, 1(12), 37–44. https://doi.org/10.5281/zenodo.10279150

13.   Mullaboyeva , M., Kuvondikova , D., & Kosimova , N. (2023). EVALUTION OF THE ABILITY GROUPING METHOD EFFECTIVENESS. International Conference On Higher Education Teaching, 1(3), 98–104. Retrieved from

VOLUME-1, ISSUE-12

THE MELODY OF SPEECH: WHAT IS THE MELODIC PERCEPTION OF SPEECH REVEALS ABOUT LANGUAGE PERFORMANCE AND MUSICAL ABILITIES

Jizzakh branch of the National University of Uzbekistan
Named after Mirzo Ulugbek
The Faculty of Psychology, the department of Foreign languages
Philology and foreign languages
Sceintific advisor: Teshaboyeva Nafisa Zubaydulla qizi
nafisateshaboyeva@gmail.com
Student of group 204-20: Haydarova Ozoda Lutfulla qizi
ozodahaydarova22@gmail.com

Annotation: Research has shown that melody not only plays a crucial role in music but also in language acquisition processes. Evidence has been provided that melody helps in retrieving, remembering, and memorizing new language material, while relatively little is known about whether individuals who perceive speech as more melodic than others also benefit in the acquisition of oral languages. In this investigation, we wanted to show which impact the subjective melodic perception of speech has on the pronunciation of unfamiliar foreign languages. We tested 86 participants for how melodic they perceived five unfamiliar languages, for their ability to repeat and pronounce the respective five languages, for their musical abilities, and for their short-term memory (STM). The results revealed that 59 percent of the variance in the language pronunciation tasks could be explained by five predictors: the number of foreign languages spoken, short-term memory capacity, tonal aptitude, melodic singing ability, and how melodic the languages appeared to the participants. Group comparisons showed that individuals who perceived languages as more melodic performed significantly better in all language tasks than those who did not. However, even though we expected musical measures to be related to the melodic perception of foreign languages, we could only detect some correlations to rhythmical and tonal musical aptitude.

Keywords: melodic language perception; melodic perception; melody; phonetic; musical abilities; music perception; singing ability

Introduction: Interdisciplinary research on music and language has become rather diverse over the past two decades. The reason for this development is evident as music and language share a set of characteristics (Jackendoff and Lerdahl 2006). Music and language are based on hierarchical structural aspects, such as the ordering of distinct elements (Jackendoff and Lerdahl 2006; Honing 2011) and consist of tonal and

rhythmical features. The similarities between language and music are rather salient on the acoustic level. This becomes particularly obvious if one looks at speech directed to infants. It is rather slow, shows more pitch variation, and is often perceived to be more melodic in its characteristics than adult speech (Kuhl et al. 1997; McMullen and Saffran 2004). Indeed, song and melody are based on discrete pitches, which are sustained over longer durations compared to speech (Deutsch et al. 2011). Even though language and music show many similarities, they are based on different sound systems. Whereas that for music is based on pitches and timbres, the linguistic sound system consists of pitch contrasts, vowels, and consonants (Patel 2007).

In general, various scientific branches that attempt to analyse rhythmic and tonal aspects of music and their relationship to language prosody have emerged (Krumhansl and Keil 1982; Patel 2007; Patel and Daniele 2003). For instance, the pitch structure of music and language have been extensively studied by Jackendoff and Lerdahl (2006). On a syntactic level, language has also been compared to discrete structural elements of music (Honing 2011; Patel 2003). More recently, diverse scientific branches have started looking at potential positive transfer effects from music to language, and vice versa. For the past two decades the scientific community has shown considerable interest in understanding the underlying mechanisms of musical aptitude and musical training. Whereas the latter is associated with achievement and mastery, musical aptitude is compared to potentials that can be seen as a kind of readiness to learn (Gordon 1989; Law and Zentner 2012). It is generally accepted that musical proficiency is comprised of the interactions between acquired and innate musical capacities (Sloboda 2008). More recently, studies on the relationship between music and language have also discussed potential pre-existing abilities, which may be responsible for the link between both faculties (Swaminathan and Schellenberg 2020; Kragness et al. 2021). This addresses transfer effects between music and language, which are not induced by formal musical training.

According to recently published studies, positive relationships between music and language learning have been found on multiple occasions. For instance, music-based training has been suggested to facilitate duration perception in speech (Chobert et al. 2014) and the ability to segment speech (François et al. 2013). Trained musicians seem to detect incongruities in unfamiliar speech better than non-musicians do (Christiner 2020) and musical aptitude has generally been linked to language functions in children and adults (Christiner and Reiterer 2018, 2019; Christiner et al. 2018; Turker et al. 2017; Turker 2019).

Working memory (WM) capacity has been described as a system that enables the storing, manipulating, and maintaining of temporary information (Baddeley 2003). Complex WM capacity has an influence on multiple cognitive domains such as intellectual (Conway et al. 2002, 2003; Engle et al. 1999) and mathematical ability (Schmader and Johns 2003). Therefore, WM capacity has received considerable attention in music and language research and is associated with individual differences in the mastery of first and foreign languages (Baddeley et al. 1998; Dörnyei and Ryan 2015; Majerus et al. 2006; Wen and Skehan 2011). In language research, the subsystem of the WM, the phonological short-term memory (STM), is the most important capacity for observing individual differences in language abilities (Wen and Skehan 2011). STM capacity is related to the ability to remember larger phonological structures and is the most important cognitive capacity that predicts refined language abilities of multilinguals and polyglots (Baddeley et al. 1998). Therefore, if language abilities are assessed, STM capacity should be investigated as well. Whereas, in language research, STM has intensively been studied, in music research, it is different. There is a controversy over whether a "tonal loop" in music as an equivalent of the phonological loop for language capacity exists or not. Although early research suggested a separate storage for tonal and speech material (Salame and Baddeley 1989), more recently it has been shown that the processing of musical and verbal sounds show overlaps (Williamson et al. 2010). Brain research reported that verbal and tonal storage rely on largely overlapping neuronal networks (Koelsch et al. 2009). This may be one reason why STM capacity is associated with enhanced language and with improved musical capacities.

In the past two decades, extensive research on the relationship between music and language has been published in the fields of education and aptitude. These publications mainly aimed at illustrating the positive effects of music on language ability and language learning progress. Several studies have reported a link between musical ability and foreign speech production, such as the ability to pronounce foreign languages (Milovanov et al. 2009; Milovanov and Tervaniemi 2011; Pastuszek-Lipinska 2008). In aptitude research, both tonal and rhythmic musical abilities predicted phonetic skills in the learning of unfamiliar languages. Whereas a tonal subtest, as measured by the AMMA test (Gordon 1989), was more predictive for adults in the ability to pronounce multiple languages (Christiner 2020), the opposite was found for children, where rhythmic predictors were found to explain enhanced language skills (Swaminathan et al. 2017). Language typology also seems to influence the relationship between language and music. Tone language imitation ability was predicted by tonal

aptitude, whereas non-tone language imitation was predicted by rhythmic aptitude (Christiner et al. 2018). Singing, for instance, was found to facilitate the learning of new vocabulary (Ludke et al. 2014) and was often employed as a learning tool in the foreign language classroom for beginners. For example, foreign words were presented and learnt together with a melody (Anton 1990). Singing new words in foreign languages is also assumed to facilitate retaining new utterances more easily (Ludke et al. 2014). The key role for this has often been ascribed to melody (Purnell-Webb and Speelman 2008). Indeed, infants also acquire new utterances much faster when they are sung (Thiessen and Saffran 2009). Melody is also said to serve as a mnemonic with which utterances are stored in the long-term memory (Gordon et al. 2010) and "[…] seems to act as a path or a cue to evoke […]" information (Fonseca-Mora 2000, p. 150). On these grounds, melody not only plays a key role in music but also in language acquisition processes.

Assessing Musical Abilities

For measuring musical abilities, various approved musicality tests are available. Most of them are perception tasks, which at least consist of rhythmic and tonal subtests. The Advanced Measures of Music Audiation (AMMA) test developed by Gordon (1989) has been used in multiple investigations and reliably measures the ability to discriminate tonal and rhythmic changes in paired musical statements. In addition, interdisciplinary research that used the AMMA test and compared tonal and rhythmic abilities to phonetic language abilities is available (Christiner and Reiterer 2013, 2015, 2019; Turker et al. 2017 increasingly more studies show contradictory results when the relationship between music perception (pitch discrimination) and production is investigated (Berkowska and Dalla Bella 2009). While some studies have reported a relationship between the production and perception of music (Demorest et al. 2015; Demorest and Pfordresher 2015), others have not (Loui et al. 2009; Pfordresher and Mantell 2014; Tremblay-Champoux et al. 2010). Therefore, if musical abilities are assessed, the inclusion of music performance and music perception measures will more reliably illustrate the musical capacities of individuals. Measuring musical performances is achieved best by introducing singing tasks. This has the advantage that non-musicians who do not play a musical instrument can participate in the research as well (Dalla Bella et al. 2007). In general, singing tasks are subdivided into two main categories: imitation (repeating new, unfamiliar melodies or songs) and tasks where participants have to sing familiar songs. While imitation tasks are often used for advanced singers, familiar song singing tasks are often targeted at non-musicians (Dalla Bella et al. 2007, 2009). The assessment of singing performance can be carried out by

means of computerized methods, which focus on pitch accuracy (Salvador 2010). Another option is to use rating scales where the performances are evaluated based on specific criteria by experts (Hornbach and Taggart 2005; Rutkowski and Snell Miller 2002). Rating scales can be used in a rather flexible way and adapted to evaluate specific rating criteria (Larrouy-Maestri et al. 2013), and longer sequences can easily be assessed (Christiner 2020). The latter approach has been chosen in this study.

1.2. Assessing Pronunciation Skills and the Melodic Perception of Speech

Measuring individual differences in the ability to pronounce new words can be achieved best by using unfamiliar short sequences of language stimuli that individuals are instructed to repeat. Subsequently, their performances will be assessed by experts or native speakers. These measurements are of high ecological validity because they simulate a foreign language situation in which new words or phrases are learned. In addition, the same language stimuli can easily be rated for how melodic they appear to listeners.

Using unfamiliar utterances as test stimuli, however, has more advantages. One is that individual differences in the performances also vary depending on foreign language capacity. Therefore, using language stimuli that are unfamiliar to individuals ensures that educational influences on performances are reduced—a common approach, which has successfully been used in previous investigations (Christiner and Reiterer 2013; Christiner and Reiterer 2015; Christiner and Reiterer 2018). Another benefit is that sociolinguistic influences are minimized and reduced. This means that neither the impact of the message of the content, nor the recognition of particular speech styles and social identities, can trigger certain likes, dislikes, or social categorizations and infer that speakers possess particular personality attributes (Giles and Billings 2004). Since recently the nature of short sequences of unfamiliar languages as test stimuli have been investigated in more detail, this represents another advantage. For instance, factor analysis revealed that typologically different short sequences of language stimuli load onto the same factor, which suggests that short sequences of unfamiliar speech measure general pronunciation ability, even if they are typologically different (Christiner 2020). This finding has two crucial implications. One is that imitation tasks of different languages represent a general aptitude and pronunciation measurement. The second is that many languages can be used to create a single measurement, which represents a more reliable concept to measure pronunciation skills.

Regarding approaches towards measuring the melodic perception of speech from a musicological point of view, there are further good reasons to use unfamiliar utterances. One is that, in initial foreign language learning situations, language input is

rather meaningless and may force naïve listeners to treat language stimuli similar to musical statements (Milovanov et al. 2009). This suggests that more music-resembling language features (e.g., speech melody) are in the foreground of the speech material to which individuals are exposed to. Indeed, natural pitch modulations in spoken language have a lot in common with tone transitions in musical melodies (Oechslin et al. 2010), and brain research provided evidence that prosodic information is predominantly processed in the right area of the auditory cortex (Meyer et al. 2002) when linguistic information is rather poor in content (Perkins et al. 1996). In consideration of the criteria and measurements, which were discussed in the former two sections, the research design was created. This means that neither the impact of the message of the content, nor the recognition of particular speech styles and social identities, can trigger certain likes, dislikes, or social categorizations and infer that speakers possess particular personality attributes (Giles and Billings 2004). Since recently the nature of short sequences of unfamiliar languages as test stimuli have been investigated in more detail, this represents another advantage. For instance, factor analysis revealed that typologically different short sequences of language stimuli load onto the same factor, which suggests that short sequences of unfamiliar speech measure general pronunciation ability, even if they are typologically different (Christiner 2020). This finding has two crucial implications. One is that imitation tasks of different languages represent a general aptitude and pronunciation measurement. The second is that many languages can be used to create a single measurement, which represents a more reliable concept to measure pronunciation skills.

Regarding approaches towards measuring the melodic perception of speech from a musicological point of view, there are further good reasons to use unfamiliar utterances. One is that, in initial foreign language learning situations, language input is rather meaningless and may force naïve listeners to treat language stimuli similar to musical statements (Milovanov et al. 2009). This suggests that more music-resembling language features (e.g., speech melody) are in the foreground of the speech material to which individuals are exposed to. Indeed, natural pitch modulations in spoken language have a lot in common with tone transitions in musical melodies (Oechslin et al. 2010), and brain research provided evidence that prosodic information is predominantly processed in the right area of the auditory cortex (Meyer et al. 2002) when linguistic information is rather poor in content (Perkins et al. 1996). In consideration of the criteria and measurements, which were discussed in the former two sections, the research design was created.

Since we aimed at providing information about whether individuals who perceive languages to be more melodical than others also perform better in the pronunciation of unfamiliar languages (Q1), we used measurements based on a previous test design. We selected four samples in five different languages. Subjects were tested for how well they could retrieve the samples as well as how melodic the samples appeared to them. As it is plausible that the language material provides information about general phonetic and pronunciation ability (Christiner 2020), we analyzed the five languages separately and as a single measurement. Since we also wanted to investigate whether there is a relationship between musical measures and how melodic languages are subjectively perceived (Q2), we decided to include different tests of musical abilities: the AMMA test as a music perception task and singing as a music performance task. In addition, we hired professionals, amateurs, and non-musicians for this investigation to create further musical categories of different training status. We assumed that if melody has an impact on language capacities, individuals who perceive languages to be more melodic will also perform better in the language performance tasks and probably also in the music measurements. Finally, we also wanted to know whether the characteristic of how melodic languages appear to individuals is also a predictor for explaining the variance in the language performance beside previously found indicators, such as STM capacity, singing ability, the number of foreign languages, and musical aptitude (Q3).

Materials and Methods

Participants

For this investigation we recruited 86 participants. All of them voluntarily participated in the study, and informed consent was obtained from all subjects involved in the study. None of them reported to have any hearing or other impairments. In this study, 36 participants were male, and 50 participants were female.

Educational Status

The participants' educational status was entered according to the educational status that had been completed at the testing time. The results revealed that 42 participants completed secondary academic school (general qualification for university entrance), 15 had a bachelor's degree, 26 had a master's or a doctoral degree, and 3 did not indicate their educational status.

Musical Measurements

Musical Background

The participants reported their musical activity, the musical instruments played, and had to label themselves to be either non-musicians, amateurs, or professional
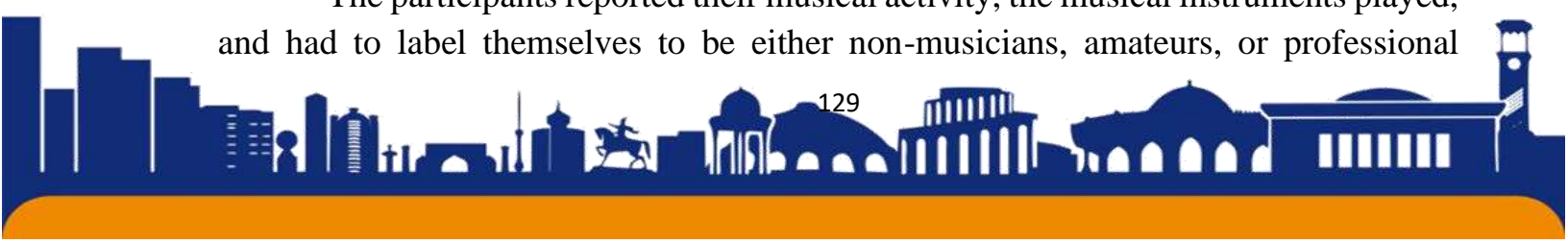
musicians. It was explained that being a non-musician meant that they are not capable of playing a musical instrument. In addition, they were also asked whether they no longer train or play musical instruments despite having trained for years. The latter were not included in this study. Being an amateur meant that they should be capable of playing one or more musical instruments, as well as that they play musical instruments occasionally, but not professionally. Being a professional musician included that the participants played regularly publicly as members of an orchestra at least for two years, or studied music for three semesters, or were music teachers. The results showed that, based on the definitions, 30 were classified as professional musicians, 21 as amateurs, and 35 as non-musicians. We also collected information about the number of instruments the amateurs and musicians played. The responses showed that 22 played one, 18 played two, 2 played three, 4 played four, 5 played five, and 1 played seven instruments. Musical Aptitude: Advanced Measures of Music Audiation

The AMMA test measures the participants' potential to discriminate paired musical statements that are either different or the same. Participants have to choose between three different conditions such as whether the paired musical statements are the same or include rhythmical or tonal change. The paired musical statements are embedded in one test design where either tonal, rhythmic, or no changes can occur. This test is usually targeted at university music and non-music majors and high school students and is an aptitude test. The test consists of 33 items. The first three are familiarization tasks and were excluded from the final analysis

Singing Ability

Singing ability was tested and measured in two different ways. One task was to sing the familiar song "Happy Birthday," since this is usually targeted at both professionals and non-professionals (Dalla Bella et al. 2007; Dalla Bella and Berkowskaa 2009; Christiner 2020; Christiner and Reiterer 2013, 2019; Christiner et al. 2018).

The second singing task was more complex. It consisted of two imitation tasks where parts of an unfamiliar song had to be learnt in a rather short period of time. Therefore, we used an adapted version of a singing task, which we had successfully used in previous research (Christiner 2020; Christiner and Reiterer 2013). The adaptation meant omitting the longest sequence. Based on previous findings we knew that participants managed to sing the short sequences of the two parts of the song no matter whether they were musicians or not (Christiner 2020). The aim of this task was to actively engage

the participants in a singing learning condition to measure their singing ability. This learning condition was split into two parts, which became increasingly difficult. The participants had to sing the original part of the song after they had listened to the original sound file three times (lyrics were provided). Singing with lyrics demonstrates the full vocal repertoire and makes it possible to address more rating criteria (Larrouy-Maestri et al. 2013). The lyrics and the notes of the short sequence of the song are provided in the supplement (Figure S1). The original part of the song was accompanied by musical instruments.

the participants had to sing the song for the recording without background music and only from memory as well as possible. The participants were further instructed to repeat the song in a key which they found comfortable, as key did not play a role in the final ratings.

The singing performances of the participants were rated and evaluated by singing experts (two male and two female raters) who received some compensation for their work. The procedure had successfully been used and tested in previous studies (Christiner and Reiterer 2013). The rating criteria for both songs were melodic and rhythmic ability.

Therefore, the raters were instructed to evaluate how well the participants were able to repeat the new melodies of the two imitation tasks and how well they sang the melody of the song "Happy Birthday." For the rhythmic ratings, they were asked to evaluate how well the participants were able to maintain the original rhythms of the two imitation tasks and how accurate the rhythmic structure of "Happy Birthday" appeared to the experts. Therefore, the raters received a login and performed the ratings online. They had to evaluate all performances of all participants. Since it was not possible to do the ratings within a single sitting, the ratings consisted of two main sections and three subsections. The main sections were divided into the rhythmic and melodic ratings, and the subsections were comprised of the two imitation tasks and "Happy Birthday." We did not mix rhythmic and melodic ratings since we wanted the raters to focus on only one element during the rating process before they went on to the next rating criterion. The first six performances in all rating sections were familiarisation tasks. Therefore, we took samples of participants who had scored high, average, and low in previous investigations. The performances of the participants in this investigation were presented in randomized order. The rating scales ranged from 0, "min," to 10, "max." Based on the ratings, two scores, one for melodic performance (melodic singing ability) and one for rhythmic performance (rhythmic singing ability), were determined. Both scores were compound measures of the ratings for the two

singing tasks, respectively. This approach was based on the findings of former research where we had assessed the nature of the same singing ratings we used in this investigation. There, factor analysis showed that familiar and unfamiliar song singing tasks belong to one factor. This was also shown to be consistent after a follow-up reliability analysis (Christiner 2020). Therefore, we also applied an interrater reliability by means of using Cronbach's alpha coefficients to assess the internal consistency of the performances of our raters. This was determined for melodic singing ability and rhythmic singing ability. For interrater reliability, Cronbach's alpha coefficients were determined as well for melodic singing ability as for rhythmic singing ability. For melody, the Cronbach's alpha coefficient was 0.95, and for rhythm it was 0.93. Thus, interrater reliability was very high in both cases.

Singing Ability

Singing ability was tested and measured in two different ways. One task was to sing the familiar song "Happy Birthday," since this is usually targeted at both professionals and non-professionals (Dalla Bella et al. 2007; Dalla Bella and Berkowskaa 2009; Christiner 2020; Christiner and Reiterer 2013, 2019; Christiner et al. 2018).

The second singing task was more complex. It consisted of two imitation tasks where parts of an unfamiliar song had to be learnt in a rather short period of time. Therefore, we used an adapted version of a singing task, which we had successfully used in previous research (Christiner 2020; Christiner and Reiterer 2013). The adaptation meant omitting the longest sequence. Based on previous findings we knew that participants managed to sing the short sequences of the two parts of the song no matter whether they were musicians or not (Christiner 2020). The aim of this task was to actively engage the participants in a singing learning condition to measure their singing ability. This learning condition was split into two parts, which became increasingly difficult. The participants had to sing the original part of the song after they had listened to the original sound file three times (lyrics were provided). Singing with lyrics demonstrates the full vocal repertoire and makes it possible to address more rating criteria (Larrouy-Maestri et al. 2013). The lyrics and the notes of the short sequence of the song are provided in the supplement (Figure S1). The original part of the song was accompanied by musical instruments. However, the participants had to sing the song for the recording without background music and only from memory as well as possible. The participants were further instructed to repeat the song in a key which they found comfortable, as key did not play a role in the final ratings.

Conclusions

The results of this investigation show that how accurately new languages are pronounced depends on several cognitive skills. We found that the more languages individuals spoke, the more accurately they pronounced the unfamiliar languages. The same was true for STM capacity, which was also enhanced in individuals who possess elaborate pronunciation skills. In addition, our findings indicate that musical ability predicts individual differences in taking up new languages. Tonal aptitude and the ability to sing melodies predicted well individual differences in pronunciation skills. The findings of this study also add a new dimension to research on individual differences by showing that individuals who perceive languages as more melodic than others also retrieve and pronounce utterances more accurately. We speculated that musical abilities could be responsible for the extent of melodic language perception but found only little evidence. Except for a few correlations between musical aptitude and the melodic perception of languages, none of our other musical measures offered any link to how melodic the languages sounded to our participants. Future directions may include an acoustic analysis of why particular natural languages are perceived to be more melodic and tuneful than others. Since speech can also be turned into song by repetition of utterances, factors outside the acoustic domain and its relationship to the melodic perception should be investigated as well. In this respect, sociocultural and sociolinguistic approaches should also be included to reveal what shapes an individual's capacity to perceive languages in melodic terms.

THE LIST OF USED LITERATURE

1. Benson, J.D. and Greaves, W.S. (eds) (1985) Systemic Perspectives on Discourse, vols 1 and 2 Norwood, N.J.: Ablex.

2. Benson, J.D., Cummings, M.J. and Greaves, W.S. (eds) (1988) Linguistics in a Systemic Perspective. Amsterdam: John Benjamins.

3. Berry, M. (1975) Introduction to Systemic Linguistics: 1, Structures and Systems. London:Batsford.

4. Brown, E.K. and Miller, J.E. (1980) Syntax: A Linguistic Introduction to Sentence Structure London: Hutchinson.

5. Teshaboyeva, N., & Mamayoqubova, S. (2020). COMMUNICATIVE APPROACH TO LANGUAGE TEACHING. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 409-414).Teshaboyeva, N. (2020). LINGUISTIC PERSONALITY, ITS STRUCTURAL CHARACTERISTICS IN THE NEW PERSPECTIVE DIRECTIONS. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 415-420).

6. Teshaboyeva, N. Z. (2019). TEACHING ENGLISH THROUGH LITERATURE INTESL AND TEFL CLASSROOMS. In СОВРЕМЕННЫЕ ТЕХНОЛОГИИ: АКТУАЛЬНЫЕ ВОПРОСЫ, ДОСТИЖЕНИЯ И ИННОВАЦИИ (pp. 82-84).

7. Teshaboyeva Nafisa Zubaydulla qizi, Jurayev Muhammadrahim Murod o'g'li, & Mamirova Munisa Rajab qizi. (2021). Language Learning Culturally and the Role of Literature in Teaching Process. *Central Asian Journal of Theoretical and Applied Science*, *2*(3), 1-5. Retrieved from https://www.cajotas.centralasianstudies.org/index.php/CAJOTAS/article/view/84

8. Teshaboyeva, N. (2023). THE IMPORTANCE OF TOURISM IN PRESENT DAY. Журнал иностранных языков и лингвистики, 5(5).

9. Teshaboyeva, N. (2023). THE MODERN INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES. Журнал иностранных языков и лингвистики, 5(5).

10. Teshaboyeva, N. Z. (2023, November). Adjective word group and its types. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 59-61).

11. Teshaboyeva, N. Z. (2023, November). Modifications of Consonants in Connected speech. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 7-9).

12. Teshaboyeva, N., & Rayimberdiyev, S. (2023, May). THE IMPORTANCE OF USING MULTIMEDIA TECHNOLOGY IN TEACHING ENGLISH CLASSES. In Academic International Conference on Multi-Disciplinary Studies and Education (Vol. 1, No. 8, pp. 149-153).

13. Nafisa, T., & Marina, S. (2023). TEACHING AND LEARNING OF ENGLISH VOCABULARY IN TESL AND TEFL CLASSROOMS. International Journal of Contemporary Scientific and Technical Research, 465-469.

VOLUME-1, ISSUE-12

PHONETIC STYLISTIC DEVICES AND EXPRESSIVE MEANS

Jizzakh branch of the National University of Uzbekistan

named after Mirzo Ulugbek

The Faculty of Psychology, the department of Foreign languages

Philology and foreign languages

Scientific advisor: Abduraxmonova Zilola Yoqubjon qizi

Student of group 204-20 Haydarova Ozoda

Annotation: This article explores the concept of phonetic stylistic devices, which are techniques used in language and rhetoric to create specific stylistic effects through the manipulation of sounds and pronunciation. The author delves into various phonetic devices, such as alliteration, assonance, appeal, emotional resonance, and overall effectiveness of written and spoken communication are emphasized. Additionally, the article discusses the cultural and historical context behind the use of phonetic stylistic devices, highlighting their role in literature, poetry, oratory, and advertising. The comprehensive analysis and exploration of these devices make this article a valuable resource .

Keywords: Keywords: phonetic, stylistic devices, language, rhetoric, sounds, pronunciation, alliteration, assonance, onomatopoeia, rhyme, emotional resonance, creative expression

Introduction:

Phonetic stylistic devices are powerful tools used in language and rhetoric to create specific effects and enhance communication. By manipulating sounds and pronunciation, writers and speakers can add aesthetic appeal, emotional resonance, and memorability to their words. These devices, such as alliteration, assonance, onomatopoeia, and rhyme, play a crucial role in various forms of expression, including literature, poetry, oratory, and advertising. Understanding and utilizing these devices effectively can greatly enhance the impact of written and spoken communication. In this article, we will delve into the world of phonetic stylistic devices, exploring their definitions, examples, and the cultural and historical context behind their use. Join us in this exploration of the intricate connections between sound, language, and stylistic brilliance.

VOLUME-1, ISSUE-12

Phonetic stylistic devices refer to techniques employed in language and rhetoric that manipulate sounds and pronunciation to create specific stylistic effects. These devices go beyond the mere meaning of words and focus on the auditory qualities of language. By utilizing specific sound patterns, writers and speakers can evoke emotions, create emphasis, enhance memorability, and add aesthetic appeal to their texts.

Alliteration in stylistics refers to the use of repeated initial sounds in a text to create a specific effect or emphasis. It is a literary device that is often used to enhance the aesthetic appeal of a text and to create a sense of rhythm or musicality. Alliteration can be used in various forms of writing, including poetry, prose, and advertising, and can be used to convey different emotions or ideas depending on the context and purpose of the text. In stylistics, alliteration is often analyzed as a key feature of a writer's style and can be used to identify and compare different authors or literary traditions.

Alliteration is a phonetic stylistic device that involves the repetition of consonant sounds at the beginning of neighboring words. It is commonly used in literature, poetry, advertising, and even everyday speech to create a rhythmic and musical quality to the text. For example: "Peter Piper picked a peck of pickled peppers." - In this famous tongue twister, the repeated "p" sound emphasizes the alliteration.

Alliteration adds emphasis, rhythm, and musicality to writing and speech. It can engage the reader or listener, draw attention to specific words or phrases, and enhance the overall aesthetic appeal of the text.

Assonance in stylistics refers to the repetition of vowel sounds in a text, often within or at the end of words. Like alliteration, assonance is a literary device that can be used to create a specific effect or emphasis in a text, such as enhancing the musicality or rhythm of a poem or prose passage. Assonance can also be used to create a sense of unity or coherence within a text, as well as to convey different emotions or ideas depending on the context and purpose of the writing. In stylistic analysis, assonance is often studied alongside other features of a writer's style, such as diction, syntax, and imagery, to better understand their use of language and the effects they aim to achieve. For example

"The rain in Spain falls mainly on the plain" - The repeated long "a" sound in "rain," "mainly," and "plain" creates assonance.

Definition: Onomatopoeia derives from the Greek words "onoma" (name) and "poiein" (to make), meaning "the making of a name or word." It is the use of words that imitate or suggest the sounds associated with the objects or actions they refer to.

Types of Onomatopoeic Words: Onomatopoeic words can imitate a wide range of sounds, such as animal sounds (e.g., "moo," "buzz," "meow"), nature sounds (e.g., "drip," "sizzle," "hiss"), human sounds (e.g., "snore," "hiccup," "sigh"), as well as sounds related to machinery, transportation, and other objects or actions.

Cultural Variations: Onomatopoeic words may vary across languages and cultures. For example, the sound a cat makes is "meow" in English, "miau" in Spanish, "nyaa" in Japanese, and so on.

Usage in Literature: Onomatopoeia is commonly used in literature, poetry, and children's literature to add sensory and auditory elements, creating vivid imagery and engaging readers. It brings language to life by mimicking the sounds it represents.

Perfect Rhyme:

- "I wandered lonely as a cloud" - In this line from William Wordsworth's poem "Daffodils," the words "cloud" and "crowd" create a perfect rhyme.

- "Shall I compare thee to a summer's day?" - In this line from William Shakespeare's Sonnet 18, the words "day" and "may" create a perfect rhyme.

Slant Rhyme:

- "She gave me a smile, a glimmer of light" - Here, the words "smile" and "light" create a slant rhyme with similar vowel sounds but different ending consonant sounds.

- "The pond was calm and still, as the leaves began to fall" - In this example, the slant rhyme is between "still" and "fall," with similar vowel sounds but different ending consonants.

Emotional resonance refers to the ability of a particular subject, event, or piece of art to evoke strong and lasting emotional responses from individuals.

Definition: Emotional resonance is the capacity of something to deeply move or touch people on an emotional level, often resulting in a lasting impact or connection.

Personal and Universal Appeal: Emotional resonance can be subjective, as different people may have varying emotional responses to the same stimuli. However,

certain themes and experiences have the potential for universal resonance, transcending individual differences and resonating with a broader audience.

Literature:

- In Harper Lee's "To Kill a Mockingbird," the character of Atticus Finch resonates with readers through his unwavering moral compass and his fight for justice, evoking feelings of admiration, empathy, and inspiration.

- The ending of F. Scott Fitzgerald's "The Great Gatsby," where the protagonist Jay Gatsby's hopes and dreams unravel, leaving a sense of disillusionment and the ephemeral nature of the American Dream, can evoke a mixture of sadness, reflection, and a desire to reassess one's own values.

Film:

- In the movie "Schindler's List," the portrayal of the Holocaust atrocities and the redemptive actions of Oskar Schindler connects with viewers on a deeply emotional level, evoking feelings of horror, sympathy, and contemplation about human resilience and the power of compassion.

- The final scene in Pixar's "Toy Story 3," where Andy says goodbye to his childhood toys as he moves on to adulthood, can resonate with audiences by capturing the bittersweet emotions of nostalgia, growth, and letting go.

Creative expression refers to the act of using imagination, originality, and individuality to express oneself and communicate ideas, emotions, or experiences. It can manifest through various forms and mediums, allowing individuals to explore their unique perspectives and connect with others. Here are some examples of creative expression:

Visual Arts:

- Painting: Creating original artwork with brushes, paints, and other mediums to convey thoughts, emotions, or narratives through colors, shapes, and textures.

- Sculpture: Manipulating materials such as clay, wood, or metal to shape and mold three-dimensional objects or figures that convey personal or symbolic meaning.

- Photography: Capturing images that tell stories, evoke emotions, or express personal visions through composition, lighting, subject matter, and post-processing techniques.

Performing Arts:

- Dance: Using movement, rhythm, and body language to express ideas, emotions, or tell stories, often accompanied by music or performed in choreographed routines.

- Music: Creating original compositions or performing existing music through singing, playing instruments, or using digital tools to convey mood, feeling, or personal experiences.

- Theatre: Acting, directing, or producing plays or performances that convey narratives, emotions, or social commentary through dialogue, movement, and stagecraft.

Writing:

- Fiction: Crafting original stories, characters, and narrative worlds through novels, short stories, or creative writing techniques, allowing for exploration of imagination and emotional depth.

- Poetry: Using language, rhythm, and metaphor to express personal experiences, emotions, or abstract concepts, often employing unique verse forms or structures.

- Journalism: Reporting and communicating real-life events, ideas, or experiences through written articles, interviews, or investigative work.

Creative expression refers to the act of using imagination, originality, and individuality to express oneself and communicate ideas, emotions, or experiences. It can manifest through various forms and mediums, allowing individuals to explore their unique perspectives and connect with others. Here are some examples of creative expression: **Visual Arts**:

- Painting: Creating original artwork with brushes, paints, and other mediums to convey thoughts, emotions, or narratives through colors, shapes, and textures.

- Sculpture: Manipulating materials such as clay, wood, or metal to shape and mold three-dimensional objects or figures that convey personal or symbolic meaning.

- Photography: Capturing images that tell stories, evoke emotions, or express personal visions through composition, lighting, subject matter, and post-processing techniques.

Performing Arts:

- Dance: Using movement, rhythm, and body language to express ideas, emotions, or tell stories, often accompanied by music or performed in choreographed routines.

- Music: Creating original compositions or performing existing music through singing, playing instruments, or using digital tools to convey mood, feeling, or personal experiences.

- Theatre: Acting, directing, or producing plays or performances that convey narratives, emotions, or social commentary through dialogue, movement, and stagecraft.

Writing:

- Fiction: Crafting original stories, characters, and narrative worlds through novels, short stories, or creative writing techniques, allowing for exploration of imagination and emotional depth.

- Poetry: Using language, rhythm, and metaphor to express personal experiences, emotions, or abstract concepts, often employing unique verse forms or structures.

- Journalism: Reporting and communicating real-life events, ideas, or experiences through written articles, interviews, or investigative work.

4. Multimedia:

- Digital Art: Utilizing digital tools and software to create digital paintings, illustrations, animations, or interactive works that merge artistic expression with technology.

- Film: Telling stories or conveying ideas through visual storytelling, cinematography, editing, and audio, combining elements of visual arts, acting, and storytelling techniques.

- Graphic Design: Creating visual communication through typography, layout, and imagery to convey ide

Creative expression allows individuals to tap into their imagination and convey their thoughts, emotions, or experiences in a unique and meaningful way. It serves as a
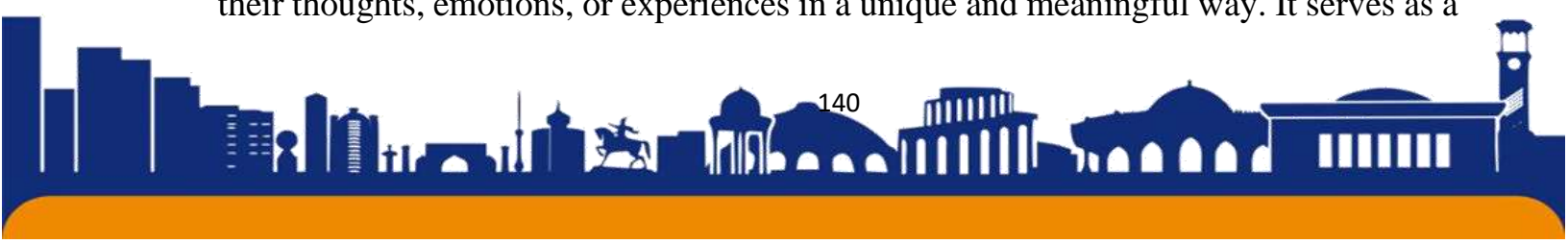
form of personal and cultural expression, fostering connections, understanding, and appreciation among individuals.

In conclusion, phonetic stylistic devices play a crucial role in enhancing the aesthetic appeal and impact of literary and artistic works. Assonance, onomatopoeia, and rhyme are just a few examples of these devices that involve the manipulation of sounds to create desired effects. By utilizing patterns of vowel and consonant sounds, imitating natural sounds, or creating melodic patterns through rhymes, writers and artists can evoke emotions, create a musicality in their works, and enhance the overall experience for their audience.

References:

1. Abrams M. H. A Glossary of Literary terms. – Heinle & Heinle, a division of Thomson Learning, Inc., 1999.

2. Baldick Chris. The Concise Oxford Dictionary of Literary terms. - Oxford: Oxford University Press, 2001.

3. Cuddon J.A. Dictionary of Literary terms and literary theory. – Fourth edition published in Penguin Books, 1999.

4. Galperin I. R. Stylistics. – Moscow: Higher shool publishing house, 1971.

5. McArthur T. The Concise Oxford Companion to the English Language Oxford: Oxford University Press, 2005.

6. Petrosyants E.G. Linguistical terminopoly: structure, semantics, derivation: on English material. – Pyatigors, 2004.

7. Skrebnev Y.M. Fundumentals of English Stylistics. – Moscow, 1994.

8. MERRIAM WEBSTER ENCYCLOPEDIA OF LITERATURE. – MERRIAM WEBSTER & BRITANNICA, 1995.1.

9.Abduraxmanova, Z., & Mamurova, M. (2021). THEORETICAL APPROACH TO SPEECH DISFLUENCIES IN SIMULTANEOUS INTERPRETATION. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 43-45).

10.Абдурахманова, З. (2022). Analysis of pauses and interuptions as elements of linguistic production in simultaneous interpretation. Современные

инновационные исследования актуальные проблемы и развитие тенденции: решения и перспективы, 1(1), 533-535.

11. Teshaboyeva, N. Z., & Niyatova, M. N. (2021). The importance of a word and word formation in a language system. JournalNX-A Multidisiplinary Peer Reviewed Journal, 7(12), 337-341.

12. Rakhmatullayevna, A. D. (2021). The role and translation of metaphors in poetry. INTERNATIONAL JOURNAL OF DISCOURSE ON INNOVATION, INTEGRATION AND EDUCATION, 2(2), 332-335.

13.Umedovich, Mamarajabov Yoqubjon. "The Necessity and the Importance of Using Multimedia Technology as a Method in Teaching English Classes." Web of Scholars: Multidimensional Research Journal 1.8 (2022): 252-256.

14. Zubaydullaevna, T. N., Zoirovna, Y. S., Ugli, N. B. U., & Kizi, A. M. E. (2023, January). CONSIDERATION OF PSYCHOLOGICAL WAYS IN QUICK MEMORIZATION PROCESS ENGLISH LANGUAGE. In International Scientific and Current Research Conferences (pp. 29-

14. Murotmusayev, K., & Nizomov, B. (2022). Internet tarmog'ida yolg'izlik va psixik jarayonlar. Zamonaviy innovatsion tadqiqotlarning dolzarb muammolari va rivojlanish tendensiyalari: yechimlar va istiqbollar, 1(1), 457-460.

15. Nosirovich, A. N. & Umarovich, N. B. (2022). CYBERSPACE IN THE REAL WORLD

VOLUME-1, ISSUE-12

LANGUAGE UNIVERSALS AND THEIR CHARACTERISTICS FEATURES

Jizzakh branch of the National University of Uzbekistan
named after Mirzo Ulugbek
The faculty of Psychology, department of Foreign languages
Phylology and foreign languages
Supervisor: Abduraxmanova Zilola Yoqubjon qizi
Student of group 204-20: Hadarova Ozoda Lutfulla qizi

Annotation: This comprehensive article delves into the intricate realm of language universals, elucidating the fundamental features common to almost all known languages. It explores four main pillars of language—phonological, syntactic, semantic, and pragmatic universals—unveiling the shared characteristics and patterns that underpin human communication systems. The article emphasizes the significance of these universals in understanding the cognitive predispositions towards language acquisition and the evolutionary aspects of linguistic development. Offering insights into the inherent structures and constraints of languages, the article highlights their relevance in various domains, such as language acquisition methodologies, natural language processing, and machine learning algorithms. The author skillfully navigates through the intricate nature of human communication, providing a nuanced understanding of linguistic diversity while emphasizing the unity ingrained within it.

Key words: Language universals, Phonological features, Syntactic structures, Semantic encoding, Pragmatic principles, Human communication, Cognitive predispositions, Evolution of language, Linguistic diversity, Cross-cultural patterns, Communication theory, Universal grammar, Language acquisition, Natural language processing, Machine learning.

Language is one of the most complex and fascinating systems of communication known to humanity. It serves as a bridge that connects people, enabling the transmission of thoughts, emotions, and ideas across cultures and generations. Despite the incredible diversity of languages spoken around the world, linguists have identified several language universals—shared characteristics and features that are found in almost all known languages. These universals shed light on the fundamental structures and patterns that underlie human language, offering valuable insights into the nature of communication.

Phonological Universals:

One of the key aspects of language universals lies in the realm of phonology—the study of the sounds used in languages. While specific sounds and phonetic
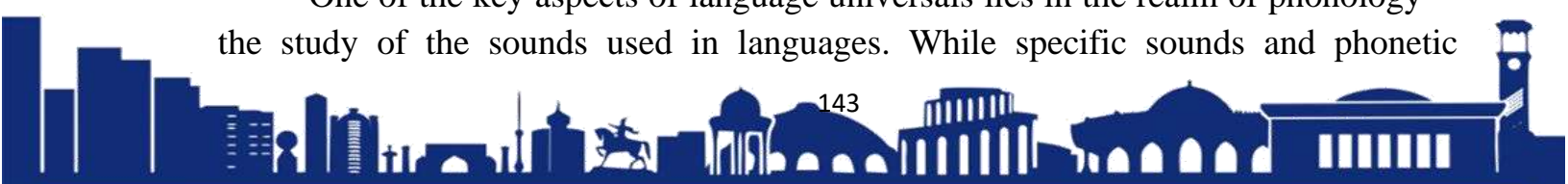
inventories vary across languages, there are common patterns and limitations observed universally. For instance, nearly all languages have consonants and vowels, varying in number and type, but maintaining this basic distinction. Moreover, phonological systems typically exhibit constraints on sound combinations or phonotactic rules, governing which sounds can appear together within a word or across syllables.

Syntactic Universals:

Syntax refers to the structure of sentences and how words are combined to create meaning. Despite the vast differences in sentence structure among languages, there are underlying principles that many languages share. For example, the presence of subjects, verbs, and objects is a nearly universal feature of sentence construction. Additionally, most languages have mechanisms to denote tense, aspect, and mood to convey temporal and contextual information within sentences.

Semantic Universals:

Semantic universals pertain to the ways languages encode meaning. While specific words and their meanings differ widely, languages often share certain conceptual categories and linguistic distinctions. For instance, nearly all languages have words for basic colors and numerical concepts. Moreover, languages tend to make distinctions in grammatical categories such as nouns, verbs, adjectives, and adverbs, albeit in varying ways.

Pragmatic Universals:

Pragmatics deals with the use of language in context and the principles that govern effective communication. Universals in pragmatics include the use of politeness strategies, turn-taking in conversations, and the ability to convey and interpret implied or indirect meanings.

Explaining the Significance:

The existence of language universals is crucial in understanding the cognitive and evolutionary aspects of language. It suggests that humans are predisposed to acquiring language with certain inherent structures and constraints. Moreover, studying these universals helps linguists develop theories about the human mind, cognition, and the ways in which language shapes our perception and understanding of the world.

Furthermore, the study of language universals is valuable for language acquisition, natural language processing, and machine learning. Understanding these shared features aids in developing more effective teaching methods for second language learners and facilitates the creation of better algorithms for automated translation and language processing systems.

Conclusion:

While each language may appear unique on the surface, the existence of language universals demonstrates that there are fundamental commonalities that bind all human

languages together. These universals provide a window into the complex yet interconnected nature of human communication. Exploring these shared characteristics not only deepens our understanding of languages but also sheds light on the intricate workings of the human mind. Language universals serve as a testament to the remarkable diversity and unity inherent in the world's linguistic tapestry.

REFERENCES

1. Abduraxmanova Z, Abiyirkulova Z, Nurmamatova M: UNDERSTANDING MULTICULTURALISM IN SOCIOLOGY: EMBRACING DIVERSITY IN SOCIETY, 2022

2. Abduraxmanova, Z., & Mamurova, M. (2021). THEORETICAL APPROACH TO SPEECH DISFLUENCIES IN SIMULTANEOUS INTERPRETATION. In *МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ* (pp. 43-45).

3. Абдурахманова, З. (2022). Analysis of pauses and interuptions as elements of linguistic production in simultaneous interpretation. *Современные инновационные исследования актуальные проблемы и развитие тенденции: решения и перспективы*, *1*(1), 533-535.

4. Axmedova, S. R. (2021). Chet tillarni o'rganish va undagi metodlarning ahamiyati. *Science and Education*, *2*(11), 1076-1080.

5. Axmedova, S. R. (2021). Ilova elementlarining strukturaviy tahlilini o'rganish. *Science and Education*, *2*(12), 583-587.

6. Ахмедова, С. Р. (2022). Иловали унсурларининг иккинчи даражали бўлаклар формасида ифодаланиб келиши. *Science and Education*, *3*(3), 814-817.

7. Akhmedova, S. (2022). STRUCTURAL CHARACTERISTICS OF APPLIED ELEMENTS IN THE GERMAN LANGUAGE. *Science and innovation*, *1*(B5), 94-97.

8. Teshaboyeva, N., & Mamayoqubova, S. (2020). COMMUNICATIVE APPROACH TO LANGUAGE TEACHING. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 409-414).

9. Teshaboyeva, N. (2020). LINGUISTIC PERSONALITY, ITS STRUCTURAL CHARACTERISTICS IN THE NEW PERSPECTIVE DIRECTIONS. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 415-420).

10. Teshaboyeva, N. Z. (2019). TEACHING ENGLISH THROUGH LITERATURE INTESL AND TEFL CLASSROOMS. In СОВРЕМЕННЫЕ ТЕХНОЛОГИИ: АКТУАЛЬНЫЕ ВОПРОСЫ, ДОСТИЖЕНИЯ И ИННОВАЦИИ (pp. 82-84).

11. Hasanov, F & Abduganieva, A. 2023. THE MAIN ROLE OF ENGLISH AS A GLOBAL LANGUAGE // YOSH OLIMLAR ILMIY AMALIY KONFERENSIYASI. – P. 64.

THE PROBLEM OF INTERFERENCE.WAYS OF PREVENTING AND OVERCOMING IT

Jizzakh branch of the National University of Uzbekistan
named after Mirzo Ulugbek
The faculty of Psychology, department of Foreign languages
Phylology and foreign languages
Supervisor: Abduraxmanova Zilola Yoqubjon qizi
Student of group 204-20: Hadarova Ozoda Lutfulla qizi

Annotation: This comprehensive article delves into the multifaceted issue of interference across various domains, including technology, communication, and mental processes. It discusses the disruptive nature of interference, its sources, and provides valuable strategies for both preventing and overcoming it. The article emphasizes proactive measures such as identifying sources, implementing shielding, and establishing clear communication channels to prevent interference. Additionally, it highlights the significance of adaptability, collaboration, education, and mindfulness in overcoming interference, offering practical insights for individuals and organizations seeking effective solutions. Overall, this annotation encapsulates a holistic approach to understand, prevent, and mitigate the challenges posed by interference in different spheres of life.

Key words: Interference, Prevention, Technology, Communication, Disturbance, Signal degradation, Adaptability, Collaboration, Filtering, Clarity, Shielding, Distractions, Adaptation, Education, Flexibility, Mindfulness, Focus, Noise, Misinterpretation.

Interference, in various forms, pervades many aspects of our lives. From technology to communication, and even in our thoughts, interference can disrupt and hinder progress. It manifests as noise, distractions, or conflicting signals that obstruct the smooth flow of processes and information. Recognizing interference as a problem is crucial, but understanding how to prevent and overcome it is equally essential.

Understanding Interference:

Interference is a disturbance that interrupts the normal operation of a process or the clarity of a signal. In technology, it can cause poor wireless connectivity, disruptions in electronic devices, or signal degradation. In human communication, interference can arise from external noise, language barriers, or conflicting messages, leading to misunderstandings and misinterpretations. Mental interference occurs when distractions impede concentration, affecting productivity and focus.

Prevention Strategies:

Identify Sources of Interference: Understanding the root cause is the first step in prevention. For technology, it might involve analyzing radio frequencies or identifying physical obstructions affecting signals. In communication, recognizing language barriers or distractions enables proactive measures.

Implement Shielding and Filtering: Utilizing shielding materials or filters in technology can minimize electromagnetic interference. In communication, active listening, and using paraphrasing techniques can filter out misunderstandings.

Establish Clear Communication Channels: Creating designated channels for communication reduces interference. In workplaces, defining communication protocols and setting clear expectations minimizes misunderstandings.

Invest in Quality Equipment: Using high-quality technology and communication tools reduces susceptibility to interference. Upgrading to advanced systems often results in better signal reception and clearer communication.

Overcoming Interference:

Adaptation and Flexibility: When faced with interference, adaptability is key. Technology might require frequency adjustments or signal amplification, while in communication, altering language or using visual aids can aid understanding.

Collaboration and Cooperation: Working together to identify and resolve interference issues can lead to effective solutions. Collaboration encourages brainstorming diverse ideas and perspectives.

Education and Training: Educating individuals on recognizing and mitigating interference is crucial. Technology users should understand how to optimize settings, while communication training can enhance active listening and clarity in conveying messages.

Mindfulness and Focus: Overcoming mental interference often involves mindfulness techniques. Practicing concentration exercises and creating conducive environments aid in maintaining focus and minimizing distractions.

Conclusion:

Interference poses multifaceted challenges, impacting technology, communication, and mental processes. By employing proactive prevention strategies like identification, shielding, and clear communication, the adverse effects of interference can be significantly reduced. Overcoming interference demands adaptability, collaboration, education, and a focus on mindfulness.

In our evolving world, where technology and communication continue to advance, the ability to tackle interference is invaluable. It empowers individuals and organizations to navigate disruptions effectively, fostering smoother operations and

clearer interactions. Through a concerted effort to prevent and overcome interference, we can pave the way for more efficient and harmonious processes in various aspects of life.

REFERENCES

1. Abduraxmanova Z, Abiyirkulova Z, Nurmamatova M: UNDERSTANDING MULTICULTURALISM IN SOCIOLOGY: EMBRACING DIVERSITY IN SOCIETY, 2022

2. Abduraxmanova, Z., & Mamurova, M. (2021). THEORETICAL APPROACH TO SPEECH DISFLUENCIES IN SIMULTANEOUS INTERPRETATION. In *МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ* (pp. 43-45).

3. Абдурахманова, З. (2022). Analysis of pauses and interuptions as elements of linguistic production in simultaneous interpretation. *Современные инновационные исследования актуальные проблемы и развитие тенденции: решения и перспективы*, *1*(1), 533-535.

4. Axmedova, S. R. (2021). Chet tillarni o'rganish va undagi metodlarning ahamiyati. *Science and Education*, *2*(11), 1076-1080.

5. Axmedova, S. R. (2021). Ilova elementlarining strukturaviy tahlilini o'rganish. *Science and Education*, *2*(12), 583-587.

6. Ахмедова, С. Р. (2022). Иловали унсурларининг иккинчи даражали бўлаклар формасида ифодаланиб келиши. *Science and Education*, *3*(3), 814-817.

7. Akhmedova, S. (2022). STRUCTURAL CHARACTERISTICS OF APPLIED ELEMENTS IN THE GERMAN LANGUAGE. *Science and innovation*, *1*(B5), 94-97.

8. Teshaboyeva, N., & Mamayoqubova, S. (2020). COMMUNICATIVE APPROACH TO LANGUAGE TEACHING. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 409-414).

9. Teshaboyeva, N. (2020). LINGUISTIC PERSONALITY, ITS STRUCTURAL CHARACTERISTICS IN THE NEW PERSPECTIVE DIRECTIONS. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 415-420).

10. Teshaboyeva, N. Z. (2019). TEACHING ENGLISH THROUGH LITERATURE INTESL AND TEFL CLASSROOMS. In СОВРЕМЕННЫЕ ТЕХНОЛОГИИ: АКТУАЛЬНЫЕ ВОПРОСЫ, ДОСТИЖЕНИЯ И ИННОВАЦИИ (pp. 82-84).

11. Hasanov, F & Abduganieva, A. 2023. THE MAIN ROLE OF ENGLISH AS A GLOBAL LANGUAGE // YOSH OLIMLAR ILMIY AMALIY KONFERENSIYASI. – P. 64.

EXPLORE STYLISTICS ANALYSIS OF POEMS IN LITERATURE

Jizzakh branch of the National University of Uzbekistan
named after Mirzo Ulugbek
The Faculty of Psychology, the department of Foreign languages
Philology and foreign languages
Supervisor: Abduraxmonova Zilola Yoqubjon qizi
Student of group 204-20 Haydarova Ozoda

Annotation: "Stylistic Analysis of Poems**"**

This comprehensive stylistic analysis delves into the literary techniques employed in a collection of poems. Through a systematic examination of various elements, including phonetic devices, symbolism, imagery, metre, rhythm, and figurative language, this study aims to unravel the intricate stylistic choices made by the poet. It explores how these stylistic devices contribute to the overall meaning, mood, and emotional resonance of the poems.

By closely examining the poem's structure, this analysis provides insights into how line breaks, stanza patterns, and rhythmic patterns enhance the flow and impact of the verses. The study also investigates the deliberate use of phonetic devices, such as alliteration, assonance, and rhyme, to create musicality and add emphasis to certain words or phrases.

Keywords: Rhythm, meter, Tone, Mood, Personification, alliteration, Assonance, Metaphor, Similie

Introduction: Stylistic analysis of poetry delves deep into the intricate and deliberate choices made by poets in their use of language, structure, and literary devices. This form of analysis aims to unravel the artistry and craft behind a poem, examining the stylistic techniques employed to create meaning, evoke emotion, and engage the reader.

In a stylistic analysis of a poem, close attention is given to the ways in which words are selected, arranged, and manipulated to create a desired effect. The study explores the poet's use of phonetic devices, such as alliteration, assonance, and rhyme, to create musicality and enhance the aesthetic appeal of the poem. The examination of metrical patterns, rhythm, and line breaks reveals how the poem flows and the impact it has on the reader.

Stylistic devices, also known as rhetorical devices, are linguistic and literary techniques used to enhance the style and impact of a piece of writing or speech. These devices help to create emphasis, add a unique flair, and engage and persuade the audience. Here are some commonly used stylistic devices**:**
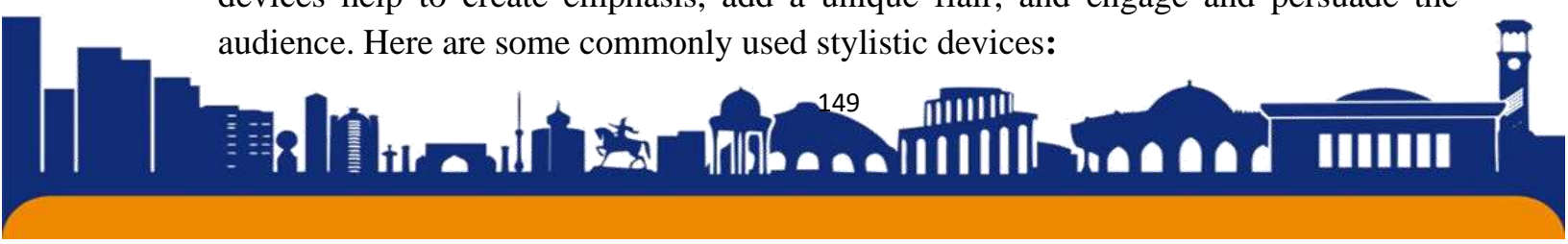
Meter: in poetry, refers to the rhythmic pattern of stressed and unstressed syllables in a line of verse. Different types of meter have specific rules and patterns. Here are some common types of meter:

Iambic Pentameter: This is one of the most common meters in English poetry. It consists of five pairs of syllables, with each pair containing an unstressed syllable followed by a stressed syllable. Example: "Shall I compare thee to a summer's day?" (William Shakespeare)

Trochaic Tetrameter: This meter consists of four pairs of syllables, with each pair containing a stressed syllable followed by an unstressed syllable. Example: "Double, double, toil and trouble" (William Shakespeare)

Rhythm: in literature and poetry, refers to the pattern of stressed and unstressed syllables that create a sense of movement and musicality. Different rhythms can create specific moods and enhance the overall flow of the writing.

Anapestic: This rhythm consists of a pattern of two unstressed syllables followed by a stressed syllable (da-da-DUM). Example: "And the sound of a voice that is still..." (Edgar Allan Poe)

Dactylic: This rhythm consists of a pattern of a stressed syllable followed by two unstressed syllables (DUM-da-da). Example: "This is the forest primeval, the murmuring pines and the hemlocks" (Henry Wadsworth Longfellow)

Metaphor is a figure of speech that directly compares two unrelated things by describing one thing in terms of another. It creates a vivid comparison, often highlighting the similarities between the two objects or ideas. Here are some common types of metaphors:

Conceptual Metaphor: This type of metaphor is based on abstract concepts and uses concrete terms to represent them. Example: "Time is money" implies that time should be valued and used wisely like money.

Dead Metaphor: These are metaphors that have become so commonly used that their metaphorical nature is no longer apparent. Example: "The face of the mountain" is a metaphor for the front or visible part, so "face" in this context is a dead metaphor.

Simile is a figure of speech that compares two things using "like" or "as" to highlight their similarities. Unlike metaphors, similes maintain a clear distinction between the two objects or ideas being compared. Here are some common types of similes:

Simple Simile: This is a straightforward comparison using "like" or "as" to connect the two objects. Example: "He runs like a cheetah."

Hyperbolic Simile: This type of simile uses exaggeration for emphasis. Example: "She's as busy as a bee."

Assonance is a literary device that involves the repetition of vowel sounds in nearby or neighboring words. It is used to create a musical or melodic effect, add emphasis, and create cohesion within a piece of writing. Here are some examples of assonance:

"The rain in Spain stays mainly in the plain." (from the musical "My Fair Lady") - The long "a" sound in "rain," "Spain," "stays," and "mainly" creates assonance.

"Hear the mellow wedding bells" (Edgar Allan Poe) - The repeated long "e" sound in "hear," "mellow," and "bells" creates assonance.

Personification is a figure of speech in which human characteristics or qualities are attributed to non-human entities or objects. This literary device gives human-like qualities to inanimate objects, animals, or abstract concepts. Here are some examples of personification:

"The sun smiled down on the beach." (The sun is given the human quality of smiling.)

"The wind whispered through the trees." (The wind is given the human quality of whispering.)

Tone refers to the author's attitude towards the subject matter or audience conveyed through their writing. It sets the overall emotional atmosphere of the piece and can greatly influence the reader's perception and understanding. Here are some common types of tones found in literature:

Formal: The author maintains a serious, professional, and objective tone. Example: "The scientific journal article explained the findings of the research study."

Informal: The author uses a casual and conversational tone, often including personal anecdotes or colloquial language. Example: "Hey, guess what? I stumbled upon this awesome book today. It's so good, you won't be able to put it down!"

Mood refers to the emotional atmosphere or overall feeling that a piece of writing evokes in the reader. It encompasses the tone, setting, and descriptive language used by the author. Here are some examples of different moods in literature:

Romantic: The mood is dreamy, passionate, and filled with love. Example: "The soft moonlight gently kissed their faces as they danced beneath twinkling stars."

Eerie: The mood is unsettling, mysterious, and creates a sense of unease. Example: "The abandoned house stood in the misty darkness, its broken windows staring like vacant eyes."

In conclusion a stylistic analysis of poems delves into the intricate details and techniques employed by poets to create meaning and evoke emotions. By examining various elements such as metaphor, simile, alliteration, rhythm, and meter, one can uncover the layers of complexity within a poem. These stylistic devices enhance the aesthetic value of the poem, making it more engaging and thought-provoking for readers.

Through the careful study of stylistic choices within a poem, one can gain deeper insights into the thematic messages, symbolism, and the poet's intended impact. The extensive use of metaphors and similes allows for novel comparisons and abstract connections, expanding the reader's understanding and interpretation. Additionally, the rhythmic patterns and variations in meter shape the flow and pace of the poem, creating harmonious or discordant effects depending on the poet's intent.

REFERENCES:

1. Abduraxmanova, Z., & Mamurova, M. (2021). THEORETICAL APPROACH TO SPEECH DISFLUENCIES IN SIMULTANEOUS INTERPRETATION. In *МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ* (pp. 43-45).

2. Абдурахманова, 3. (2022). Analysis of pauses and interuptions as elements of linguistic production in simultaneous interpretation. *Современные инновационные исследования актуальные проблемы и развитие тенденции: решения и перспективы*, *1*(1), 533-535.

3. Teshaboyeva, N. Z., & Niyatova, M. N. (2021). The importance of a word and word formation in a language system. *JournalNX-A Multidisiplinary Peer Reviewed Journal*, *7*(12), 337-341.

4. 3.bekova, G. N., &Uralova, N. A. (2022). Innovative Teaching Methods in Teaching Foreign Language. *Eurasian Journal of Learning and Academic Teaching*, *8*, 31-36.

5. Rakhmatullayevna, A. D. (2021). The role and translation of metaphors in poetry. *INTERNATIONAL JOURNAL OF DISCOURSE ON INNOVATION, INTEGRATION AND EDUCATION*, *2*(2), 332-335.

6. Anorboyeva , M. ., & Abduraxmonova , Z. (2023). ANALYSIS OF TECHNICAL TEXT. Наука и инновация, 1(30), 37–39. извлечено от https://in-academy.uz/index.php/si/article/view/23139

7. Teshaboyeva Nafisa Zubaydulla qizi, & Anorboyeva Madina Baxtiyor qizi. (2023). PHONETIC FEATURES OF ALTERATION OF

PHONEMES. "Conference on Universal Science Research 2023", 1(12), 28–32. Retrieved front https://universalpublishings.com/index.php/cusr/article/view/306

8. Teshaboyeva Nafisa Zubaydulla qizi, & Anorboyeva Madina Baxtiyor qizi. (2023). TRADITION AND COGNITIVE APPROACHES IN SYNTAX. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-amaliy Konferensiyasi, 1(12), 37–44. https://doi.org/10.5281/zenodo.10279150

9. Mullaboyeva , M., Kuvondikova , D., & Kosimova , N. (2023). EVALUTION OF THE ABILITY GROUPING METHOD EFFECTIVENESS. International Conference On Higher Education Teaching, 1(3), 98–104. Retrieved front

10. Anorboyeva , M. ., & Abduraxmonova , Z. (2023). ANALYSIS OF TECHNICAL TEXT. Наука и инновация, 1(30), 37–39. извлечено от https://in-academy.uz/index.php/si/article/view/23139

11. Teshaboyeva Nafisa Zubaydulla qizi, & Anorboyeva Madina Baxtiyor qizi. (2023). PHONETIC FEATURES OF ALTERATION OF PHONEMES. "Conference on Universal Science Research 2023", 1(12), 28–32. Retrieved front https://universalpublishings.com/index.php/cusr/article/view/3064

12. Teshaboyeva Nafisa Zubaydulla qizi, & Anorboyeva Madina Baxtiyor qizi. (2023). TRADITION AND COGNITIVE APPROACHES IN SYNTAX. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-amaliy Konferensiyasi, 1(12), 37–44. https://doi.org/10.5281/zenodo.1027915

13. Mullaboyeva , M., Kuvondikova , D., & Kosimova , N. (2023). EVALUTION OF THE ABILITY GROUPING METHOD EFFECTIVENESS. International Conference On Higher Education Teaching, 1(3), 98–104. Retrieved from

VOLUME-1, ISSUE-12

NATIONAL SPECIFIES OF GESTURES IN ENGLISH

Kuchkarova Zarina Ali qizi

4st year students at Djizzakh branch of The National University of Uzbekistan named after Mirzo Ulugbek

Supervisor: **Niyatova Maftuna Norbek qizi**

Assistant teacher in the department Foreign Languages a Djizzakh branch of The National University of Uzbekistan named after Mirzo Ulugbek

ANNOTATION

Gestures and body language can vary widely between different cultures. In English-speaking cultures, there are several common gestures that are widely recognized and used. For example, a firm handshake is often used when greeting someone, while nodding the head up and down signifies agreement or understanding. Thumbs up is a gesture that typically means "okay" or "good job" in English-speaking cultures. It's worth noting, however, that the meanings of gestures can vary across different English-speaking countries and regions, and certain gestures that are acceptable or positive in one culture may carry different connotations in another. For this reason, it's important to be aware of cultural differences in nonverbal communication when interacting with people from different backgrounds.

English-speaking cultures have a range of gestures and nonverbal communication that are widely recognized within their society. These gestures play a significant role in communication and are often used to convey various emotions, messages, and social cues. Here are some common English gestures and their meanings:

Keywords: handshake, nodding, thumbs up, victory, pointing, crossed fingers, thumbs down.

1. Handshake: A firm handshake is a common gesture used in English-speaking cultures when greeting someone. A firm handshake is typically seen as a sign of confidence, trust, and friendliness.

2. Nodding: Nodding the head up and down is a universal gesture in English-speaking cultures that signifies agreement or understanding. It is often used to express affirmation or to show that one is actively listening.

3. Thumbs Up: Holding the thumb up is a positive gesture and typically means "okay" or "good job" in English-speaking cultures. It can be used to express approval, agreement, or to indicate that everything is fine.

4. "V" for Victory: Holding up the index and middle fingers in a "V" shape is often used in English-speaking cultures as a sign of victory or peace. It gained popularity during World War II and remains a widely recognized gesture.

5. Pointing: Pointing with the index finger is a common gesture used to direct attention or indicate something in English-speaking cultures. However, it's worth noting that in some cultures, pointing directly at someone can be considered impolite.

6. Crossed Fingers: Crossing the fingers is a superstitious gesture often used to express hope, luck, or to negate a promise or statement, as in the expression "fingers crossed."

7. Thumbs Down: Holding the thumb down is a negative gesture often signaling disapproval or failure in English-speaking cultures, especially in the context of performances or evaluations.

It's important to remember that while these gestures are generally recognized in English-speaking cultures, there may be variations in interpretation in different regions or across different social contexts. Additionally, it's crucial to be mindful of potential cultural differences when using gestures in cross-cultural interactions.

SUMMARY COMPLETION: In this article, I can say that a gesture is a form of non-verbal communication or non-vocal communication in which visible bodily actions communicate particular messages, either in place of, or in conjunction with, speech. Gestures include movement of the hands, face, or other parts of the body. Understanding nonverbal communication and gestures is an essential aspect of effective communication in any language or culture. Awareness of cultural nuances and the meanings of gestures can help individuals navigate social interactions with sensitivity and respect.

REFERENCES

1. Ниятова, М. (2022). Significant points on assessment procedure. Современные инновационные исследования актуальные проблемы и развитие тенденции: решения и перспективы, 1(1), 587–589. извлечено от https://inlibrary.uz/index.php/zitdmrt/article/view/5345

2. Abduganieva, M., & Niyatova, M. (2023). WHAT IS A CONTENT IN TEACHING ENGLISH LANGUAGE?. Theoretical Aspects in the Formation of Pedagogical Sciences, 2(11), 157–162. извлечено от http://econferences.ru/index.php/tafps/article/view/6941

3. Niyatova Maftuna, Abdurasulova Diyora. (2023). ENGLISH DOCUMENTS WRITING. International Journal of Contemporary Scientific and Technical Research, 423–430. Retrieved from https://journal.jbnuu.uz/index.php/ijcstr/article/view/629

4. Niyatova, M. (2021). The importance of a word and word formation a language system.

5. Teshaboyeva, N. Z., & Niyatova, M. N. (2022). The significant role of literature in teaching and learning process. International Journal of Development and Public Policy, 1(6), 70-72.

6. Niyatova Maftuna, Sayfullayeva Sevinch, Haydarqulova Sarvinoz, Makhmudova Adolat, Muminova Zukhra. (2023). THE ROLE OF PAIR WORK IN TEACHING THE ENGLISH LANGUAGE.

SPEECH ETIQUITTE AND SPEECH ACTIVITY

Kuchqarova Zarina Ali qizi
4st year students at Djizzakh branch of The National University of Uzbekistan named after Mirzo Ulugbek
Supervisor: **Niyatova Maftuna Norbek qizi**
Assistant teacher in the department Foreign Languages a Djizzakh branch of The National University of Uzbekistan named after Mirzo Ulugbek

ANNOTATION

The present article is about the linguo cultural peculiarities of the speech etiquette units in the English. The author of the article discusses the role of the speech etiquette units in the process of communication. The ways of expressing gratitude, appreciation, asking a request in the two languages are also discussed in the article. The structure and semantic peculiarities of speech etiquette units of the English and Russian languages are also discussed in the article. The author of the article claims that the speech etiquette units are to be discussed thoroughly and given in the practical English books

Keywords: linguo cultural, speech etiquette units, expressing gratitude, appreciation, apologizing, giving a request.

Speech etiquette refers to the accepted and expected forms of communication in a particular culture. It encompasses the rules and norms that govern the use of language in social interactions and communication, including verbal and nonverbal aspects. Speech etiquette often varies across cultures, and understanding and following these norms is crucial for effective communication and for showing respect towards others.

Speech etiquette may include elements such as:

1. Politeness: Using polite language, respectful tones, and appropriate greetings for different social situations.

2. Formality: Adapting the level of formality in speech based on the context and the relationship between speakers.

3. Turn-taking: Obeying rules about when to speak and when to listen in conversations or group discussions.

4. Nonverbal cues: Understanding and responding to nonverbal cues such as eye contact, gestures, and body language.

5. Respect for authority: Using language that shows respect for individuals in positions of authority or for elders.

Speech activity, on the other hand, refers to the various communicative behaviors and actions involved in verbal interaction. It encompasses the spoken exchanges and language practices that occur in everyday communication settings. This includes speaking, listening, asking questions, giving responses, seeking clarification, and engaging in various forms of verbal interaction.

Effective speech activity involves:

1. Active listening: Paying attention and responding appropriately to the speaker's message.

2. Expressiveness: Conveying thoughts and emotions clearly through speech.

3. Pragmatics: Understanding the social and cultural conventions of language use, such as politeness strategies, indirect speech, and conversational implicature.

4. Turn management: Skillfully managing and participating in turn-taking during conversations.

5. Contextual adaptation: Adjusting one's speech and language use to suit the specific social, cultural, and situational contexts.

SUMMARY COMPLETION: In this article, I have described that both speech etiquette and speech activity are essential aspects of effective verbal communication. Being mindful of speech etiquette and engaging in appropriate speech activities can help individuals navigate diverse social situations, build positive relationships, and communicate effectively within their cultural and linguistic communities

REFERENCES

1. Ниятова, М. (2022). Significant points on assessment procedure. Современные инновационные исследования актуальные проблемы и развитие тенденции: решения и перспективы, 1(1), 587–589. извлечено от https://inlibrary.uz/index.php/zitdmrt/article/view/5345

2. Abduganieva, M., & Niyatova, M. (2023). WHAT IS A CONTENT IN TEACHING ENGLISH LANGUAGE?. Theoretical Aspects in the Formation of Pedagogical Sciences, 2(11), 157–162. извлечено от http://econferences.ru/index.php/tafps/article/view/6941

3. Niyatova Maftuna, Abdurasulova Diyora. (2023). ENGLISH DOCUMENTS WRITING. International Journal of Contemporary Scientific and Technical Research, 423–430. Retrieved from https://journal.jbnuu.uz/index.php/ijcstr/article/view/629

4. Niyatova, M. (2021). The importance of a word and word formation a language system.

5. Teshaboyeva, N. Z., & Niyatova, M. N. (2022). The significant role of literature in teaching and learning process. International Journal of Development and Public Policy, 1(6), 70-72.

6.Niyatova Maftuna, Sayfullayeva Sevinch, Haydarqulova Sarvinoz, Makhmudova Adolat, Muminova Zukhra. (2023). THE ROLE OF PAIR WORK IN TEACHING THE ENGLISH LANGUAGE.

VOLUME-1, ISSUE-12

COMMUNICATIVE QUALITIES OF SPEECH

Kuchkarova Zarina Ali qizi

4st year students at Djizzakh branch of The National University of Uzbekistan named after Mirzo Ulugbek

Supervisor: **Niyatova Maftuna Norbek qizi**

Assistant teacher in the department Foreign Languages a Djizzakh branch of The National University of Uzbekistan named after Mirzo Ulugbek

ANNOTATION

Communicative qualities of speech refer to the various aspects of oral communication that contribute to effective and impactful interactions. These qualities encompass the way a speaker delivers their message, including their tone, clarity, body language, and overall ability to convey meaning and connect with their audience. Effective communicative qualities are essential for ensuring the transmission of ideas, emotions, and information in a clear, engaging, and persuasive manner. These qualities are vital for public speaking, interpersonal communication, and other forms of verbal expression, and they play a critical role in establishing rapport, understanding, and influence between the speaker and the audience. Here are 10 types of speech communities.

Keywords: handshake, nodding, thumbs up, victory, pointing, crossed fingers, thumbs down.

1. Clarity: The speaker communicates their message clearly and concisely, leaving no room for ambiguity or misunderstanding.

2. Tone: The tone of the speech should convey the appropriate emotions and attitudes for the message being delivered. It can be authoritative, persuasive, confident, empathetic, or friendly.

3. Volume and pitch: The speaker's volume and pitch should be appropriate for the setting and audience. It should be loud enough to be heard clearly, but not so loud as to be overwhelming. The pitch should be engaging and dynamic.

4. Pronunciation: The speaker should enunciate their words clearly and correctly, ensuring that they can be easily understood by the audience.

5. Body language: Nonverbal cues such as gestures, facial expressions, and posture can enhance the communication of the speech. They can convey confidence, sincerity, and engagement.

6. Eye contact: Maintaining eye contact with the audience helps to build a connection and convey sincerity and confidence.
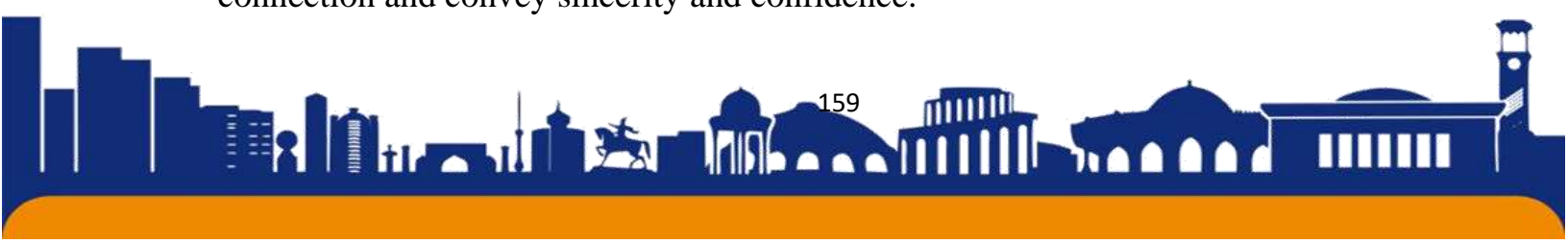
7. Empathy: A speaker who is empathetic demonstrates an understanding and concern for the audience's perspective, which can make the speech more relatable and impactful.

8. Listening: A good communicator is also a good listener, and a speaker who actively listens to their audience can adapt their speech to be more effective.

9. Clarity of thought: A well-organized speech with logical progression and clear points makes it easier for the audience to follow and understand the message.

10. Articulation: The ability to express ideas clearly and effectively, using appropriate vocabulary and language, is an essential communicative quality.

SUMMARY COMPLETION: In this article, I can say that the communicative qualities of speech encompass the various elements that contribute to effective oral communication. These qualities include aspects such as clarity, tone, body language, empathy, and overall ability to convey messages in a compelling and impactful manner. They are essential for establishing rapport, understanding, and influence between the speaker and the audience. Effective communicative qualities are vital in public speaking, interpersonal communication, and other forms of verbal expression, enabling the speaker to convey ideas, emotions, and information clearly and persuasively.

REFERENCES

1. Ниятова, М. (2022). Significant points on assessment procedure. Современные инновационные исследования актуальные проблемы и развитие тенденции: решения и перспективы, 1(1), 587–589. извлечено от https://inlibrary.uz/index.php/zitdmrt/article/view/5345

2. Abduganieva, M., & Niyatova, M. (2023). WHAT IS A CONTENT IN TEACHING ENGLISH LANGUAGE?. Theoretical Aspects in the Formation of Pedagogical Sciences, 2(11), 157–162. извлечено от http://econferences.ru/index.php/tafps/article/view/6941

3. Niyatova Maftuna, Abdurasulova Diyora. (2023). ENGLISH DOCUMENTS WRITING. International Journal of Contemporary Scientific and Technical Research, 423–430. Retrieved from https://journal.jbnuu.uz/index.php/ijcstr/article/view/629

4. Niyatova, M. (2021). The importance of a word and word formation a language system.

5. Teshaboyeva, N. Z., & Niyatova, M. N. (2022). The significant role of literature in teaching and learning process. International Journal of Development and Public Policy, 1(6), 70-72.

6. Niyatova Maftuna, Sayfullayeva Sevinch, Haydarqulova Sarvinoz, Makhmudova Adolat, Muminova Zukhra. (2023). THE ROLE OF PAIR WORK IN TEACHING THE ENGLISH LANGUAGE International Journal of Contemporary Scientific and Technical Research, 427–431. Retrieved from https://journal.jbnuu.uz/index.php/ijcstr/article/view/474

7. Niyatova, M. (2021). PECULIARITIES OF PREFIXAL DERIVATIVES IN LANGUAGE LEVELS . Журнал иностранных языков и лингвистики, 2(3). извлечено от https://fll.jdpu.uz/index.php/fll/article/view/954

8. Teshaboyeva, N. Z., & Niyatova, M. N. (2021). The important meanings of category of tenses in contexts 468-473.

VOLUME-1, ISSUE-12

Analysis of ads

Mamatov Sardor G'ayrat o'g'li

4 th year students at Djizzakh branch of The National University of Uzbekistan named after Mirzo Ulugbek

Supervisor: **Abduraxmanova Zilola Yoqubjon qizi**

Assistant teacher in the department Foreign Languages at Djizzakh branch of

The

National University of Uzbekistan named after Mirzo Ulugbek

Annotation

The article provides a comprehensive overview of the analysis of ads, emphasizing the key aspects to consider when evaluating their effectiveness and impact. It highlights the importance of identifying the target audience and examines message and content, visual elements, call to action, branding, emotional appeal, and cultural context.The article emphasizes the significance of understanding the intended target audience and aligning the ad's message with their characteristics and preferences. It encourages an in-depth analysis of the ad's storytelling techniques, persuasive language, and emotional appeal to assess its ability to effectively communicate the product or service's benefits.

Key words:What is analyses of ads, importance of analysis in ads, features of the ads,best way to analyze ads.

Analyses of ads

Analyzing ads is a crucial aspect of marketing research and involves examining various elements to understand their effectiveness and impact. Here are some key aspects to consider when analyzing ads:Target audience: Start by identifying the intended target audience of the advertisement. Consider the demographics, psychographics, and purchasing behaviors of the targeted consumers. Analyzing how the ad aligns with the target audience's characteristics helps evaluate its relevance and effectiveness.Message and content: Examine the overall message of the ad and the content it presents. What is the central idea or theme being conveyed? Analyze the ad's storytelling techniques, persuasive language, and emotional appeal. Assess whether the content effectively communicates the product or service's benefits or unique selling proposition.Visual elements: Evaluate the visual aspects of the ad, including layout, colors, images, and typography. Assess the visual hierarchy and use of visual cues to guide the viewer's attention. Consider whether the visuals effectively convey the desired message and create a positive impact.Call to action: Analyze the
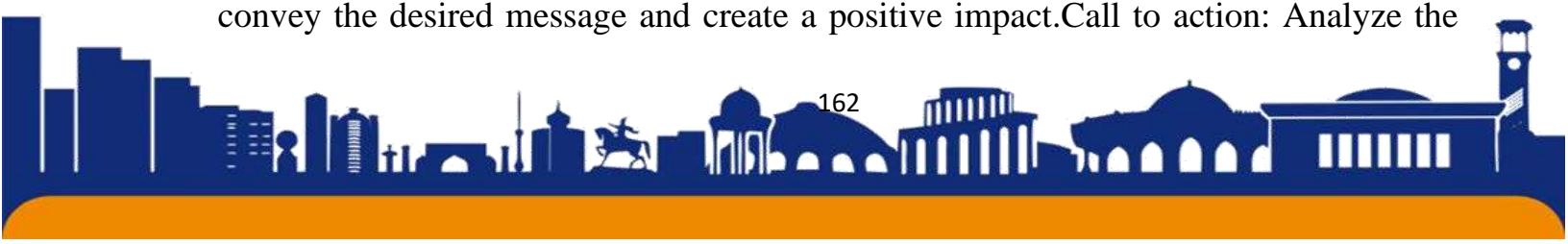
ad's call to action (CTA). Does it clearly prompt the viewer to take a specific desired action, such as making a purchase, visiting a website, or contacting the company? Assess the effectiveness of the CTA in generating a response or engagement from the target audience.Branding and positioning: Consider how the ad reflects the brand identity and aligns with the brand's positioning. Analyze the consistency of the ad's tone, visual elements, and messaging with the brand's overall image and values. Evaluate how well the ad reinforces the brand's key attributes and differentiators.Emotional appeal: Determine the emotional appeal employed in the ad. Assess whether it evokes positive emotions, such as happiness, excitement, or empathy, and if it aligns with the target audience's desires or aspirations. Evaluate the effectiveness of the emotional appeal in creating a connection or influencing consumer behavior.Cultural and societal context: Analyze the ad in its broader cultural and societal context. Consider whether it reflects current trends, social values, or cultural norms. Assess the potential impact of the ad's content or messaging on different cultural or social groups, taking into account potential cultural sensitivities or controversies.Success metrics: Finally, consider the ad's success metrics, such as reach, engagement, sales impact, or brand awareness. Analyze available data or conduct surveys, focus groups, or interviews to assess the ad's actual impact on the target audience and its effectiveness in achieving the desired marketing goals.By systematically analyzing these aspects, you can gain insights into the strengths and weaknesses of an ad, understand its impact on the target.

REFERENCES

1. Qurbonboyev S., Mamatov S., Abduraxmanova Z. THE ROLE OF LISTENING IN INTERCULTURAL COMPETENCE //Science and innovation in the education system. – 2023. – T. 2. – №. 6. – C. 55-58.

2. Zilola Abduraxmanova. (2023). KORPUS LINGVISTIKASI HAQIDA UMUMIY TUSHUNCHALAR VA UNING RIVOJLANISH BOSQICHLARI. *International Journal of Contemporary Scientific and Technical Research*, 437–440. Retrieved from https://journal.jbnuu.uz/index.php/ijcstr/article/view/632

3. Zilola A., Oyshirin T. EMBRACING INTERCULTURAL COMPETENCE: UNLOCKING THE POWER OF GLOBAL CONNECTIVITY //Journal of Academic Research and Trends in Educational Sciences. – 2023. – T. 2. – №. 2. – C. 293-297.

4.   Zilola A., Sohibxon S., Afruza A. THE CULTURAL LEGACY: ADVERTISING, BROADCASTING, AND CINEMA //Journal of Academic Research and Trends in Educational Sciences. – 2023. – Т. 2. – №. 2. – С. 220-224.

5.   Zilola A., Bahodir N., Munisa Y. APPROACHES AND ACTIVITIES THAT HELP DEVELOP INTERCULTURAL COMPETENCE //Journal of Academic Research and Trends in Educational Sciences. – 2023. – Т. 2. – №. 2. – С. 204-208.

6.   Zilola A., Makhliyo S., Aziza Q. FUTURE OF ENGLISH: GLOBAL FAMILY //Journal of Academic Research and Trends in Educational Sciences. – 2023. – Т. 2. – №. 2. – С. 237-242.

VOLUME-1, ISSUE-12

Contrastive linguistics and intercultural communication
Mamatov Sardor Gayrat ogli
4 st year students at Djizzakh branch of The National University of Uzbekistan named after Mirzo Ulugbek

Supervisor: **Abduraxmanova Zilola Yoqubjon qizi**

Assistant teacher in the department Foreign Languages at Djizzakh branch of The

National University of Uzbekistan named after Mirzo Ulugbek

Annotation

The article provides a clear distinction between contrastive linguistics and intercultural communication, highlighting their respective focuses and methodologies. It emphasizes that contrastive linguistics centers on comparing and contrasting linguistic structures and features of different languages, whereas intercultural communication delves into the complexities of communication across cultural boundaries.The article highlights how contrastive linguistics aims to aid language learning, translation, and cross-linguistic communication by analyzing linguistic differences and similarities. It mentions the different levels, such as phonological, syntactic, semantic, and pragmatic, at which these analyses are conducted.The article emphasizes that intercultural communication focuses on understanding the impact of culture on communication patterns, norms, and behaviors.

Key words: What is Contrastive linguistics and intercultural communication, difficulty in language learning, language teaching materials, sociolinguistic methods.

Contrastive linguistics and intercultural communication are two related fields that focus on language and communication but approach them from different perspectives.Contrastive linguistics is a field that compares two or more languages to identify similarities and differences in their structures, vocabulary, grammar, and other linguistic features.Focus: The main focus of contrastive linguistics is on the linguistic systems of languages and how they differ or overlap. It aims to understand how languages contrast with each other and analyzes the impact of these differences on language learning, translation, and cross-linguistic communication.Methodology: Comparative analysis is conducted by examining specific linguistic elements, sentence structures, phonetics, morphological features, and other aspects. Contrastive analysis often involves comparing languages at various levels, such as phonological, syntactic, semantic, and pragmatic.Purpose: The purpose of contrastive linguistics is
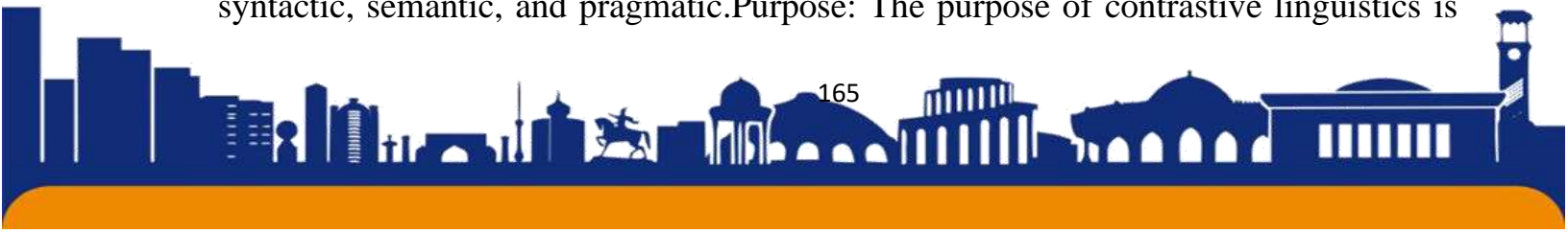
to identify linguistic differences and similarities between languages to facilitate language learning, translation, and cross-linguistic communication. It helps learners and translators understand potential difficulties and transfer issues between languages.Examples: Contrastive linguistics may compare English and Spanish verb tenses, English and Mandarin word order, or English and German case systems to understand the differences in how these languages express similar concepts.Intercultural Communication:Definition: Intercultural communication focuses on understanding and effectively communicating across different cultural backgrounds, contexts, and norms.Focus: The primary focus of intercultural communication is on the interaction and exchange of ideas, information, and meaning between people from different cultures. It considers cultural factors, such as values, beliefs, behaviors, and communication styles, and how they impact understanding and cooperation.Methodology: Intercultural communication research employs qualitative and quantitative methods to study cultural differences, perception, verbal and nonverbal communication patterns, cross-cultural adaptation, and intercultural competence. It may involve interviews, surveys, observations, and case studies.

REFERENCES

1. Abduraxmanova Z., Ergasheva M., Xurramova S. APPROACHES AND ACTIVITIES THAT HELP TO DEVELOP INTERCULTURAL COMMUNICATION COMPETENCE //Theoretical aspects in the formation of pedagogical sciences. – 2023. – T. 2. – №. 11. – C. 90-93.

2. Abduganieva A., Hasanov F., Abduraxmanova Z. THE MAIN ROLE OF ENGLISH AS A GLOBAL LANGUAGE //Молодые ученые. – 2023. – T. 1. – №. 3. – C. 64-66.

3. Qurbonboyev S., Mamatov S., Abduraxmanova Z. THE ROLE OF LISTENING IN INTERCULTURAL COMPETENCE //Science and innovation in the education system. – 2023. – T. 2. – №. 6. – C. 55-58.

4. Zilola Abduraxmanova. (2023). KORPUS LINGVISTIKASI HAQIDA UMUMIY TUSHUNCHALAR VA UNING RIVOJLANISH BOSQICHLARI. *International Journal of Contemporary Scientific and Technical Research*, 437–440. Retrieved from https://journal.jbnuu.uz/index.php/ijcstr/article/view/632

5. Zilola A., Oyshirin T. EMBRACING INTERCULTURAL COMPETENCE: UNLOCKING THE POWER OF GLOBAL CONNECTIVITY //Journal of Academic Research and Trends in Educational Sciences. – 2023. – T. 2. – №. 2. – C. 293-297.

6. Zilola A., Sohibxon S., Afruza A. THE CULTURAL LEGACY: ADVERTISING, BROADCASTING, AND CINEMA //Journal of Academic Research and Trends in Educational Sciences. – 2023. – T. 2. – №. 2. – C. 220-224.

BOSHLANG'ICH SINF DARSLARIDA DIDAKTIK O'YINLARDAN FOYDALANISH

Toshpo'latova Mohira G'ulom qizi
Guliston davlat insitituti magistranti

Annotatsiya: Boshlang'ich sinf dars jarayonlarini yanada samarali o'tkazish, darsni sifatli qilish o'quvchilardada vatanga ota onaga mexr muhabbat uyg'otish ta'lim shaklini keng o'rganish hamda ularni tatbiq qilish maqsadida pedagogik texnologiyalar turli xil didaktik o'yinlardan foydalanish. Ularni dars jarayonida qo'llash orqali dars mohiyatini ochish o'quvchilarda yashirin qobiliyatlarni yuzaga chiqarish

Kalit so'zlar: pedagogik texnologiya, ta'lim, muammoli vaziyat, ta'lim metodi, muammoli ta'lim**,** o'yinlar savodxonlik, zamonaviy usullar.

Hozirgi kunda ta'lim sohasida erishilgan yutuqlami saqlagan holda, bir xillikdan, bir qolipga tushib qolishdan saqlanmoq zarur. Ta'limning kishi xotirasini rivojlantirishga asoslangan turidan inson tafakkurini har tomonlama rivojlantirish, o'quvchilar egallagan bilimlarni amaliyotda qo'llash, ularda amaliy ko'nikma va malakalar hosil etishga qaratilgan turiga o'tishga harakat qilish shu kunning talabi. Shunga erishilsagina vatanimiz kelajagi bo'lgan yosh avlod tarbiyasi oldiga qo'yilgan vazifa oqilona hal etilishi mumkin. Maktab davrida bolaning savodi chiqishi bilan birgalikda uning dunyoqarashi shakllanib, fikrlash doirasi kengayib boradi. Bolalarning bilimini rivojlantirishda turli xil o'yinlardan foydalanish katta ahamiyatga ega. Bolalar o'yinlar orqali o'z bilimlarini mustahkamlab oladilar. ularni o'rganib oladilar. Ta'lim jarayonida qo'llaniladigan didaktik o'yinlar ta'lim sifatini yanada oshirish, bilish jarayonining muvafaqqiyatli boshqarilishiga turtki bo'ladi. Didaktik o'yinlar boshlang'ich ta'limning keyingi bosqichlarida ham bolalarning bilimini rivojiga turtki bo'lishi mumkin. Dars jarayonida o'zlashtirishi past o'quvchilarning bilimini oshirishga bu o'yinlar o'z ta'sirini ko'rsatadi. Boshlang'ich sinf o'quvchilari uchun didaktik o'yinlar bilim olishning faollashtiruvchi ish turlaridan biri bo'lib, o'quvchilarda mustaqil tafakkur, og'zaki va yozma nutq ko'nikmalarini shakllantiradi. O'quvchilarning o'qish darslariga qiziqishini o'stiruvchi vositalardan biri didaktik o'yin hisoblanadi. O'yinning maqsadi ta'lim olishga, fanga, kitobga qiziqish uyg'otishdir. Didaktik o'yin bolalarda bilish jarayoniga jonli qiziqish uyg'otadi va ma'lumotlarni qabul qilishga yordam beradi. Bu kabi o'yinlar bolalarning atrof-muhit haqidagi tasavvurlarini kengaytirilishiga, chuqurlashtirilishiga, tartibga solishga,

qiziqish va qobiliyatlarini rivojlanishiga yo'naltirilgan bo'lishi lozim. O'z navbatida bu o'quvchilarda go'zal va boy ona tilimizdan g'ururlanish, axloqiy qadriyatlarimizni e'zozlash kabi sifatlarni shakllantiradi. O'yin elementlari didaktik vazifalarni bolalardan yashirishga xizmat qiladi, shu tariqa ular uchun qiyin bo'lgan bilim olish jarayonini yengillashtiradi. Ta'limiy mazmunga ega bo'lgan o'yinlardan, avvalo, mavzuga oid oddiy qiziqarli savol-javoblardan darsning ma'lum qismida foydalanish lozim. Shu tarzda boshqotirma, tez aytish kabi o'yinlar muntazam o'tkazib turilsa, o'quvchilarda ma'lum bir ko'nikmalar to'planib boradi. Shunga ko'ra o'quvchilar egallashi shart bo'lgan ko'nikma va malakalar: tasvirlay olish, tushuntira olish va bashorat qila olish qobiliyatini hosil qiladi. Dars jarayonida o'yinlarni to'g'ri tashkil etish va o'tkazishda vazifalar, qoidalar va ularning natijalarini tahlil qilish bosqichlarini aniq belgilab olish lozim

Beruniy o'z asarlarida yosh avlodga bilim berishda turli xil qulay, o'quvchi uchun tushunarli bo'lgan usullardan foydalanishni tavsiya etadi. «Qadimiy xalqlardan qolgan yodgorliklar asarida» Beruniy dars samaradorligini oshirish bolaning xotirasini rivojlanishi bolaning erkin fikrlashini oshirish usullarini izlashni ta'kidlagan. Bundan ko'zlangan asosiy maqsad bolalarni zeriktirmaslik turli usullar bilan uning dunyoqarashini, bilim darajasini kengaytirish. Beruniy bundan tashqari didaktik o'yinlar orqali bola zerikish uyg'otmasligi lozim deydi. Ta'lim sifatini har taraflama muvafaqqiyatli qilishimiz uchun didaktik o'yinlardan foydalanishimiz lozim .Bunday usullarni to'g'ri tanlay bilish orqali dars jarayonida samarali natijalarga erishishimiz mumkin. Didaktik o'yinlardan foydalanishda kafolatli natijani ko'zlab, zamonaviy hamda samarali yo'llarni tanlab, biri har bir narsa va hodisaga majmua sifatida yondoshish zarur. Aks holda faoliyat an'anaviylikni ifoda etib qoladi. Shu nuqtai nazardan har qanday didaktik o'yin tamoyillari markaziy o'rinda turishi kerak. Shundagina faoliyat zamonga mos bo'lib, jamiyat ijtimoiy buyurtmasini sharaf bilan bajarish mumkin. O'quv-tarbiya jarayonlarini tashkil etishda ham an'anaviy usullardan farqli o'laroq, yangicha pedagogik yondashuvlarni o'zlashtirish va ta'lim jarayonida qo'llash zamon talabidir. Dars jarayonida yangicha muhitni shakllantirish, zamonaviy ko'rgazmalardan, interfaol metodlardan foydalanib mazmunli olib borish zarur. Boshlang'ich sinf o'quvchilari boshqarishga moyil, qiziquvchan, ta'sirchan bo'lganliklari uchun ham o'qituvchidan o'quvchilarning yosh xususiyatlariga mos bo'lgan, darsni oson o'zlashtirishlarini, bilimlarni mustahkam o'rganishni kafolatlaydigan metodlarni tanlashi va foydalanishi talab etiladi. Didaktik o'yinlardan foydalanishda ta`limning mazmunini belgilash, ta`lim-tarbiyaning shakllari va vositalarini tayyorlash, o'quvchilarning bilimlarni keng egallashi va ma`naviy

fazilatlarni o'zlashtirishga yunaltirilgan topshiriqlar tizimini ishlab chiqish, ta`limning natijasi va o'zlashtirish darajasini aniqlash ularni ob`ektiv baholash uchun test vazifalarini tayyorlash kabilar tashkil qiladi. Boshlang'ich sinf o'quvchilarining didaktik o'yinlar asosida tashkil etilgan o'qish darslari jarayonida erkin va mustaqil fikrlash qobiliyati shakllanadi. Mustaqil fikrlash qobiliyatining shakllanishi natijasida, o'quvchilar atrof olamdagi, jamiyatdagi qonunlarni, shuningdek, asardagi ijobiy va salbiy qahramonlar orqali lar insoniy fazilatlarni anglash, bilimlarni chuqur o'rganish, keng fikrlash, tegishli qarorlar qabul qilish ko'nikmalari shakllanadi.

Xulosa qilib aytadigan bo'lsak o'qituvchining yangiliklari orqali yosh avlodni yanada bilimi qilish ko'zlanadi.

Foydalanilgan adabiyotlar:

1. Farberman B.L. Ilg'or pedagogik texnologiyalar. - Toshkent: «Fan» nashr., 2017.

2. G'afforova T. va boshqalar. Ta'limning ilg'or texnologiyalari. - Qarshi: 2013.

3. Saidahmedov N. Pedagogik amaliyotda matematika darslarida yangi pedagogik texnologiyalarni qo'llash. Toshkent: «Fan» nashr., 2017.

4. Qizi K. S. S. FORMATION OF NATURE AWARENESS SKILLS OF PRIMARY SCHOOL STUDENTS //International Scientific and Current Research Conferences. – 2023. – C. 43-45.

5. Karimova Sevara "Didactic Features Of Development Of Nature Perception Skills Of Primary School Students"In volume 19, of Eurasian Journal of Learning and Academic Teaching (EJLAT) April 2023.

6. Qizi, K. S. S. (2023, September). FORMATION OF NATURE AWARENESS SKILLS OF PRIMARY SCHOOL STUDENTS. In International Scientific and Current Research Conferences (pp. 43-45).

VOLUME-1, ISSUE-12

"CONTRASTIVE LINGUISCTICS AND TEXT LINGUISTICS"

Jizzakh branch of the National University of Uzbekistan
named after Mirzo Ulugbek
The Faculty of Psychology, the department of Foreign languages
Philology and foreign languages
Scientific advisor:**Abduraxmonova Zilola Yoqubjon qizi**
Student of group 203-20: **Anorboyeva Madina Baxtiyor qizi**
anorboyevamadina526@gmail.com

ABSTRACT:

This scientific article explores the interplay between two fundamental branches of linguistics: Contrastive Linguistics and Text Linguistics. While Contrastive Linguistics focuses on comparing and contrasting linguistic structures across different languages, Text Linguistics examines how language functions in discourse. This paper discusses the theoretical foundations of each field, their mutual relevance, and how their integration can enhance our understanding of language structure and communication. Through practical examples and case studies, we demonstrate how the combination of these two disciplines can offer fresh insights into language analysis and translation studies.

Keywords: *Contrastive Linguistics, Text Linguistics, Linguistic Structures, Discourse Analysis, Language Comparison, Translation Studies.*

Introduction.Language, as a complex and multifaceted phenomenon, has intrigued linguists for centuries. The study of language has led to the development of various linguistic subfields, each with its unique focus and methodology. Two such subfields, Contrastive Linguistics and Text Linguistics, have emerged as crucial tools for understanding the structure and function of language in different contexts. This article aims to explore the intersection of these two fields, highlighting the ways in which they complement and enrich each other's perspectives. Linguistics, as a multifaceted field, encompasses numerous subdisciplines that explore language from various angles. Two such subdisciplines are Contrastive Linguistics and Text Linguistics. While each has a distinct focus and methodology, this article endeavors to elucidate the differences and commonalities between these two fields and how they can inform one another.

Contrastive Linguistics.Contrastive Linguistics, also known as Comparative Linguistics, is a subfield of linguistics that primarily deals with the systematic comparison of two or more languages. Its primary objective is to highlight similarities and differences between languages, with an emphasis on linguistic features,

phonology, morphology, syntax, semantics, and discourse structure. The field aims to facilitate language learning and translation, as well as to uncover universal principles of language structure. Methodologically, Contrastive Linguistics relies on rigorous comparative analysis, often involving translation studies and error analysis. By identifying areas of divergence between languages, it helps language learners avoid common pitfalls and translators produce accurate translations. Moreover, Contrastive Linguistics has contributed significantly to our understanding of language universals and typological distinctions.Contrastive Linguistics, also known as comparative linguistics, is concerned with comparing and contrasting the linguistic features of two or more languages. It seeks to identify similarities and differences in phonetics, phonology, morphology, syntax, and semantics across languages. The ultimate goal is to enhance language learning, translation, and cross-linguistic communication. On the other hand, Text Linguistics, a subfield of linguistics that originated in the mid-20th century, focuses on the study of texts as communicative events. It explores how language functions within discourse and how textual features contribute to the construction of meaning.The distinct objectives of Contrastive Linguistics and Text Linguistics have made them valuable in their respective domains. Contrastive Linguistics has primarily served as a practical aid for language learners and translators, facilitating the comparison of linguistic systems to identify challenges and strategies for language transfer. Meanwhile, Text Linguistics has contributed to our understanding of the structure and organization of texts, shedding light on the cohesion, coherence, and information flow within them.

Text Linguistics.Text Linguistics, on the other hand, is concerned with the study of text as a functional unit of language. It investigates the structure and organization of written or spoken discourse, focusing on cohesion, coherence, and the ways in which texts convey meaning. Text Linguistics examines how texts are structured, how information is presented, and how language users comprehend and produce coherent discourse.However, the relationship between these two linguistic subfields is more nuanced and interconnected than it may seem at first glance. This article will delve into the ways in which Contrastive Linguistics and Text Linguistics can inform and enrich each other. By examining the intersection of these fields, we aim to reveal how a comprehensive understanding of language goes beyond the analysis of isolated linguistic units and necessitates an appreciation of the broader communicative context.Throughout this article, we will discuss the following key points:1. Cross-Linguistic Analysis in Texts: How Contrastive Linguistics can be applied to the study of texts, revealing the influence of language-specific features on

discourse structures. 2. Discourse Analysis and Translation: How Text Linguistics can aid in the development of effective translation strategies by dissecting the communicative elements within a text. 3. Register and Text Types: The role of Contrastive Linguistics in understanding how different languages use registers and text types, and how Text Linguistics can assist in the analysis of textual genre conventions across languages. 4. Pragmatics and Intercultural Communication: The mutual contributions of Contrastive Linguistics and Text Linguistics in the exploration of pragmatics and the interplay between language and culture within texts. 5. Implications for Language Teaching: How the convergence of Contrastive Linguistics and Text Linguistics can inform language teaching methodologies and curriculum design.By exploring these facets, this article aims to underscore the significance of an integrated approach to language analysis. Understanding the interplay between linguistic structures and textual contexts is essential for not only advancing our theoretical knowledge but also improving practical applications such as language teaching and translation. Ultimately, this interdisciplinary perspective allows us to appreciate the intricate tapestry of language and communication, transcending the boundaries of individual languages and texts.

Conclusion.Contrastive Linguistics and Text Linguistics, although distinct in their approaches and scopes, are by no means incompatible. In fact, their integration can offer a more comprehensive understanding of how language functions in diverse contexts and languages. This synergy can be particularly beneficial in areas such as translation studies, language teaching, and discourse analysis, shedding light on the interplay between language structure and text organization. As linguists continue to explore the intricacies of language, collaboration and the exchange of ideas between these two fields can lead to enriched insights and innovative research directions.

REFERENCES:

1. Catford, J. C. (1965). A Linguistic Theory of Translation. Oxford University PresPr

2. Chomsky, N. (1957). Syntactic Structures. Mouton de Gruyter.

3. Grice, H. P. (1975). Logic and Conversation. In P. Cole & J. Morgan (Eds.), Speech Acts (pp. 41-58). Academic Press.

4. Halliday, M. A. K. (1985). An Introduction to Functional Grammar. Edward Arnold.

5. Anorboyeva , M. ., & Abduraxmonova , Z. (2023). ANALYSIS OF TECHNICAL TEXT. Наука и инновация, 1(30), 37–39. извлечено от https://in-academy.uz/index.php/si/article/view/23139

6. Teshaboyeva Nafisa Zubaydulla qizi, & Anorboyeva Madina Baxtiyor qizi. (2023). PHONETIC FEATURES OF ALTERATION OF PHONEMES. "Conference on Universal Science Research 2023", 1(12), 28–32. Retrieved front https://universalpublishings.com/index.php/cusr/article/view/3064

7. Teshaboyeva Nafisa Zubaydulla qizi, & Anorboyeva Madina Baxtiyor qizi. (2023). TRADITION AND COGNITIVE APPROACHES IN SYNTAX. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-amaliy Konferensiyasi, 1(12), 37–44. https://doi.org/10.5281/zenodo.10279150

8.Mullaboyeva , M., Kuvondikova , D., & Kosimova , N. (2023). EVALUTION OF THE ABILITY GROUPING METHOD EFFECTIVENESS. International Conference On Higher Education Teaching, 1(3), 98–104. Retrieved from https://aidlix.com/index.php/de/article/view/633

VOLUME-1, ISSUE-12

"LANGUAGE UNIVERSALS AND THEIR CHARACTERISTICS FEATURES"

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek
The Faculty of Psychology, the department of Foreign languages
Philology and foreign languages
Scientific advisor:Abduraxmonova Zilola Yoqubjon qizi
Student of group 203-20: Anorboyeva Madina Baxtiyor qizi
anorboyevamadina526@gmail.com

Abstract: Language is a fundamental and unique aspect of human cognition. It is a complex system with a wide range of diversity in its manifestations across the world's languages. However, amidst this diversity, linguists have identified certain language universals – common characteristics and features that are shared by all languages. This article provides an overview of language universals, their characteristics, and their significance in understanding the nature of human language.

Keywords: Language universals, linguistic diversity, syntax, semantics, phonology, morphology, language properties.

Introduction: Human languages are incredibly diverse, with thousands of distinct languages spoken across the globe. Yet, beneath this diversity, there exist a set of common features that are shared by all languages, known as language universals. Understanding these universals is crucial for unraveling the underlying structure of human language and the cognitive mechanisms that drive it. This article explores the characteristics and features that define language universals, focusing on syntax, semantics, phonology, and morphology. Language, as a core feature of human cognition, has been a subject of fascination for linguists, psychologists, and cognitive scientists for centuries. The diversity and complexity of the world's languages are staggering, yet there are remarkable similarities that underlie this linguistic diversity. These commonalities, known as language universals, are the focus of our inquiry in this article.

What Are Language Universals? Language universals are features or characteristics shared by all human languages, regardless of their geographical, cultural, or historical origins. They represent the fundamental building blocks of human language, reflecting the innate cognitive structures that underpin our ability to communicate. Linguists study these universals to gain insights into the nature of human cognition and the common ground that underlies linguistic diversity. Characteristics of Language Universals

1. Phonological Universals. Phonological universals pertain to the sounds of language. While languages may have vastly different phonemic inventories and sound patterns, they all share some common phonological features. For example, all languages have consonants and vowels, and they adhere to principles of phonotactics, governing the arrangement of sounds within words.

2. Grammatical Universals.Grammatical universals encompass the principles governing the structure of sentences. Some notable grammatical universals include the distinction between nouns and verbs, the presence of tense and aspect, and the use of grammatical agreement. Additionally, all languages have a system for asking questions and forming negative statements.

3. Semantic Universals.Semantic universals relate to the meaning expressed in language. There is a universal tendency to express certain core concepts in all languages, such as time, space, quantity, and social relationships. These universals may manifest differently in different languages, but the underlying concepts remain constant.

4. Pragmatic Universals.Pragmatic universals concern the use of language in communication. Regardless of the language spoken, humans have a shared ability to engage in conversation, convey politeness, make requests, and employ various speech acts. The Gricean maxims of conversation, such as the principle of relevance, are universally relevant.

5. Universal Grammar .The concept of Universal Grammar, proposed by Noam Chomsky, posits that there is an innate, biologically determined cognitive structure that underlies language. According to this theory, languages may vary in their surface structures but share a deep-seated, common syntactic structure. This theory has been influential in the study of language universals.

The Significance of Language Universals.Understanding language universals is crucial for several reasons:

1. Cognitive Insights.Studying language universals provides profound insights into the nature of human cognition. By identifying shared features in all languages, researchers can uncover the cognitive processes that underlie language acquisition and use.

2. Language Typology.Language universals help linguists classify and categorize languages into various typological groups, such as isolating languages, agglutinative languages, and fusional languages. This typological information aids in the comparative study of languages.

3. Evolutionary Linguistics.Language universals offer insights into the evolutionary history of language. By identifying commonalities that have persisted across various languages, researchers can make inferences about the characteristics of ancestral languages and the evolution of human language.

Conclusion.Language universals are a testament to the common cognitive foundations that underlie human linguistic diversity. These shared characteristics in phonology, grammar, semantics, and pragmatics offer a window into the intricacies of human cognition and the evolutionary history of language. By continuing to investigate and analyze language universals, linguists and cognitive scientists can deepen our understanding of the remarkable and multifaceted phenomenon of human language.

REFERENCES:

1. Chomsky, N. (1981). Lectures on Government and Binding: The Pisa Lectures. Mouton de Gruyter.

2. Greenberg, J. H. (1963). Some universals of grammar with particular reference to the order of meaningful elements. In J. H. Greenberg (Ed.), Universals of Language (pp. 73-113). MIT Press.

3. Pinker, S. (1994). The Language Instinct: How the Mind Creates Language. Harper Perennial.

4. Comrie, B. (1981). Language Universals and Linguistic Typology. University of Chicago Press.

5. Levinson, S. C. (2003). Space in Language and Cognition: Explorations in Cognitive Diversity. Cambridge University Press.

6. Berlin, B., & Kay, P. (1969). Basic Color Terms: Their Universality and Evolution. University of California Press.

7. Anorboyeva , M. ., & Abduraxmonova , Z. (2023). ANALYSIS OF TECHNICAL TEXT. Наука и инновация, 1(30), 37–39. извлечено от https://in-academy.uz/index.php/si/article/view/23139

8. Anorboyeva , M. ., & Abduraxmonova , Z. (2023). ANALYSIS OF TECHNICAL TEXT. Наука и инновация, 1(30), 37–39. извлечено от https://in-academy.uz/index.php/si/article/view/23139

9. Teshaboyeva Nafisa Zubaydulla qizi, & Anorboyeva Madina Baxtiyor qizi. (2023). PHONETIC FEATURES OF ALTERATION OF PHONEMES. "Conference on Universal Science Research 2023", 1(12), 28–32. Retrieved front https://universalpublishings.com/index.php/cusr/article/view/3064

VOLUME-1, ISSUE-12

10. Teshaboyeva Nafisa Zubaydulla qizi, & Anorboyeva Madina Baxtiyor qizi. (2023). TRADITION AND COGNITIVE APPROACHES IN SYNTAX. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-amaliy Konferensiyasi, 1(12), 37–44. https://doi.org/10.5281/zenodo.10279150

11. Mullaboyeva , M., Kuvondikova , D., & Kosimova , N. (2023). EVALUTION OF THE ABILITY GROUPING METHOD EFFECTIVENESS. International Conference On Higher Education Teaching, 1(3), 98–104. Retrieved from https://aidlix.com/index.php/de/article/view/633

KO'P HUJAYRALILARNING KELIB CHIQISHI TO'G'RISIDAGI ASOSIY NAZARIYALARI

G'ulomova Mo'mina Shavkatbek qizi
Andijon Davlat Pedagogika Instituti
Tabiiy fanlar fakulteti Biologiye yo'nalishi
Biologa yo'nalishi 1-bosqich
102-guruh talabasi

Annotatsiya. Barcha ko'p hujayralilar koloniya bo'lib yashovchi bir hujayralilardan kelib chiqqan. Bu bo'yicha juda ko'p olimlar ish olib borgan. *Gastreya, Fagotsitella,* hamda *Sellyurizatsiya* nazariyalariga asos solingam.

Kalit so'zlar. Gastreya**,** invaginatsiya**,** fagotsitella**,** immigratsiya**,** blastopor**,** gastrotsel**,** sellyurizatsiya.

Gastrey nazariyasiga ko'ra ko'p hujayralilarning qadimgi ajdodlari sharsimon koloniyali hayvonlar bo'lgan Bu nazariyaga E. Gekkel asos solgan. Ko'p hujayralilarning embrional rivojlanishida gastrula stadiyasida ichki ikkinchi embrion varag'ini blastula devorining blastula bo'shlig'iga botib kirishi-*invaginatsiya* natijasida bo'lishi bu fikrni tasdiqlaydi. Uning fikricha ko'p hujayralilarning qadimgi ajdodlari sharsimon koloniyadan uning bir bo'lagini ikkinchi bo'lagiga botib kirishi natijasida hosil bo'lgan.Gastrula bo'shlig'I birlamchi ichak bo'shlig'iga aylangan, u og'iz teshigi bilan tashqariga ochilgan.Gekkel *''gestrey''* deb atagan bu gipotik organism suvda kipriklar yordamida suzib yurgan. Jinsiy ko'paygan.

Fagotsitella nazariyasi. I. I. Mechnikov o'zining bu nazariyasida ko'p hujayralilarning gastrula stadiyasi invaginatsiya yo'li bilan emas, balki ayrim hujayralarning blastula bo'shlig'iga ko'chishi natijasida hosil bo'lgan deydi. Keyinchalik ichki hujayralar tig'iz joylashuvi bilan birlamchi ichak bo'shlig'I *gastrotsel*, keyinroq birlamchi og'iz *blastopor* hosil bo'ladi. Hujayralarning ichki bo'shliqqa o'tishi ularni oziqni hazm qilishga ixtisoslashuvi bilan bog'liq. Shuning uchun I.I. Mechnikov bunday hujayralarni *fagotsitoblastlar* , o'z nazariyasini esa *''fagotsitella''* deb atagan.

A.A. Zaxvatkinning fikricha ''Gastreya'' va ''Fagotsitella'' nazariyalari ko'p hujayralilarning kelib chiqishini aniq aks ettirmaydi. Chunki blastula va gastrula voyaga yetgan organizmlar ajdodlari tuzilishini ifodalamaydi, balki turlarni tabiatda tarqalishiga imkon beruvchi erkin hayot kechiradigan lichinkalari hisoblanadi. Lekin bu fikr haqiqatdan ancha yiroq deyish mumkin. Chunki hazm sistemasi rivojlanmagan va sodda o'troq hayvonlardan murakkab tuzulishiga ega bo'lgan,

Sellyurizatsiya nazariyasi. Yugoslaviyalik olim lovan Hoji kop hujayralilar bevosita kop yodroli infuzoriyalardan kelib chiqqan degan fikirni bildirdi. I.Hoji

infuzoriyalar tanasidagi malum vazifalarini bajarishga moslashgan ayrim qismlari.yani organoidlari kop hujayrali hayvolarning xuddi shunday vazifalarini bajaradigan organlariga aylangan degan fikirni ilgari suradi .shunga kora u kop hujayralilarni teri qoplami ektoplazmadan .ichaklari esa endoplazmadan.muskullari mionemalardan.ayiruv organlari qisqaruvchi vakuollardan va jinsiy organlari infuzoiyalarning mkronukleuslaridan rivojlangan.deydi.Hatto olim kop hujayralarning jinsiy urchishi infuzoriyalarning konyugasiyasi . tuxum hujayralarning uruglanishi esa mikrunukleusning migratsiyalanuvchi va statsionar yadrochalarning ozaro qoshilishga mos keladi deb hisoplaydi. SHunday qilib.I.Hojining sellyurizatsiya cellula hujayran nazariyasi binoan infuzoriyaning tanasi bir butun ko'p hujayrali organizmga aylanib qo'yaqolgan. Mazkur nazariya haqiqatdan uzoq bo'lishiga qaramay, zoologlar orasida uni qo'llab quvvatlovchilar ham uchrab turadi.

Foydalanilgan adabiyotlar;

1.   **Umurtqasizlar zoologiyasi   O. Mavlonov, Sh. Xurramov, X. Eshova**

2.   **''Umurtqasizlar zoologiyasi'' Edvard E. Ruppert, Richard S. Foks, Robert, D. Bams**

VOLUME-1, ISSUE-12

Umurtqasiz hayvonlar Sarkodalilar ya`ni Soxta oyoqlilar (Sarcodina) sinfi

Rayimjonova Shohida Odinajon qizi
Andijon davlat Pedagogika instituti
Tabiiy fanlar fakulteti Biologiya yo`nalishi
1-bosqich talabasi

Annotatsiya: tezisda Sarkodalilar sinfi vakillarga xos xususiyatlar , hayot kechirish tarzi haqida ma'lumot berilgan. Ushbu tezisda sarkodalilar vakili hisoblangan ichburug` amyobasi va chig`anoqli amyobalarning tuzulish ,farqlari yoritildi. **Аннотация** : в диссертации приводятя сведен . В данной диссертации объяснены строение и различия саркоидной амебы, которые являются представителями саркодальных амеб.

Abstract: the thesis provides information about the characteristics and lifestyle of the representative of sarcodales in this thesis, the structural differences between the sarcoid amoeba and the shell.

Kalit so`zlar: Sarkodali, Ildizoyoqlilar, Nurlilar,Quyoshlilar va Akantariyalar, psevdopodiya.

Ключевые слова: Саркофаг, Корненожки , Лучи , Солнца и ложнонжки акантарии .

Key words: Sarcoda ,Rhizopods, Rays, Suns and Acantharia, pseudopoidia.

Kirish: sarkodalilar- sarkomastigoforalar tipiga mansub bir hujayrali hayvonlar sinfi. Tanasi sirtdan sitoplazmatik membrana bilan qoplangan ; hujayra qobig`i bo`lmaydi. Ko`pchilik turlari tanasi ohak yoki chig`anoqli bo`lib, chig`anoq teshiklaridan sitoplazmasi o`simtalar (soxta oyoqlar) chiqib turadi. Yadrosi bita yoki bir nechta.

Asosiy qism. Sarkodalilar bir hujayralilar tipiga mansub hayvonlar bo`lib, tanasida qattiq po`sti bo`lmaydi, hujayrasida bitta yoki bir necha yadrosi bor. Ular barcha bir hujayralilarga o`xshash butun tana sirti orqali nafas oladi. Soxtaoyoqlar ya'ni psevdopodiylar orqali harakat qiladi. Chuchuk suvlarda va tuproqda yashovchi turlarida qisqaruvchi vakuoli bo`ladi. Yolg`on oyoqlilar yoki sarkodaliklar boshqa bir hujayralilarga qaraganda sodda tuzilgan. Bu sinfga 11000 dan ortiq turlar kiradi. Sinf ildizoyoqlilar , nurlilar ,quyoshlilar va akantariyalar kenja sinfini o`z ichiga oladi. Sarkodalilar ikkiga bo`linish, jinsiy yo`llar bilan ko`payadi. Sarkodalilarning ko`pchilik turlari dengiz okean chuchuk suvlarda erkin holatda tuproqda ba`zi turlari parazit holatda hayot kechiradi. Ildiz oyoqlilar (Rhizopoda) kenja sinfiga amyobalar chig`anoqli ildiz oyoqlilar va foraminiferalar turkumlari kiradi. Odam va turli hayvonlar ichagida parazit amyobalarning bir necha turlari bor. Entamoeba

histolytica-ichbrug` amiyobasi keng tarqalgan parazitlardan hisoblanib odamning qonli ichburug` bilan og`rishiga sabab bo`ladi. Yer sharining 10% dan 30% igacha odamlar ichburug` amyobasi bilan zararlanishi mumkin. Ayrim hollarda masalan issiq iqlimda organizm immuniteti kuchsizlanib qolganida amyobalar ichak devoriga kirib epiteli hujayralarini yemiradi, buning oqibatida og`ir qonli ichburuq kasalligi kelib chiqadi. Parazit amyobalar kasallangan tishlarning kovagi, it, cho`chqa, ot va bosqa hayvonlar ichagida, hashorotlardan asalari malpigi naychalarida uchraydi. Ichburuq amyobasi sista orqali tarqaladi. Ovqat qoldig`I bilan yo`g`on ichakdan to`g`ri ichakka tushgan amyobalar psevdopodiylarini tortib olib, sharsimon shaklga kiradi. Axlat bilan tashqariga chiqadigan sistalar noqulay sharoit ta'siriga juda chidamli; nam tuproqlarda 2-3 oy davomida ham yashovchanligini yo`qotmasligi mumkin. Lekin sistalar issiq va quruq muhit ta`siriga uzoq chiday olmaydi. Sarkodalilarning hujayrasi sitoplazmatik membrna orqali tashqi muhitdan ajralib turadi. Ular hayotida sista muhim ahamyatga ega. Ichburug` amyobasi kasalligi vaqtida davolanmasa surukali formaga o`tish mumkin. Kasal kishi juda ozib ketishi ba'zan halok bo`lishi mumkin. Ichiburug` amyobasi bilan kasallanish belgilari asosan issiq tropik va subtrofik xududlarda yashovchi xalqlar o`tasida uchraydi. O`rta va Shimoliy kengliklarda yashovchi aholi ichida ham amyoba uchrab tursa-da kasallanish hollari deyarli kuzatilmaydi.

Foydalanilgan adabiyotlar

1. O. Mavlonov. Sh. Xurramov. E. Eshonova. " Umurtqasizlar zoologiyasi". Toshkent 2006.

2. O. Mavlonov. "Biologia (zoologiya)".

VOLUME-1, ISSUE-12

Suvda ham quraqlikda yashovchilar sinfi sistematikasi
Andijon Davlat Pedagogika instituti Tabiiy fanlar fakulteti Biologiya
yo'nalishi 2-bosqich talabasi
Abulqosimov Abdurahmon

Annotasiya: Suvda ham quruqlikda yashovchilar quruqlikda yashovchi umurtqali hayvonlarning kam sonli sinfi bo'Iib, o'z ichiga 2500 ga yaqin turni oladi. O'zbekistonda suvda ham quruqlikda yashovchilarning 3 ta turi uchraydi.

Kalit so'zlar: Oyoqsizlar, dumlilar, dumsizlar, kapulyativ, o'mrov.

Suvda ham quruqlikda yashovchilar quruqlikda yashovchi umurtqali hayvonlarning kam sonli sinfi bo'Iib, o'z ichiga 2500 ga yaqin turni oladi. O'zbekistonda suvda ham quruqlikda yashovchilarning 3 ta turi uchraydi. Ular Oyoqsizlar (Apoda), Dumlilar (Caudata) va Dumsizlar (Ecaudata) turkumlariga bo'linadi . turkumiga 80 ga yaqin tur kiradi, ular tashqi ko'rinishidan chuvalchanglarga o'xshaydi. Tropik zonalarda tarqalgan, yer tagida hayot kechiradi. Oyoqlari yo'q, ko'zlari reduksiyalangan. Uruglanishi ichki. Kopulyativ organi bor. Umurtqalari amfisel tipida, qobirg'alari bor. Yurak bo'lmalari orasidagi parda to'liq emas. Bu turkumga Janubiy Amerikada tarqalgan halqali chervyaga va Janubi— Sharqiy Osiyoda tarqalgan seylon ilonbaliqni vakil qilib keltirsa bo'ladi.Dumlilar (Caudata) turkumiga 350 ga yaqin tur kiradi va ular asosan shimoliy yarim sharda tarqalgan. Gavdasi uzunchoq bo'lib, yaxshi rivojlanmagan dumi bor. Oldingi va keyingi oyoqlari deyarli bir xil uzunlikda bo'ladi. Tana umurtqalariga kurtakka hshash qobirg'alari birikkan. Peshona va tepa suyaklari 'qo'shilmagan. O'mrov suyagi yo'q, bilak, tirsak hamda katta va kichik boldir suyaklari zaro qo'shilmagan. Keyingi kovak vena bilan bir qatorda kardinal venalar ham saqlanadi. Yon chiziq organi umrbod saqlanadi. Umg'lanishi ichki. Ba'zi turlarida neoteniya hodisasi uchraydi, ya'ni lichinkasi metamorfozga uchramasdan lichinka holida ko'payadi. MDH hududida dumli amfibiyalardan tritonlar keng tarqalgan. Karpat toglarida olovli salamandra, Uzoq Sharqda yapon salamandrasi, Bolqon orollarida esa protey va boshqa turlari yashaydi. Dumsizlar (Anura) turkumiga 2100 ga yaqin tur kiradi. Boshi yapaloq, tanasiga tutashib ketadi, dumi yo'q, keyingi oyoqlari oldingisiga nisbatan 2 — 3 marta uzun. Shu sababli ular sakrab harakat qiladi. Uruglanishi tashqi. Dumsiz amfibiyalarga to'garak tillilar, haqiqiy baqalar, qurbaqalar, daraxtlarda yashovchi quruldoq baqalar oilalari kiradi va bular yer yuzida ancha keng tarqalgan. zbekistonda dumsiz amfibiyalarning faqat ikkita turi, ya'ni ko'l baqasi va yashil qurbaqa yashaydi. Suvda ham quruqlikda yashovchilar sovuqqonli (poykilotermli) hayvonlar bo'lib,

ularning gavda harorati tashqi muhit haroratiga bogliq. Shu bilan birga ularning hayoti atrof—muhitning namligiga ham bogliq b ladi. Amfibiyalarning yashash joylari ancha xilma—xil, k pchiligi nam joylarda yashaydi, ayrim turlari, butun umrini suvda tkazadi (dumlilar). Tropik zonalarda yashovchi oyoqsizlar esa yer tagida hayot kechiradi. Bolqon proteyi qorong'i g'or suvlarida yashaydi. Amfibiyalar sovuqqonligi sababli tashqi muhit harorati +10 C°b lganda faolligi susayadi, +5 +7 C° b lganda karaxt b lib qoladi, harorat —2 C° b lsa ladi. Shuning uchun ham amfibiyalar asosan ekvatorda tarqalib, qutbga borgan sari turlarining soni keskin kamayadi. Amfibiyalar asosan nam iqlimda yashaydi, quruq iqlimda va sh r suvda yashay olmaydi. Amfibiyalarning oziqlanishi deyarli bir xil b ladi, asosan hayvon organizmlari, itbaliqlari esa simliklar bilan ovqatlanadi. MDH hududida yashaydigan amfibiyalar hasharotlar, chuvalchanglar, molluskalar, ayrim turlari xatto j jalar va sichqonlarni ham tutib yeydi.

Foydalanilgan adabiyotlar :

1. Umurtqalilar Zoologiyasi S. Dariyev . S . To'ychiyev

2. Umurtqalilar Zoologiyasi labaratoriya qo'lanma

3. Vikipediya.uz

VOLUME-1, ISSUE-12

KAMTUKLILAR SINFI TUZILISHI VA HAYOT TARZI

Andijon davlat pedagogika insituti
tabiiy fanlar fakulteti biologiya 1- bosqich
talabasi Abdug'afforova Gulsanam

Annotatsiya: Kamtuklilarning tuzilishu va hayot tarzi, rivojlanishi haqida bilib olamiz. Bizning hayotimizdagi amaliy ahamiyati,va o'rni ichki tuzilishi haqida aniq ma'lumotlar bilan o'rganib tanishib chiqamiz.Ular haqida qiziqqan savollarimizga javob topamiz.

Kalit so'zlar: germafradit,gangliy, xloragogen, pigidium, halqum, qizilo'ngach, tiflazol, morrenov, gumus, konnektiva, metanefridiy.

Kamtuklilar Belbog'lilar kenja sinfi vakillari hisoblanadi.Kamtuklilar tana o'simtalari (parapodiy,palpa,jabralar)yo'qolib ketgan halqali chuvalchanglardan iborat .Kamtuklilarda parapodiylar o'riniga faqat ularning qillari saqlanib qoladi .Jinsiy sistemasi germafradit .Jinsiy bezlari tanasining oldingi birnecha halqada joylashgan . Ularning chuchuk suv va tuproqda yashaydi.3400 ga yaqin turlari ma'lum.

Tashqi tuzilishi.Tanasi biroz yassilashgan silindr shaklida, uzunligi 0.5 dan 3 m gacha. Tanasining oldingi bo'g'imi prostomium harakatchan,unda hech qanday o'simta bo'maydi.Tanasi 30-40 tadan 600 tagacha halqadan tashkil topgan;faqat ayrim turlarida 7-9 ta halqa bo'ladi.Kamtuklilar prostomiumdan tashqari hamma tana halqalarida to'rt tutamdan (shu jumladan ,2 ta qorin va 2 ta yon)qillar bo'ladi. Har bir tutamdagi qillar soni bir xil bo'lmaydi. Yomg'ir chuvalchangida har bir tutamda bir juftdan,ya'ni bitta halqada 4 juftdan qillar bo'ladi. Qillarning joylanishi parapodiylarning orqa va qorin bo'laklari joylashadigan o'rniga mos keladi. Kamtuklilar tanasining keying anal qismi, ya'ni, pigidiumda anal teshigi joylashgan.

Kamtuklilarning tana devoir va teri-muskul xaltasi ko'ptuklilarnikiga o'xshash tuzilgan. Teri epiteliysi hujayralarilarining asosiy qismini shilimshiq bezli hujayralar tashkil etadi.

Ichki tuzilishi:Kamtuklilar teri-muskul xaltasining tashqi halqa qavati, uning ostida bo'ylama qavati joylashgan .Ovqat hazm qilish sistemasi ixtisoslashgan ,halqum, qizilo'ngach, muskulli oshqozon , o'rta va orqa ichak bo'limlariga bo'linadi. Yomg'ir chuvalchanglarida qizilo'ngach kengayib jig'ildonni hosil qiladi.Qizilo'ngachga morrenov bezi deb ataladigan uch juft bezlarning yo'li ochiladi.Bezlar ajratib chiqaradigan ohak oziq tarkibidagi gumus kislotasini

neytrallaydi. O'rta ichakning ustki qismi, uning bo'shlig'iga botib kirib,ichakning ichki hazm qilish yuzasini kengaytirish vazifasini bajargan tiflazolni hosil qiladi.

Qon aylanish sistemasi. Qonning qon tomirlari bo'ylab aylanishini orqa va halqum atrofidagi halqa qon tomirlari ta'minlab turadi. Kamtuklilar teri orqali nafas oladi. Terida kapillar qon tomirlari qalin to'r hosil qiladi.

Ayirish sistemasi.Har bir halqada bir juftdan joylashgan metanefridiylardan iborat.O'rta ichak va qon tomirlarini sirtdan qoplab turadigan xloragogen hujayralar ham ayirish vazifasini bajaradi. Xloragogen hujayralarda tana bo'shlig'idagi qattiq ayirish mahsulotlari to'ladi.Bu hujayralar mahsulotlari tana bo'shlig'iga tushib, maxsus teshik orqali tashqi muhitga chiqarib yuboriladi.

Nerv sistemasi. Bir juft xalqum usti gangliylar, halqum atrofi konnektivalar va qorin nerv zanjiridan iborat. Ularda sezgi o'rganlari kuchsiz rivojlagan ko'zlari bo'lmaydi, yomg'ir chuvalchangining terisi yorug'likka juda sezgir boladi.

Jinsiy sistemasi.Kamtuklilar germafradit hisoblanadi. Tananing 10-11 halqalariga keladigan qismida ikki juft urug'donlar joylashgan. Urug'donlar uch juft urug' xaltalarida joylashgan.Kamtuklilarda urug'lanish ikki hayvon o'rtasida urug' hujayraslar almashinishidan iborat. Buning uchun ikkita yomg'ir chuvalchangi qorin tomoni bilan bir-biriga yaqin keladi; ularning bosh tomoni bir-biriga qaragan bo'ladi.Chuvalchanglar belbog'chasi ishlab chiqargan shilimshiq modda ilar har qaysisi tanasini mufti o'rab oladi. Muftalar esa chuvalchang harakatlanishi tufayli uning bosh tomoniga qarab yuradi. Muftalar chuvalchangning bosh tomonidan siljib tuproqqa tushadi; uning ikki uchi berkilib tortiladi; devori qalinlashib pillaga aylanadi. Tuxumlar ana shu pilla ichida rivojlanadi.

Ekologiyasi.Kamtuklilar asosan chuchuk suv tuproqda, ba'zan dengizlarda hayot kechiradi. O'troq yashovchi kamtuklilar suv tubidagi loyda qazigan inlarda hayot kechiradi, o'troq yashovchi kamtuklilar tanasining faqat keying qismi loydan chiqib turadi.

Xulosa: Yomg'ir chuvalchangi va enxitreidlar tuproqda yashab tuproq unumdorligini oshiradi. Yerni yumshatadi, unga havo kirishini yaxshilaydi. Ularning faoliyati tufayli tuproq qatlamlati yaxshi aralashadi. Yomg'ir chuvalchangi o'simlik qoldiqlarini chirishni tezlatadi. Ularni biz uchun amaliy ahamiyati katta, ular tufayli gumus hosil bolib hosildorlik oshadi.

Foydalanilgan adabiyotlar:

O.Mavlonov, SH.Xurramov, X.Eshova. "Umurtqasizlar zoologiyasi"2006.

Z.Norboyev "Umurtqasizlar zoologiyasidan amaliy mashg'ulot"1991.

A.Qulmamatov "Umurtqasizlar zoologiyasidan o'quv-dala amalyoti"2004.

VOLUME-1, ISSUE-12

INTERNET VA TA'LIM

Ilmiy rahbar: Sayfullayeva Gulhayo Ixtiyor qizi

Navoiy davlat pedagogika instituti dotsenti

Norqulova Madina Hamza qizi*-*

Navoiy davlat pedagogika instituti talabasi

Kalit so'zlar: *Axborot texnologiyalarini umumta'lim maktablari ta'lim jarayoniga tatbiq etish. O'zbekiston Respublikasida internet rivoji mamlakat taraqqiyoti bilan uzviy bog'liqligi.O'quv jarayonida axborot texnologiyalaridan foydalanishni rivojlantirishda masofali o'qitish. Pedagogik texnologiya o'zida xususiyatlari.*

Annotatsiya: Davr ruhini ifodalab, kun sayin barcha sohalar amaliyotiga jadal kirib borayotgan axborot texnologiyalarini umumta'lim maktablari ta'lim jarayoniga ham tatbiq etish dolzarb masalalardan biridir.

Butun jahon miqyosidagi axborot tarmog'i har qanday sohada axborotning hajmi va tezligidan qat'iy nazar, uni istagan miqdorda qabul qilish uchun taqdim eta oladi. Multimediya va Internet texnologiyalarining paydo bo'lishi axborot texnologiyalarining umumiy ta'lim maktablari ta'lim va tarbiya, muloqot jarayonlarida samarali vosita sifatida foydalanishga keng yo'l ochib berdi. Axborot texnologiyalarining barkamol shaxsni rivojlantirish, uning mustaqil kasb tanlashi va kasbiy jihatdan o'z-o'zini shakllantirish, kasbiy mahoratini o'stirishda tutayotgan o'rni va ta'siri ortib borayotganligini inkor etib bo'lmaydi. Umumiy ta'lim maktablaridagi ta'lim jarayonida axborot texnologiyalari vositasida o'qituvchi va o'quvchilar oldida quyidagi imkoniyatlar ochiladi, xususan:

• axborot yig'ishning yangi usullarini va ularni qo'llashni bilib oladilar;
• ·bolalarning fikrlash doirasi kengayadi, bilim olishga qiziqishlari ortadi;
• ·mustaqil ishlashning roli ortadi, samaradorligi yaxshilanadi;
• bolani aqliy jihatdan rivojlantirishga, hissiy-estetik doirasini kengaytirishga, ijobiy qobiliyatlarini o'stirishga yordam beradi.
• Jahon pedagogikasi amaliyotida qator olimlar, jumladan, M. V. Bulanova Toporkova va boshqalar o'qituvchining axborot texnologiyalari sohasidagi bilimdonligini quyidagi sifatlar bilan baholaydilar:
• zamonaviy axborot muhitida faoliyat tajribasini baholash va integratsiyalashga qodirlik;
• shaxsiy ijodiy sifatlarini rivojlantirishga intilish;

• umumiy komunikativ (o'zaro muloqot qilish) madaniyatining yuqori darajada bo'lishi;

• axborot vositasida o'zaro birlashib xatti-harakatlarni bajarish masalasida nazariy tushunchalarning va uni tashkillashtirish tajribasining bo'lishi;

• o'zini refleksiyalash (o'z ruhiy holatini tahlil qilish) ehtiyojining bo'lishi;

• axborotni qabul qilish, tanlash, saqlash, qayta tiklash, taqdim etish usullarini, uni o'zgartirish, uzatish va integratsiyalash madaniyatini o'zlashtirish.

O'zbekiston Respublikasida internet rivoji mamlakat taraqqiyoti bilan uzviy bog'liqligi. O'zbekiston Respublikasida internet rivoji bevosita mamlakat taraqqiyoti bilan uzviy bog'lanadi. U o'zida zamonaviy davlat va aholi turmush tarziga xos barcha bosqichlarni aks ettiradi. O'zbekistonda Internet rivojini quyidagi asosiy davrlarga bo'lish mumkin: 1990-yillar boshi UUCP ma'lumotlar uzatish tizimida elektron pochta orqali ma'lumot almashish imkoni paydo bo'ldi. Foydalanuvchilar analog modemlar yordamida Moskvaga yoki boshqa shaharlararo qo'ng'iroqni amalga oshira boshladilar. Ma'lumotlar uzatish tezligi 1200-2400 bod (bit/s)ni tashkil qilgan. 1992-1995 yillarda UUCP mahalliy provayderi faoliyatini boshlagan. U tomonidan ko'rsatilayotgan xizmatlar tezligi 9600-14400 bod (bit/s)ni tashkil qilgan. Shundan so'ng BCC (Biznes Aloqalar Markazi), CCC va PERDCA (Silk.org) provayderlari tashkil etilgan. SONET elektron tijorat tarmoqlariga ulanish boshlangan. FidoNet matnli ma'lumotlarni jo'natish global tarmog'i ishga tushdi. Relcom – ilk elektron pochta tarmog'i ishga tushdi. Ma'lumot uzatish tezligi 9600 dan 14400 bodgacha bo'lgan analog modemlar orqali Internet tarmog'iga ulanish imkoniyati tug'ildi. Mazkur xizmatlar Naytov, BCC hamda Silknet (PERDCA) provayderlari tomonidan ko'rsatilgan. 1995 yil 29 aprelda «UZ»domeniga asos solindi.

Pedagogik texnologiya o'zida quyidagi xususiyatlarni mujassam etadi:

• Pedagogik texnologiya pedagogik muassasani takomillashtirish, optimallashtirishga bo'lgan ijtimoiy ehtiyojni qondirish omili sanaladi.

• Pedagogik texnologiya didaktik hamda tarbiyaviy xarakterdagi, shuningdek, ta'lim – tarbiya muassasaini samarali, mahoratli tarzda tashkil etish borasidagi nazariy hamda amaliy bilimlar majmui, metodologik fan sifatida namoyon bo'ladi.

• Pedagogik texnologiya ta'lim-tarbiya muassasaining umumiy mohiyatini aks ettiruvchi yaxlit muassasadir.

- Pedagogik texnologiya yoʻnaltiruvchanlik vazifasini bajaradi, ya'ni, u shaxsni rivojlantirish, tarbiyalash, shakllantirish uchun xizmat qiladi.

- Pedagogik texnologiya-shaxsiylik xususiyatiga ega boʻlib, muayyan texnologiyalarni ta'limtarbiya muassasaida qoʻllashga nrisbatan yagona, qat'iy, me'yoriy talablar qoʻyilmaydi. Har bir pedagog u faoliyat yuritayotgan ta'lim-tarbiya muhitining xususiyatlari, mavjud ichki va tashqi shart-sharoitlarni inobatga olgan xolda muayyan texnologik yondoshuvni amalga oshirish imkuoniyatiga ega.

- Pedagogik texnologya oʻzida ta'lim, tarbiya va shaxs taraqqiyoti (kamoloti) birligini ifoda etadi.

- Oʻzbekiston Respublikasi oʻz mustaqilligiga erishgach, u jahon hamjamiyatida va rivojlanish taraqqiyotida oʻzining munosib oʻrnini mustahkam egallab oldi

Adabiyotlar ro'yxati

1. M Muhabbat, B Aziza, GI Sayfullayeva <u>Elements Of The Credit-Module System In Higher Education In The Republic Of Uzbekistan</u> Web Of Scientists And Scholars: Journal Of Multidisciplinary Research 1 (8 …

2. M Muhabbat, B Aziza, GI Sayfullayeva <u>OPPORTUNITIES FOR THE USE OF INNOVATIVE TECHNOLOGIES IN THE ORGANIZATION OF INDEPENDENT EDUCATION IN THE CREDIT-MODULE SYSTEM</u> Web Of Humanities: Journal Of Social Science And Humanitarian Research 1 (8 …

3. Сабирова, Н. Э. (2014). Фольклор и его значение в воспитании детей. In Актуальные вопросы современной науки (pp. 139-142).

4. M Muhabbat, B Aziza, GI Sayfullayeva <u>FINAL CONTROL WORK DISTANT. TSUL. UZ DOWNLOAD INSTRUCTION TO THE DISTANCE LEARNING PLATFORM</u> Web Of Teachers: Inderscience Research 1 (8), 82-86

5. M Muhabbat, B Aziza, GI Sayfullayeva <u>THE USE OF INNOVATIVE TECHNOLOGIES IN THE ORGANIZATION OF INDEPENDENT EDUCATION</u> Web Of Technology: Multidimensional Research Journal 1 (8), 9-11

6. Sabirova Nasiba Ergashevna. (2023). THE GENESIS OF BAKHSH PERFORMANCE IN THE KHOREZM REGION. Spectrum Journal of Innovation, Reforms and Development, 14, 134–138. Retrieved from https://sjird.journalspark.org/index.php/sjird/article/view/616

7. M Muhabbat, B Aziza, GI Sayfullayeva <u>ADVANTAGES OF INDEPENDENT EDUCATION IN THE CREDIT MODULE SYSTEM IN EDUCATION</u> Web Of Discoveries: Journal Of Analysis And Inventions 1 (8), 9-13

8. R Nilufar, GI Sayfullayeva <u>Principles Of The Credit-Module System</u> Diversity Research: Journal Of Analysis And Trends 1 (8), 49-52

9. Сабирова, Н. Э. (2021). ИЗ ИСТОРИИ ИЗУЧЕНИЯ ИСКУССТВА ХАЛФА ХОРЕЗМА. In АКТУАЛЬНЫЕ ПРОБЛЕМЫ ТЮРКОЛОГИИ: РОССИЯ И ТЮРКО-МУСУЛЬМАНСКИЙ МИР (pp. 387-390).

10. AM Bozorova <u>OLIY TA'LIM MUASSASALARIDA ASTRONOMIYA KURSIDAN MASHG'ULOTLARNI O'QITISHDA VA TALABA KOMPETENTLIGINI OSHIRISHDA INTEGRATSIYALASHGAN INNOVATSION TEXNOLOGIYALARINI JORIY …</u>Journal Of Science-Innovative Research In Uzbekistan 1 (8), 6-11

11. XOLMONOVA, Z. (2015). BABÜRNÂMEDEKİ BAZIKELİMELERİN TARİH? VE ETİMOLOJİK TAHLİLİ. Journal of Social Sciences/Sosyal Bilimler Dergisi (2146-4561), 5(9).

12. Сабирова, Н. Э. (2018). ОСОБЕННОСТИ СИМВОЛОВ ОБРЯДОВЫХ ПЕСЕН, СВЯЗАННЫХ С ДРЕВНИМИ КУЛЬТАМИ. In INTERNATIONAL SCIENTIFIC REVIEW OF THE PROBLEMS AND PROSPECTS OF MODERN SCIENCE AND EDUCATION (pp. 73-74).

13. SH Rozikulovich, S Gulhayo METHODOLOGY FOR FINDING THE TOPIC OF THE EARTH IN DISTANCE EDUCATION ON THE BASIS OF AN INTEGRATIVE APPROACH Journal Of Academic Research And Trends In Educational Sciences 1 (10), 21-33   2022

14. GI Sayfullayeva, HR Shodiyev   KREDIT MODUL TIZIMIDA FANLARNI INTEGRATSION YONDASHUV ASOSIDA O 'QITISHNING AFZALLIKLARI

VOLUME-1, ISSUE-12

ADVERBS, THEIR FUNCTIONS AND CONTRIBUTIONS TO EFFECTIVE COMMUNICATION

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek The Faculty of Psychology, the department of Foreign languages Philology and foreign languages
Teshaboyeva Nafisa Zubaydulla qizi
nafisateshaboyeva@gmail.com
Marina I. Solnyshkina Dr.Prof., Department of Theory and Practice of Foreign Language Teaching, Kazan Federal University, Russia
Student of group 203-20: *Murodova Fazilat Muxtor qizi*
E-mail: murodovafazilat1@gmail.com

Annotation: Adverbs play a crucial role in enriching language, allowing speakers and writers to convey a more precise and vivid depiction of actions or events within a sentence. An adverb is a versatile part of speech that modifies verbs, adjectives, or other adverbs. It adds nuance and detail to a sentence by providing information about the manner, time, place, frequency, or degree of an action or event.

Keywords: Adverb of Manner, Adverbs of time, Adverbs of place, Adverbs of degree, Semantic and Semantic Functions of Adverbs, Adverbial phrases and Clauses, Navigating the Linguistic Landscape: A Comprehensive Examination of Adverbs and Their Diverse Functions.

Adverbs, a multifaceted part of speech, serve as linguistic modifiers that impart a wealth of information in a sentence. This article endeavors to illuminate their importance in refining language, offering a nuanced exploration of their functions and contributions to effective communication.

This article embarks on a scholarly odyssey through the profound terrain of adverbs, unraveling the myriad dimensions of these versatile linguistic elements and their multifaceted functions within the fabric of communication. By engaging in a thorough exploration of adverb types, syntactic roles, and semantic nuances, the article seeks to provide a comprehensive understanding of the pivotal role played by adverbs in nuancing and enriching the expressive spectrum of language.

The introduction situates the discussion within the broader context of grammar and language, underscoring the significance of adverbs as essential linguistic constituents that imbue discourse with subtlety, precision, and expressive dynamism. It

outlines the article's objectives, including a systematic analysis of adverb types, their syntactic deployment, and the exploration of their diverse semantic functions in verbal and written communication.

1. Adverb of Manner: Adverbs of manner are words or phrases that modify verbs, describing how an action is performed. They provide information about the way something is done. Adverbs of manner often end in "-ly," such as "quickly," "slowly," "carefully," etc. These adverbs help to clarify or add details to the verb in a sentence and enhance the meaning by indicating the manner in which an action takes place.

2. Adverbs of time: Frequency adverbs are adverbs that specifically indicate how often an action takes place. They provide valuable information about the regularity or repetition of an activity within a given time frame. These adverbs help convey the frequency of an action or event and are often used to provide clarity and precision in communication.

Here are some common examples of frequency adverbs:

- Always: It indicates that something happens all the time, without exception. For example, "She always arrives early for meetings."

- Often: This adverb signifies that something happens many times or frequently. For instance, "He often visits his grandmother on weekends."

- Sometimes: It indicates that an action occurs occasionally but not regularly. For example, "I sometimes enjoy going for a run in the evening."

- Rarely: This adverb suggests that an action occurs infrequently or almost never. For instance, "She rarely eats fast food."

- Never: It indicates that something does not happen at any time. For example, "He never forgets to water the plants."

These adverbs provide crucial details about the repetition or regularity of an action, helping to convey the frequency with which an event occurs. They are instrumental in shaping the temporal context of language and guiding the interpretation of actions within specific timeframes.

If you have further questions about specific adverbs or want to explore additional examples of frequency adverbs, feel free to ask!

3. Adverbs of place: Adverbs of place are words that describe the location or position of an action or event. They provide information about where something happens or where something is located. Examples of adverbs of place include "here," "there," "everywhere," "nearby," "upstairs," "downstairs," "inside," and "outside." These adverbs help specify the spatial context of an action or event in a sentence.

4. Adverbs of degree: Adverbs of degree are adverbs that modify or provide information about the intensity, extent, or degree of an action, adjective, or another adverb. They help to express the level or extent to which something happens. Examples of adverbs of degree include "very," "extremely," "quite," "rather," "too," "almost," and "completely." These adverbs can be used to intensify or weaken the meaning of a verb, adjective, or other adverb in a sentence. For example, in the sentence "She is very happy," the adverb "very" modifies the adjective "happy" to indicate a high degree of happiness.

Syntactic and Semantic Functions of Adverbs: in this section, the article delves into the syntactic positions and functions of adverbs within sentence structures, elucidating how they modify verbs, adjectives, or other adverbs and contribute to the overall meaning and coherence of sentences. Additionally, the semantic impact of adverbs is explored, highlighting how they refine and nuance the meaning of propositions, convey speaker attitudes, and contribute to the rhetorical effectiveness of discourse.

Adverbial Phrases and Clauses: the article examines the structuring of adverbial phrases and clauses, underscoring how these larger adverbial constructions enrich language by providing additional context, modifying entire clauses, and enhancing the complexity of sentence structures.

In conclusion, the synthesizes the seminal contributions of the article, reiterating the pivotal role of adverbs as indispensable elements in the expansive tapestry of linguistic expression. It encapsulates the diverse functions and nuanced deployment of adverbs, emphasizing their profound impact on discourse structure, meaning modulation, and communicative precision. This comprehensive scientific article provides an expansive survey of adverbs, illuminating their diverse types, syntactic roles, semantic functions, and their intricate contributions to language. It serves as a valuable resource for linguists, language scholars, and enthusiasts seeking a deeper understanding of the profound landscape of adverbial forms and their transformative role in linguistic expression.

THE LIST OF USED LITERATURE

1. Azar B. Understanding and using English grammar-New Jersey.1996
2. Blokh M.Ya. A course in modern English grammar. M.2002
3. Iriskulov M., Kuldoshev A.Theoretical grammar of the English language. T., 2008.

4.   Zilola, Abduraxmanova, and Mamarajabov Yoqubjon. "THE FUTURE OF GLOBAL ENGLISH NEW ENGLISH THE LINGUISTIC CHARACTER OF NEW ENGLISH GRAMMAR." Journal of Academic Research and Trends in Educational Sciences 2.2 (2023): 209-213.

5.   Khaydarova, Shoira, and Mamarajabov Yokubjon. "ENHANCING LEARNING: THE POWER OF VISUAL AIDS IN TEACHING IDIOMS." Journal of Academic Research and Trends in Educational Sciences 2.2 (2023): 288-292.

6.   Teshaboyeva, N. (2023). THE IMPORTANCE OF TOURISM IN PRESENT DAY. Журнал иностранных языков и лингвистики, 5(5).

7.   Teshaboyeva, N. (2023). THE MODERN INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES. Журнал иностранных языков и лингвистики, 5(5).

8.   Teshaboyeva, N. Z. (2023, November). Adjective word group and its types. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 59-61).

9.   Teshaboyeva, N. Z. (2023, November). Modifications of Consonants in Connected speech. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 7-9).

10.   Teshaboyeva, N., & Rayimberdiyev, S. (2023, May). THE IMPORTANCE OF USING MULTIMEDIA TECHNOLOGY IN TEACHING ENGLISH CLASSES. In Academic International Conference on Multi-Disciplinary Studies and Education (Vol. 1, No. 8, pp. 149-153).

11.   Nafisa, T., & Marina, S. (2023). TEACHING AND LEARNING OF ENGLISH VOCABULARY IN TESL AND TEFL CLASSROOMS. International Journal of Contemporary Scientific and Technical Research, 465-469.

12.   Тешабоева, Н. (2023). Teaching writing as a major part of productive skills in mixed ability classes . Информатика и инженерные технологии, 1(2), 652–656.   извлечено   от   https://inlibrary.uz/index.php/computer-engineering/article/view/25759

13.   Teshaboyeva Nafisa Zubaydulla kizi, & Akramov Ibrohimjon. (2023). WORD FORMATION. COMPOUNDING. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 109–113. Retrieved from

https://universalpublishings.com/index.php/itfttdm/article/view/3187

14. Teshaboyeva, N., & Yakubova, N. (2023). CHANGES OF MEANING OF WORDS. Центральноазиатский журнал образования и инноваций, 2(12), 126-129.

15. Teshaboyeva Nafisa Zubaydulla kizi, & Akramov Ibrohimjon. (2023). WORD FORMATION. COMPOUNDING. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 109–113. Retrieved from

https://universalpublishings.com/index.php/itfttdm/article/view/3187

16. Teshaboyeva Nafisa Zubaydulla, & Iskandarova Sarvinoz Shukurullo qizi. (2023). THE CLASSIFICATION OF SYNONYMS AND THEIR SPECIFIC FEATURES. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 126–131. Retrieved from https://universalpublishings.com/index.php/itfttdm/article/view/3191

17. Тешабоева, Н. (2023). Teaching writing as a major part of productive skills in mixed ability classes . Информатика и инженерные технологии, 1(2), 652–656. извлечено от https://inlibrary.uz/index.php/computer-engineering/article/view/25759

18. Zilola, Abduraxmanova, and Mamarajabov Yoqubjon. "THE FUTURE OF GLOBAL ENGLISH NEW ENGLISH THE LINGUISTIC CHARACTER OF NEW ENGLISH GRAMMAR." Journal of Academic Research and Trends in Educational Sciences 2.2 (2023): 209-213.

THE FUNCTIONAL PARTS OF SPEECH

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek The Faculty of Psychology, the department of Foreign languages Philology and foreign languages
Teshaboyeva Nafisa Zubaydulla qizi
nafisateshaboyeva@gmail.com
Marina I. Solnyshkina Dr.Prof., Department of Theory and Practice of Foreign Language Teaching, Kazan Federal University, Russia
Student of group 203-20: *Murodova Fazilat Muxtor qizi*
E-mail: murodovafazilat1@gmail.com

Annotation: This article provides an in-depth exploration of the functional parts of speech in English grammar, an essential aspect for mastering language and effective communication. It begins with an introduction to the significance of these grammatical elements, emphasizing their role as the building blocks of language. The article then sequentially delves into each part of speech - nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections. Each section offers a concise yet comprehensive explanation of the part of speech, its function, and its role in sentence construction, supplemented with relevant examples.

Keywords: English Grammar, Parts of Speech, Nouns, Pronouns, Verbs, Adjectives, Adverbs, Prepositions, Conjunctions, Interjections

Language is a tapestry woven with a diverse array of words, each playing a vital role in the grand design of communication. In the rich landscape of English grammar, the functional parts of speech stand as the pillars that uphold the structure and meaning of our language. These parts of speech are not just mere tools of communication; they are the essence that breathes life into our thoughts and ideas, transforming them into coherent and articulate expressions. As we embark on this exploratory journey through the functional parts of speech, we will uncover the intricacies of nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections. Our aim is to demystify these fundamental elements, illustrating their unique purposes and demonstrating their use in everyday language. This article aims not only to educate but also to enlighten, providing a deeper understanding of how these building blocks of language interconnect to create the symphony of speech that resonates in our daily interactions.

Nouns: The Naming Power

Nouns are the cornerstone of English grammar, representing people, places, objects, and ideas. They can be further categorized into proper nouns, which specify unique names like 'New York', and common nouns that denote general categories, such as 'city'. The use of nouns lays the groundwork for context within communication, anchoring thoughts and actions in the tangible and conceptual world.

Pronouns: Facilitators of Fluidity

Pronouns serve as substitutes for nouns, preventing redundancy and lending a smoother flow to sentences. These include personal pronouns (I, you, he, she, it, we, they), possessive pronouns (mine, yours, his, hers, its, ours, theirs), and relative pronouns (who, whom, which, that). Pronouns ensure continuity in communication, maintaining clarity without repetitive language.

3. Verbs: The Catalysts of Action and State

Verbs are the driving force in a sentence, depicting actions or states of being. They change form to express different tenses and aspects, highlighting the dynamics of time and mode in language. From actions like 'run' and 'speak' to states such as 'is' and 'seems', verbs are essential in conveying movement and existence.

4. Adjectives: The Enhancers of Description

Adjectives modify nouns and pronouns, providing detail and specificity. They describe qualities such as size, color, number, and more, adding depth and clarity to language. For instance, in the phrase 'a bright sunny day', 'bright' and 'sunny' are adjectives enhancing the noun 'day'.

5. Adverbs: Modifiers of Manner, Time, and Place

Adverbs modify verbs, adjectives, and other adverbs, describing how, when, and where actions occur. They often end in '-ly' and provide additional context to a sentence. For example, 'He ran quickly' employs 'quickly' to describe the manner of running.

6. Prepositions: The Connectors

Prepositions link nouns or pronouns to other words, showing relationships in terms of time, place, direction, and more. Words like 'in', 'at', 'on', 'under', and 'between' are prepositions that establish these connections, as in 'The cat is under the table'.

7. Conjunctions: The Bonds of Language

Conjunctions join words, phrases, or clauses, facilitating complex sentence structures. Coordinating conjunctions (and, but, or) link equal parts, while subordinating conjunctions (because, although, since) introduce dependent clauses, adding depth to sentence construction.

8. Interjections: Expressions of Emotion and Exclamation

Interjections are abrupt remarks, often standing alone, expressing emotions like surprise, joy, or frustration. Examples include 'Wow!', 'Oops!', and 'Alas!', which add emotional depth and immediacy to language.

In conclusion, the functional parts of speech in English grammar are much more than mere components of language; they are the essential tools that shape our communication and express our thoughts. Through nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections, we can construct sentences that are not only grammatically correct but also rich in meaning and expression. Understanding these parts of speech is crucial for anyone looking to master the English language, as it allows for more precise and effective communication.

Moreover, the study of these elements provides a window into the complexity and beauty of language. Each part of speech plays a unique role, and together, they form the intricate puzzle that is English grammar. As we deepen our understanding of these elements, we develop a greater appreciation for the nuance and power of language. Whether we are speaking, writing, reading, or listening, a firm grasp of the functional parts of speech enhances our ability to engage with and understand the world around us.

REFERENCES

1. Azar B. Understanding and using English grammar-New Jersey.1996
2. Blokh M.Ya. A course in modern English grammar. M.2002
3. Iriskulov M., Kuldoshev A.Theoretical grammar of the English language. T., 2008
4. Zilola, Abduraxmanova, and Mamarajabov Yoqubjon. "THE FUTURE OF GLOBAL ENGLISH NEW ENGLISH THE LINGUISTIC CHARACTER OF NEW ENGLISH GRAMMAR." Journal of Academic Research and Trends in Educational Sciences 2.2 (2023): 209-213.
5. Khaydarova, Shoira, and Mamarajabov Yokubjon. "ENHANCING LEARNING: THE POWER OF VISUAL AIDS IN TEACHING IDIOMS." Journal of Academic Research and Trends in Educational Sciences 2.2 (2023): 288-292.
6. Teshaboyeva, N. (2023). THE IMPORTANCE OF TOURISM IN PRESENT DAY. Журнал иностранных языков и лингвистики, 5(5).
7. Teshaboyeva, N. (2023). THE MODERN INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES. Журнал иностранных языков и лингвистики, 5(5).

8.   Teshaboyeva, N. Z. (2023, November). Adjective word group and its types. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 59-61).

9.   Teshaboyeva, N. Z. (2023, November). Modifications of Consonants in Connected speech. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 7-9).

10.   Teshaboyeva, N., & Rayimberdiyev, S. (2023, May). THE IMPORTANCE OF USING MULTIMEDIA TECHNOLOGY IN TEACHING ENGLISH CLASSES. In Academic International Conference on Multi-Disciplinary Studies and Education (Vol. 1, No. 8, pp. 149-153).

11.   Nafisa, T., & Marina, S. (2023). TEACHING AND LEARNING OF ENGLISH VOCABULARY IN TESL AND TEFL CLASSROOMS. International Journal of Contemporary Scientific and Technical Research, 465-469.

12.   Тешабоева, Н. (2023). Teaching writing as a major part of productive skills in mixed ability classes . Информатика и инженерные технологии, 1(2), 652–656.   извлечено   от   https://inlibrary.uz/index.php/computer-engineering/article/view/25759

13.   Teshaboyeva Nafisa Zubaydulla kizi, & Akramov Ibrohimjon. (2023). WORD FORMATION. COMPOUNDING. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 109–113. Retrieved from

https://universalpublishings.com/index.php/itfttdm/article/view/3187

14.   Teshaboyeva, N., & Yakubova, N. (2023). CHANGES OF MEANING OF WORDS. Центральноазиатский журнал образования и инноваций, 2(12), 126-129.

15.   Teshaboyeva Nafisa Zubaydulla kizi, & Akramov Ibrohimjon. (2023). WORD FORMATION. COMPOUNDING. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 109–113. Retrieved from

https://universalpublishings.com/index.php/itfttdm/article/view/3187

16.   Teshaboyeva Nafisa Zubaydulla, & Iskandarova Sarvinoz Shukurullo qizi. (2023). THE CLASSIFICATION OF SYNONYMS AND THEIR SPECIFIC FEATURES. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika

Ilmiy-Amaliy Konferensiyasi, 1(12), 126–131. Retrieved from https://universalpublishings.com/index.php/itfttdm/article/view/3191

17. Тешабоева, Н. (2023). Teaching writing as a major part of productive skills in mixed ability classes . Информатика и инженерные технологии, 1(2), 652–656. извлечено от https://inlibrary.uz/index.php/computer-engineering/article/view/25759

18. Zilola, Abduraxmanova, and Mamarajabov Yoqubjon. "THE FUTURE OF GLOBAL ENGLISH NEW ENGLISH THE LINGUISTIC CHARACTER OF NEW ENGLISH GRAMMAR." Journal of Academic Research and Trends in Educational Sciences 2.2 (2023): 209-213.

VOLUME-1, ISSUE-12
"CONTRASTIVE LINGUISTICS AND TEXT LINGUISTICS: COMPREHENSIVE INSIGHTS"

Abduraxmanova Zilola Yoqubjon qizi
Teacher of Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek
Murodova Fazilat Muxtor qizi
Student of Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek
E-mail: murodovafazilat1@gmail.com

Annotation: This article provides a comprehensive examination of the fields of contrastive linguistics and text linguistics, highlighting their distinct methodologies, objectives, and contributions to the broader field of linguistics. The author delves into the origins of both disciplines, tracing the development of contrastive linguistics from its early focus on comparative analysis for language teaching to its current role in understanding language structures and informing translation studies. Text linguistics is explored through its focus on text as a central unit of language, encompassing analysis of coherence, cohesion, and the interplay of text and context. The article offers an insightful comparison of the theoretical frameworks and practical applications of each field, revealing both their divergences and points of intersection. Through case studies and empirical data, the article argues for a more integrated approach that leverages the strengths of contrastive and text linguistic methods to address complex linguistic questions. It is a valuable resource for academics seeking to understand the dynamics between these two areas of linguistic study and for practitioners looking to apply these insights in multilingual and textual analysis contexts.

Keywords: Contrastive Linguistics, Text Linguistics, Comparative Analysis, Language Structures, Translation Studies, Coherence and Cohesion, Linguistic Theory, Empirical Data, Multilingual Analysis, Language Teaching, Textual Analysis, Methodological Integration

Introduction

Language serves as the cornerstone of human interaction and intellectual expression. Among the various branches of linguistic study, contrastive linguistics and text linguistics stand out for their unique approaches to language analysis. Contrastive linguistics focuses on comparing languages to discern their differences and similarities,

while text linguistics looks at language beyond isolated sentences, analyzing the construction and comprehension of larger textual units. This article delves into the depths of both fields, exploring their principles, methodologies, and the potential overlap between them, shedding light on how they contribute to our overall understanding of language.

Contrastive Linguistics: The Comparative Approach

Contrastive linguistics, a systematic method of comparing two or more languages, has its roots in the field of applied linguistics. It aims to identify the distinctive and common features across language systems, which can be phonological, morphological, syntactic, or semantic in nature. The primary purpose of this comparison is often related to facilitating language learning and teaching, simplifying translation work, and understanding bilingualism.

A classic example of contrastive analysis would be comparing the English and Japanese tense systems. English uses a combination of verb tenses and aspects to convey time, while Japanese relies more on context and less on verb inflection. This knowledge helps educators to anticipate difficulties for Japanese learners of English, who may struggle with the complexity of English tenses. Text linguistics steps into a domain that transcends the boundaries of sentences and words to consider the text as a central unit of communication. It scrutinizes how meaning is constructed and interpreted in various text types and how language is organized to serve communicative purposes. Coherence and cohesion are central concepts within text linguistics. Coherence refers to the logical connections that readers or listeners perceive in a text, while cohesion relates to the linguistic elements that contribute to the text's smooth flow.

An example of text linguistic analysis could involve examining legal documents to determine how legislated language achieves precision and unambiguity. Or, in a more everyday context, text linguists might study social media discourse to understand how online communities establish norms and identities through specific textual practices. Interestingly, the two fields can converge in certain aspects. For instance, contrastive textology, an interdisciplinary area, examines how different languages handle text organization and coherence. This is particularly relevant in translation studies, where understanding the nuances of text construction in different languages is crucial for producing accurate and culturally sensitive translations.

Moreover, contrastive rhetoric, another intersecting area, investigates how different language-speaking communities organize their writing in distinct patterns. This has profound implications in the world of global communication, where

understanding the rhetorical structure of a business report or an academic article can vary significantly from one language to another.

Contrastive linguistics is an approach that describes the differences and similarities between a pair of languages, which is why it is sometimes referred to as "differential linguistics". This branch of linguistics has evolved from its traditional roots of demonstrating family relations between cognate languages or the historical developments of a language to assist in solving practical problems such as language learning, translation, and lexicography. Since its inception by Robert Lado in the 1950s, contrastive linguistics has been closely associated with applied linguistics, aiding in avoiding errors in language learning, assisting in translation, and compiling bilingual dictionaries. The descriptions in contrastive linguistics can occur at every level of linguistic structure, including phonology, orthography, morphology, lexicology, phraseology, syntax, and complete discourse. Techniques from corpus linguistics, such as parallel-text analysis, have proven relevant in contrastive studies.

Text Linguistics: Text linguistics, on the other hand, is concerned with texts as communication systems and involves more than just the structural form of a text; it takes into account the setting and the communicative context within which a text is situated. The original aims of text linguistics were to uncover and describe text grammars, but the discipline has since expanded to consider texts in broader communicative contexts. The field examines both the author and the addressee in their social or institutional roles. A key concept in text linguistics is "texture," which refers to the unity and semantic interdependence within a text. Texture is created through coherence and cohesion, which are essential for the communicative function of a text. Furthermore, text linguistics identifies different types of texts, such as narrative, descriptive, argumentative, instructive, and expositive, and analyzes how texts function in human interaction. Beaugrande and Dressler have outlined seven standards of textuality that a communicative text must meet: cohesion, coherence, intentionality, acceptability, informativity, situationality, and intertextuality.

An example of contrastive linguistics in research could be the work of Vinay and Darbelnet, who developed a model for the translation of texts, identifying various translation strategies between French and English. As for text linguistics, an example would be Halliday and Hasan's work on cohesion in English, which looks at how elements of English texts are linked to create meaning, demonstrating the application of text linguistic concepts in practical text analysis.

The interplay between these two fields can be quite intricate. For instance, when translating a text (an activity informed by contrastive linguistics), one must also
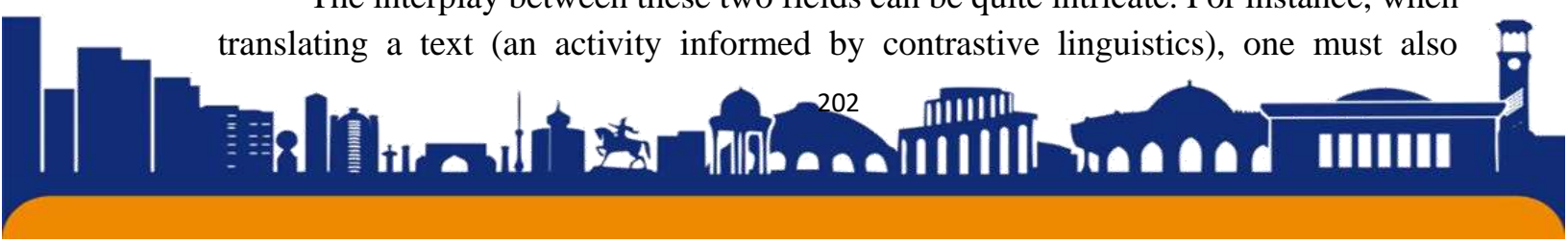
consider text linguistic principles to maintain the coherence and cohesion of the original message in the translated version. Thus, while each field has its specific focus, their applications often overlap in practical language-related activities such as translation and language teaching.

Conclusion

The fields of contrastive linguistics and text linguistics offer invaluable insights into the workings of language. By comparing languages, contrastive linguistics enriches our understanding of linguistic diversity and guides practical applications in language education and translation. Text linguistics, by focusing on larger language units, uncovers the mechanisms of coherence and cohesion that make communication effective. When these two fields intersect, they reveal the deep influence of culture on language structure and use, enhancing our appreciation for the complexities of communication across linguistic boundaries. Through their combined perspectives, we gain a more holistic view of how language operates in real-world contexts, fostering a deeper respect for the power and subtlety of human language.

REFERENCES

1. Abduraxmanova, Z., & Mamurova, M. (2021). THEORETICAL APPROACH TO SPEECH DISFLUENCIES IN SIMULTANEOUS INTERPRETATION. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 43-45).

2. Абдурахманова, З. (2022). Analysis of pauses and interuptions as elements of linguistic production in simultaneous interpretation. Современные инновационные исследования актуальные проблемы и развитие тенденции: решения и перспективы, 1(1), 533-535.

3. Teshaboyeva, N. Z., Niyatova, M. N. (2021). The importance of words and word formation in language system. JournalNX is a multidisciplinary peer-reviewed journal, 7(12), 337-341. 5. Bekova, G. N. And Uralova, N. A. (2022). Innovative teaching methods in foreign language teaching. Eurasian Journal of Education and Academic Learning, 8, 31-36. 6. Rahmatullayevna, A. D. (2021). The place and translation of metaphors in poetry. INTERNATIONAL JOURNAL OF INNOVATION, INTEGRATION AND EDUCATION, 2 (2), 332-335.

4. Abduraxmanova, Z., & Mamurova, M. (2021). THEORETICAL APPROACH TO SPEECH DISFLUENCIES IN SIMULTANEOUS INTERPRETATION. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 43-45).

5.   Абдурахманова, З. (2022). Analysis of pauses and interuptions as elements of linguistic production in simultaneous interpretation. Современные инновационные исследования актуальные проблемы и развитие тенденции: решения и перспективы, 1(1), 533-535.

6.   Teshaboyeva, N. Z., Niyatova, M. N. (2021). The importance of words and word formation in language system. JournalNX is a multidisciplinary peer-reviewed journal, 7(12), 337-341. 5. Bekova, G. N. And Uralova, N. A. (2022). Innovative teaching methods in foreign language teaching. Eurasian Journal of Education and Academic Learning, 8, 31-36. 6. Rahmatullayevna, A. D. (2021). The place and translation of metaphors in poetry. INTERNATIONAL JOURNAL OF INNOVATION, INTEGRATION AND EDUCATION, 2 (2), 332-335.

VOLUME-1, ISSUE-12
"CONTRASTIVE LINGUISTICS AND CULTURAL LINGUISTICS"

Abduraxmanova Zilola Yoqubjon Qizi
Teacher of Jizzakh branch of the National University of Uzbekistan named after
Mirzo Ulugbek
Murodova Fazilat Muxtor Qizi
Student of Jizzakh branch of the National University of Uzbekistan named after
Mirzo Ulugbek
E-mail: murodovafazilat1@gmail.com

Annotation: This article provides a comprehensive exploration of two distinct yet interconnected branches of linguistics: contrastive linguistics and cultural linguistics. It delves into the definition, historical background, key focuses, methodologies, applications, and case studies associated with each field.

The article concludes by emphasizing the significance of understanding both contrastive and cultural linguistics, highlighting their contributions to the broader comprehension of language and culture. This well-structured and informative piece offers readers a deeper insight into these two essential branches of linguistics and their role in unraveling the complexities of human communication and cultural identity.

Keywords: Contrastive Linguistics, Cultural Linguistics, Linguistic Structures, Language Comparison, Language Teaching, Translation Studies, Cultural Conceptualizations, Cultural Schemas, Cultural Metaphors, Cross-Cultural Communication

Introduction

Language is not just a means of communication; it's a reflection of culture and thought. In the quest to understand this intricate relationship, two significant branches of linguistics emerge: contrastive linguistic and cultural linguistics. While both fields delve into the depths of language, they do so from distinct perspectives and methodologies.

Understanding Contrastive Linguistics

Contrastive linguistics, rooted in the comparative study of languages, focuses primarily on identifying differences and similarities between languages. This discipline emerged prominently in the mid-20th century, driven by the need to enhance foreign language teaching methodologies.

VOLUME-1, ISSUE-12
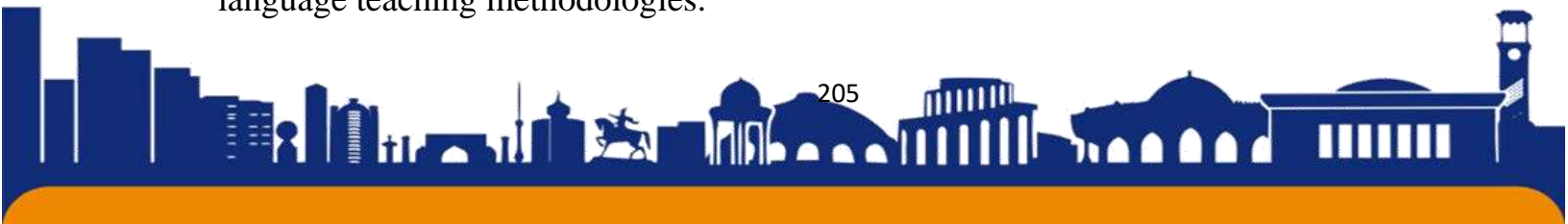
Contrastive Linguistics

Definition and Historical Development

Contrastive linguistics is a branch of linguistics that systematically studies the similarities and differences between two or more languages. Historically, its roots can be traced back to the early 20th century, but it gained significant momentum in the 1950s and 1960s. This surge was largely due to the growing need for effective foreign language teaching methods during and after World War II, particularly for military and diplomatic purposes.

The field was initially influenced by structural linguistics and later by transformational-generative grammar. Pioneers like Charles Fries and Robert Lado played a crucial role in shaping its early methodologies, focusing on comparing linguistic systems to predict difficulties in language learning.

Key Focus

The primary focus of contrastive linguistics is the comparative analysis of linguistic systems. It involves examining the phonological (sound systems), morphological (forms of words), syntactic (sentence structure), and semantic (meaning) aspects of languages. By comparing these elements across languages, linguists can identify not only differences and similarities but also patterns and rules governing these languages.

Methodology

The methodology of contrastive linguistics involves several steps:

Selection of Languages: Choosing the languages to be compared, often based on their relevance to a specific linguistic, educational, or cultural context.

Data Collection: Gathering linguistic data, which can include phonetic recordings, grammatical structures, vocabulary lists, and textual corpora.

Description and Analysis: Systematically describing each language's features and then comparing them to identify contrasts and similarities.

Formulation of Hypotheses: Based on the comparative analysis, hypotheses are formed, particularly in the context of language learning and translation, about potential difficulties and transfer errors.

Applications

Language Teaching: Helps in designing curricula and teaching materials by anticipating learners' difficulties based on their native language structures.

Translation Studies: Assists translators in understanding potential pitfalls and nuances in translating between specific languages.

VOLUME-1, ISSUE-12

Computer-Assisted Language Learning (CALL): Enhances software development for language learning by incorporating linguistic contrasts to tailor learning experiences.

Example Case Studies

English-Spanish Phonological Contrast: A study examining the phonological differences between English and Spanish, highlighting why Spanish speakers might struggle with certain English sounds, like the voiced and voiceless 'th'.

German-English Syntax Comparison: Analyzing sentence structure differences, such as verb placement, to understand why German speakers might construct sentences differently in English.

French-English Lexical Analysis: Investigating false cognates and semantic differences to aid French speakers in avoiding common vocabulary errors in English.

Cultural Linguistics

Definition and Historical Background

Cultural linguistics, a subfield of linguistics, explores the intricate relationship between language and cultural conceptualization. This discipline has evolved from anthropological linguistics and cognitive linguistics, gaining prominence in the late 20th and early 21st centuries. It's heavily influenced by the works of scholars like George Lakoff and Ronald Langackerian, who introduced the idea that language is deeply intertwined with cultural and cognitive processes.

Cultural linguistics extends beyond the structure of language to understand how linguistic practices are influenced by and reflect cultural values, beliefs, and experiences. This field recognizes language as a cultural tool, not just a system of communication.

Key Focus

The core focus of cultural linguistics is on how language embodies cultural cognition. It examines:

- **Cultural Schemas:** Deeply embedded cultural models that shape understanding and behavior.
- **Cultural Categories:** How cultures classify and organize concepts in unique ways.
- **Cultural Metaphors:** Metaphorical expressions in language that reflect and shape cultural perceptions.

Methodology

Cultural linguistics employs a qualitative, interpretive approach:

Ethnographic Research: Involves immersive studies of linguistic communities to understand language in its cultural context.

Cognitive Analysis: Examining how language reflects thought processes influenced by cultural backgrounds.

Interdisciplinary Integration: Combining insights from linguistics, anthropology, psychology, and sociology to analyze language data.

Applications

Cross-Cultural Communication: Enhancing understanding and effectiveness in communication across different cultures.

Anthropological Linguistics: Studying the role of language in shaping cultural practices and vice versa.

Sociolinguistics: Understanding societal language variations influenced by cultural factors.

Example Case Studies

Australian Aboriginal Languages: Investigating how kinship terms and spatial orientation in Aboriginal languages reflect unique cultural practices and worldviews.

Japanese Honorifics: Analyzing how the use of honorifics in Japanese language mirrors the cultural values of respect and social hierarchy.

American English and Consumerism: Exploring how metaphors in American English reflect a consumerist culture, such as terms like "time is money" or "shopping for a partner."

Conclusion

In the exploration of linguistic studies, we have embarked on a journey that reveals the diverse dimensions of human communication. Contrastive linguistics and cultural linguistics, though distinct in their approaches, unite in their commitment to unraveling the intricate tapestry of language and culture.

Contrastive linguistics, with its historical roots in structural analysis, meticulously dissects linguistic systems to highlight differences and commonalities between languages. Its practical applications in language teaching, translation, and computer-assisted language learning make it an invaluable tool in our globalized world.

On the other hand, cultural linguistics, a relatively modern discipline, takes us deeper into the cultural heart of language. It recognizes that language is not just a medium of communication but a mirror reflecting the rich tapestries of cultural cognition, schemas, and metaphors. Its qualitative methodology explores the interplay between language and culture, enriching fields like cross-cultural communication, anthropology, and sociolinguistics.

VOLUME-1, ISSUE-12

While these fields may seem to follow diverging paths, they converge in their shared goal of advancing our understanding of language as a multifaceted phenomenon. They remind us that language is not just a set of grammatical rules or phonetic sounds but a living, breathing embodiment of human thought, culture, and identity.

In conclusion, the pursuit of contrastive linguistics and cultural linguistics invites us to embrace the beauty of linguistic diversity while unraveling the intricacies of cultural understanding. These disciplines invite us to recognize the power of language, not only in bridging gaps between nations but also in deepening our appreciation of the rich mosaic of human expression.

As we continue to explore the realms of language and culture, let us be mindful of the profound wisdom encapsulated in every word, phrase, and cultural nuance. Through the lenses of contrastive and cultural linguistics, we gain insights that enrich our interactions, broaden our horizons, and celebrate the boundless creativity of human expression.

REFERENCES

1. Kurolovich, Sindorov Lutfillo, and Mamaradjabov Yokubjon Umedovich. "PSYCHOLOGICAL TECHNIQUES FOR RAPID MEMORY OF THE ENGLISH LANGUAGE." *Journal of Academic Research and Trends in Educational Sciences* 1.12 (2022): 170-176.

2. Umedovich, Mamarajabov Yoqubjon. "NAVIGATING THE EVOLVING LANDSCAPE OF GLOBAL ENGLISH: EXPLORING ATTITUDES TOWARDS ENGLISH AND LANGUAGE REJECTION IN THE UNITED STATES." *FORMATION OF PSYCHOLOGY AND PEDAGOGY AS INTERDISCIPLINARY SCIENCES* 2.19 (2023): 64-67.

3. Umedovich, Mamarajabov Yoqubjon. "THE SIGNIFICANCE OF INTERCULTURAL COMPETENCE AND ITS USAGE IN EDUCATION." *MODELS AND METHODS FOR INCREASING THE EFFICIENCY OF INNOVATIVE RESEARCH* 2.23 (2023): 241-247.

4. Zilola, Abduraxmanova, and Mamarajabov Yoqubjon. "THE FUTURE OF GLOBAL ENGLISH NEW ENGLISH THE LINGUISTIC CHARACTER OF NEW ENGLISH GRAMMAR." *Journal of Academic Research and Trends in Educational Sciences* 2.2 (2023): 209-213.

5. Kurolovich, Sindorov Lutfillo, and Mamarajabov Yokubjon Umedovich. "LEXICAL LAYERS OF THE UZBEK LANGUAGE." *Научный Фокус* 1.7 (2023): 13-16.

6.	Khaydarova, Shoira, and Mamarajabov Yokubjon. "ENHANCING LEARNING: THE POWER OF VISUAL AIDS IN TEACHING IDIOMS." *Journal of Academic Research and Trends in Educational Sciences* 2.2 (2023): 288-292.

7.	Umedovich, Mamarajabov Yoqubjon. "The Necessity and the Importance of Using Multimedia Technology as a Method in Teaching English Classes." *Web of Scholars: Multidimensional Research Journal* 1.8 (2022): 252-256.

8.	Umedovich, Mamarajabov Yokubjon. "ADVANTAGES AND DISADVANTAGES OF MODERN DISTANCE LEARNING." *Finland International Scientific Journal of Education, Social Science & Humanities* 11.5 (2023): 1275-1281.

9.	Islamovna, Ibragimova Nigora. "ACTIVATION OF THE CONCEPT OF" HEART"(BY THE MATERIAL OF THE WORLD SCIENTISTS)." *IJTIMOIY FANLARDA INNOVASIYA ONLAYN ILMIY JURNALI* 3.6 (2023): 76-79.

10.	Islamovna, Ibragimova Nigora. "SOME PROBLEMS OF SELECTING THE PHRASEOLOGICAL CONCEPT." *Web of Semantic: Universal Journal on Innovative Education* 2.6 (2023): 301-304.

11.	Islamovna, Ibragimova Nigora. "CORRELATION OF CONCEPT, NOTION AND MEANING." *INTERNATIONAL JOURNAL OF LANGUAGE LEARNING AND APPLIED LINGUISTICS* 2.6 (2023): 77-79.

12.	Abduraxmanova, Z., & Mamurova, M. (2021). THEORETICAL APPROACH TO SPEECH DISFLUENCIES IN SIMULTANEOUS INTERPRETATION. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 43-45).

13.	Абдурахманова, З. (2022). Analysis of pauses and interuptions as elements of linguistic production in simultaneous interpretation. Современные инновационные исследования актуальные проблемы и развитие тенденции: решения и перспективы, 1(1), 533-535.

14.	 Teshaboyeva, N. Z., Niyatova, M. N. (2021). The importance of words and word formation in language system. JournalNX is a multidisciplinary peer-reviewed journal, 7(12), 337-341.

15.	Bekova, G. N. And Uralova, N. A. (2022). Innovative teaching methods in foreign language teaching. Eurasian Journal of Education and Academic Learning, 8, 31-36.

16.	Rahmatullayevna, A. D. (2021). The place and translation of metaphors in poetry. INTERNATIONAL JOURNAL OF INNOVATION, INTEGRATION AND EDUCATION, 2 (2), 332-335.

VOLUME-1, ISSUE-12
LITERARY TEXT AS AN OBJECT OF LINGUISTIC RESEARCH

Abdurahmonova Zilola
teacher of the Jizzakh branch National University named after Mirzo Ulugbek
Farmonov Muhammad Qo'zi o'g'li
students of the Jizzakh branch of the National University named after Mirzo Ulugbek

Abstract: *This article clarifies the concept and concept of the text, including the literary text, its main functions, as well as the problem of understanding and interpretation. It is a complex language unit, and it is not an agreement between linguists on the idea of this concept, and causes a problem.In the case of any language analysis, the text is considered as an object. This article provides a review of the various methods of the problem. We pay attention to the goals and goals of text linguistics or linguistic analysis.Categories that represent the idea of the text are also interested in the analysis of the language. If the methods of modern linguistic branches, including style, speech work, as well as philosophy and psychology such as allied sciences such as philosophy and psychology, allow the development of a complex system to provide an accurate and accurate analysis of the complex language unit as a literary.*

Keywords: *text, literary text, linguistic analysis, linguistic unit, text categories, text linguistics.*

Today, within the active development of the branch of philological and linguistic knowledge, the problem of learning and analyzing such language language is special importance. It is very complex, analyzed and significant at the intersection of literary studies and literary studies and literary studies.The language is a special branch of science, known as the "contextual language" or "text theory", is to consider the main objectives as a special language unit, which is different from other units that different from language and language of language,It is necessary to distinguish some views of the linguistic branches and build a specific object, as a concept of concept. There is no agreement in the concept of the text and what phenomenon class, language or linguisticThe grammatical nature examines the text as a phenomenon, mainly based on its communication objectives. These differences are the language and methodology linguists in the study of the concept of language.) Number (title) and number of specific language units ("Super - phrase units"), a stylistical and stylistical and stylistical and stylistical and stylistic and stylistic and stylistic and stylistical stylistical and stylistical And stylistical and stylistic and stylistically and stylistically and stylistically and

stylistically and stylistically and stylistically and stylistic and stylistic and stylistic and stylistic and stylistic and stylistic and stylistic and stylistic and stylistic and stylistic and stylistic and stylistic and stylistic and stylistic and stylistic and stylistic and stylistic and stylistical and stylistic and stylistic and stylistical and stylistics.The text is characteristic of "integrity, integrity and coherence", as a special and semantic integrity of the text as a special language unit.

The minimum language of communication is the transfer of thoughts or exchanging thoughts - can be completed.At the same time, VA Lukin provides the definition of the text as a sequence of signals that have a formal coherence created at the heart of their interaction. According to VP Bleianin, the main block of communication is the method of storage of information, the existence of culture, the product of a certain historical period and the experience of human life, the concept of "text" cannot be defined only by linguistic means.It is the result of certain types, general language, literary text creative opportunities, skills and psychological characteristics, vision of communicative (concept, idea) aimed at communicating the community.First determined - to determine the place of the text of the speaking system, the secondary categories of text should be attributed to this linguistic unit with all the differences of these definitions.Production and interpretation of the text are established in the process of reality, and communication is usually established in writing with the consistency of its part.Literary model, Y.M.This created a specific model in the world of art works.J. Ginzburg believes that the literary text looks at the object, that is, the perception of the world testifies to the reality of a world literary work.

These include: 1) Fiction, congress and indirectness; 2) Synergic complexity, a literary text, on the one hand, is a complex system that contains the means of a national language and on the other hand that works the understanding of the reader;4) The relationship and connection of the isomorphism of all text units or the relationship of all text levels with each other;The effect of the text and the meaning of intertextual connections 20. Text linguistics was established in the second half of the 18th century. The main task of linguistics of the philosophical discipline is to develop, distinguish and distinguish the principles of the structure that characterizes the essence of the text.The most popular layer of EMTIA focuses on the slope of the language with its appropriate phonetic, morphological, lexical and syntactic levels of the text.And aesthetic functions take place.Prof. Novikov defines linguistic analysis methods of a literary text:

1. linguistic interpretation, main task and main technique, incomprehensible, rare use, old, special words and expressions, grammar phenomena and other similar language facts, a dictionary or linear explanation (the main purpose of the analysis.;

2) Lingero-O-StyylisticThe analysis is the metaphorical tools of a literary text, the aesthetic effect given by syntheses (the main technique here is the search for a synthesizing principle in the speech representation tool);

Comprehensive linguistic analysis. The main method of this analysis is to examine the text by defining the figurative poetic structure of the text with the message of the text and the figurative language tools system.

He cannot determine the form, the ideological intentions of the writing, the characteristics of the species, and the aesthetic functions. Analysis defines the functional role and forms of language units in the speech: the suitability of the choice of words, the conversions of speech, grammar forms, unique use of language in the literary text and a philosophical linguistic text analysisBranches such as philosophical branches such as philosophical branches, such as model, seem to be a compelling need. Today, linguistic analysis, analysis of a literary text - examination of a text is considered a historical fact of social thought development - a historical truth - and a stylistic text-Investigation of use techniques.

References

1. Abduraxmanova, Z., & Mamurova, M. (2021). THEORETICAL APPROACH TO SPEECH DISFLUENCIES IN SIMULTANEOUS INTERPRETATION. In *МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ* (pp. 43-45).

2. Абдурахманова, З. (2022). Analysis of pauses and interuptions as elements of linguistic production in simultaneous interpretation. *Современные инновационные исследования актуальные проблемы и развитие тенденции: решения и перспективы*, *1*(1), 533-535.

3. Abduraxmanova, Z., & Mamurova, M. (2021). THEORETICAL

4. APPROACH TO SPEECH DISFLUENCIES IN SIMULTANEOUS INTERPRETATION. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 43-45).

5. Абдурахманова, З. (2022). Analysis of pauses and interuptions as elements of linguistic production in simultaneous interpretation. Современные инновационные исследования актуальные проблемы и развитие тенденции: решения и перспективы, 1(1), 533-535.

6. Dildora Q., Barchinoy N., Muhammad F. AYTILGAN SINF: FAOLI, SAMARALI VA MUSTAHKAMLANGAN O'QITISh-XAXSUS TO'LIQ

O'G'ILGANLAR UCHUN //Journal of Academic Research and Trends in Educational Sciences. – 2023. – T. 2. – №. 2. – S. 358-364.

7. Jamoliddin Oblokulov, Hojiakbar Makhmudov, Dildora Kuvondikova International Conference on Multidisciplinary Research 1 (1), 140-143, 2023

8. Zilola A., Barchinoy N., Muhammad F. THE ROLE OF MEDIA IN INFLUENCING CULTURE AND SOCIETY //Journal of Academic Research and Trends in Educational Sciences. – 2023. – T. 2. – №. 2. – C. 190-197.

9. Zilola A. et al. ANALYSES OF ADS //International conference on multidisciplinary science. – 2023. – T. 1. – №. 5. – C. 66-69.

10. Zilola A. et al. ANALYSIS OF POEM //" XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" nomli respublika ilmiy-amaliy konferensiyasi. – 2023. – T. 1. – №. 11. – C. 14-18.

NATIONAL COMPONENTS IN THE STRUCTURE OF SPEECH ETIQUETTE IN ENGLISH AND UZBEK LANGUAGES

Maftuna Niyatova Norbekovna
teacher of the Jizzakh branch National University named after Mirzo Ulugbek
Norova Barchinoy Qiyomiddin qizi, Farmonov Muhammad Qo'zi o'g'li
students of the Jizzakh branch of the National University named after Mirzo Ulugbek

ABSTRACT: The article discusses national components in the structure of speech etiquette in English and Uzbek languages. It also deals with basic formulas of speech etiquette of the English and Uzbek language and their use. Establishing a speech contact between an interlocutor of a different nationality.

KEY WORDS: speech etiquette, interlocutor, politeness, polite communication, national etiquette.

English speech etiquette is a set of special words and expressions that give a polite form to English speech, as well as the rules according to which these words and expressions are used in practice in various communication situations. Speech etiquette imparts politeness to speech, regardless of its content.

English speech etiquette has a long and very authoritative tradition - any deviation from speech etiquette is perceived as a manifestation of bad manners, impoliteness, or as deliberate rudeness.

In an English-speaking society, cultural people communicate at three levels of politeness - formal, neutral and familiar. Each level of politeness has its own style of speech.

At the official level of politeness, polite communication is conducted in an official setting, when age, gender or personal dignity is of predominant importance, but the social status of the interlocutors and their positions. The official level of politeness is the norm in institutions, organizations, business circles, in the field of education, health care, services, etc. The social conditioning of the actions, deeds and intentions of the interlocutors is expressed in the style of their verbal behavior, which is formed differently than verbal behavior in a home environment, a friend's circle or in casual communication with a stranger. Deviation from the official level of politeness in an official setting is perceived as a clear disrespect for the interlocutor and can lead the interlocutors to conflict and even rupture of their official relations. Therefore, it is
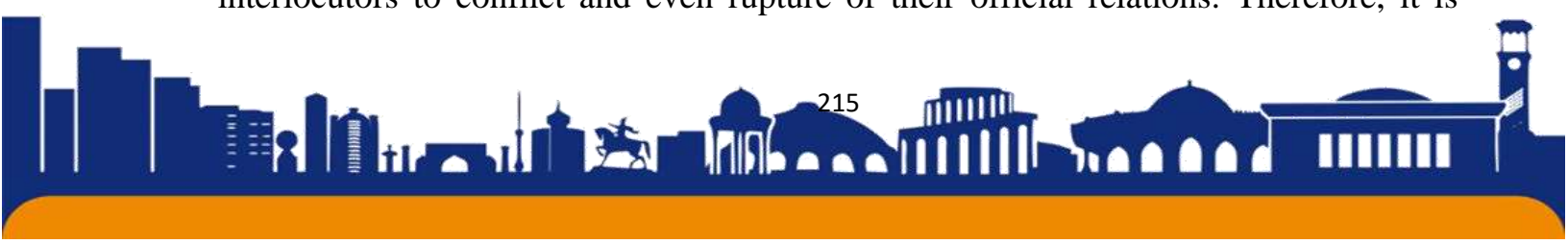
necessary to strictly adhere to the official level of politeness where it is necessary and provided for by etiquette.

At a neutral level of politeness, polite communication is carried out between strangers, as well as between those familiar people who are not in formal or familiar relations.

A familiar level of politeness is typical for communication in the family and family circle, as well as between friends and acquaintances.

English speech etiquette is one of the components of the forces of the great art to please and win over people. Words expressing a request, gratitude and, most importantly, an apology, are central to the communication of the British with each other. Sometimes English people express politeness in ways that are not always understandable in other languages. It can be quite difficult for an outsider to immediately master the necessary set of English courtesy formulas.

As far as in the Uzbek language, there is a clear border in addressing people belonging to different circles of communication. Nevertheless, regardless of the situation, the utmost politeness and tact is maintained when communicating.

For Uzbekistan, as for most eastern countries, in situations of appeal and attracting attention, gender is of great importance. Certainly a great deal of politeness is addressed to males. This is due to the centuries-old foundations and traditions that have developed throughout the history of the Uzbek language. And, although, in our time, not all of these traditions are properly observed, among them there are those that remain unchanged. One of these "features" of Uzbek speech etiquette is that if a man needs to turn to someone from a company of men and women, it is preferable for him to turn to a man. Conversely, a woman usually has to go to a woman. It should also be noted that the younger generation addresses strangers, adults and relatives exclusively on "You-Siz", this is a sign of good manners, while the older participant in the conversation may well respond more naturally, to "You-Sen".

Let's consider the first thematic group of the speech etiquette of the Uzbek language, "appeal". In it, one can single out both the most universal formulas, independent of the closeness of acquaintance and the degree of kinship, and specific ones.

For the representatives of the Uzbek language, the most typical is the use of address formulas using the terms of kinship "aka" and "opa", where the word "aka" means "brother", while when referring to a sister, the word "opa" - "sister" is used.

These appeals are also used for blood non-relatives. There are several uses of the words "aka" and "opa":

when referring to an older person;

taking into account social status;

as neutral to the unfamiliar;

as an expression of kinship.

As for the more specific forms of address, they can be divided into three main categories: addressing strangers;

appeal to acquaintances / friends;

appeal to relatives.

All these groups take into account the age and gender characteristics of the use of forms of treatment. Let's consider each of them in more detail.

The first group denotes polite treatment between strangers.

When a representative of the younger generation addresses a stranger, an older person, the following forms of speech etiquette should be used: in addition to the universal forms "aka" and "opa", if there is a difference in age, but not very large, in the Uzbek language there is also an address "biodar" (comrade) to a stranger, but as a rule, only a man can turn to this way.

Elderly strangers can be addressed with the words "otakhon" (father), which is also typical when a man addresses a man, while a woman can refer to him as "buvajon" (grandfather); to address an elderly woman, the form "buvijon" (grandmother) is used.

In the opposite situation, that is, when an older person, and more often an elderly interlocutor, turns to a younger one, he can use such forms of address as "bolam" (my child), which is also typical when addressing a young man and a girl; O`g`lim" (son), when referring to a young man or "kizim" (daughter), when referring to a girl.

When communicating with peers, representatives of the younger generation, in the conversation, as a rule, appear the universal forms "aka" and "opa". If this is a conversation between elderly people, approximately equal in age, then for this case there is no specific form of treatment. In the process of upbringing, a person, becoming a person and more and more completely mastering the language, also learns the ethical norms of relationships with others, including speech relationships, in other words, masters the culture of communication with the help of linguistic means. But for this it is necessary to navigate in the communication situation, in the role characteristics of the partner, to correspond to one's own social characteristics and to satisfy the expectations of other people, to strive for the model that has developed in the minds of native speakers, to act according to the rules of the communicative roles of the speaker or listener, to build the text in accordance with stylistic norms , possess oral and written

forms of communication, be able to communicate in contact and distant, as well as possess non-verbal means of communication inherent in this nation.

In every national society, etiquette has gradually developed as a system of rules of conduct, a system of permissions and prohibitions that organize moral and ethical norms as a whole: protect the younger, take care of the family, respect the elders, be kind to others, do not offend, do not offend people who depend on you, be hardworking, conscientious, etc.

Uzbek speech etiquette, like any other national etiquette, is one of the components of ethnic culture, a means of expressing the internal and external state of an individual and a people, a linguistic, speech, moral marker of human behavior and society as a whole.

In the process of upbringing, a person, becoming a person and more and more completely mastering the language, also learns the ethical norms of relationships with others, including speech relationships, in other words, masters the culture of communication with the help of linguistic means. But for this it is necessary to navigate in the communication situation, in the role characteristics of the partner, to correspond to one's own social characteristics and to satisfy the expectations of other people, to strive for the model that has developed in the minds of native speakers, to act according to the rules of the communicative roles of the speaker or listener, to build the text in accordance with stylistic norms , possess oral and written forms of communication, be able to communicate in contact and distant, as well as possess non-verbal means of communication inherent in this nation.

In every national society, etiquette has gradually developed as a system of rules of conduct, a system of permissions and prohibitions that organize moral and ethical norms as a whole: protect the younger, take care of the family, respect the elders, be kind to others, do not offend, do not offend people who depend on you, be hardworking, conscientious, etc.

Uzbek speech etiquette, like any other national etiquette, is one of the components of ethnic culture, a means of expressing the internal and external state of an individual and a people, a linguistic, speech, moral marker of human behavior and society as a whole.

REFERENCES

1.   Zilola A., Barchinoy N., Muhammad F. THE ROLE OF MEDIA IN INFLUENCING CULTURE AND SOCIETY //Journal of Academic Research and Trends in Educational Sciences. – 2023. – Т. 2. – №. 2. – С. 190-197.

2.   Dildora Q., Barchinoy N., Muhammad F. AYTILGAN SINF: FAOLI, SAMARALI VA MUSTAHKAMLANGAN O'QITISh-XAXSUS TO'LIQ O'G'ILGANLAR UCHUN //Journal of Academic Research and Trends in Educational Sciences. – 2023. – Т. 2. – №. 2. – S. 358-364.

3.   Zilola A. et al. ANALYSES OF ADS //International conference on multidisciplinary science. – 2023. – Т. 1. – №. 5. – С. 66-69.

4.   Zilola A. et al. ANALYSIS OF POEM //" XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" nomli respublika ilmiy-amaliy konferensiyasi. – 2023. – Т. 1. – №. 11. – С. 14-18.

5.   Zilola A. et al. ANALYSES OF ADS //International conference on multidisciplinary science. – 2023. – Т. 1. – №. 5. – С. 66-69.

6.   Ниятова, М. (2022). Significant points on assessment procedure. Современные инновационные исследования актуальные проблемы и развитие тенденции: решения и перспективы, 1(1), 587–589. извлечено от https://inlibrary.uz/index.php/zitdmrt/article/view/5345

7.   Abduganieva, M., & Niyatova, M. (2023). WHAT IS A CONTENT IN TEACHING ENGLISH LANGUAGE?. Theoretical Aspects in the Formation of Pedagogical Sciences, 2(11), 157–162. извлечено от http://econferences.ru/index.php/tafps/article/view/6941

8.   Niyatova Maftuna, Abdurasulova Diyora. (2023). ENGLISH DOCUMENTS WRITING. International Journal of Contemporary Scientific and Technical Research, 423–430. Retrieved from https://journal.jbnuu.uz/index.php/ijcstr/article/view/629

9.   Niyatova, M. (2021). The importance of a word and word formation a language system.

10.   Teshaboyeva, N. Z., & Niyatova, M. N. (2022). The significant role of literature in teaching and learning process. International Journal of Development and Public Policy, 1(6), 70-72.

11.   Niyatova Maftuna, Sayfullayeva Sevinch, Haydarqulova Sarvinoz, Makhmudova Adolat, Muminova Zukhra. (2023). THE ROLE OF PAIR WORK IN TEACHING THE ENGLISH LANGUAGE. International Journal of Contemporary

Scientific and Technical Research, 427–431. Retrieved from https://journal.jbnuu.uz/index.php/ijcstr/article/view/474

12. Niyatova, M. (2021). PECULIARITIES OF PREFIXAL DERIVATIVES IN LANGUAGE LEVELS . Журнал иностранных языков и лингвистики, 2(3). извлечено от https://fll.jdpu.uz/index.php/fll/article/view/954

13. Teshaboyeva, N. Z., & Niyatova, M. N. (2021). The important meanings of category of tenses in contexts.". Zamonaviy tadqiqotlar, innovatsiyalarning dolzarb muammolari va rivojlanish tendensiyalari: yechimlar va istiqbollar" Respublika miqyosidagi ilmiy-amaliy konferensiya materiallari toplami, 468-473.

14. Solnyshkina, M. I. (2022). Teaching English through innovative technologies. Web of Scientist: International Scientific Research Journal, 3(11), 1108-1111.

15. Teshaboyeva, N. Z., & Niyatova, M. N. (2021). General meanings of the category of tenses. International Journal of Development and Public Policy, 1(6), 70-72.

16. Niyatova, M. (2023). EFFECTIVENESS OF GROUP WORK IN TEACHING A FOREIGN LANGUAGE. Журнал иностранных языков и лингвистики, 5(5). извлечено от https://phys-tech.jdpu.uz/index.php/fll/article/view/7780

17. Ojha D. D. R. Farmonov Muhammad Qoʻzi oʻgʻli. – 2023.

18. Teshaboyeva, N. Z., & Niyatova, M. N. (2021). The importance of a word and word formation in a language system. JournalNX-A Multidisiplinary Peer Reviewed Journal, 7(12), 337-341.

VOLUME-1, ISSUE-12

THE ART OF ORATORY IS THE IMPORTANCE OF SPEECH, THE POWER OF WORDS.

Norova Barchinoy Qiyomiddin Qizi
Farmonov Muhammad Qo'zi o'g'li
4th Year Students At Djizzakh Branch Of The National University Of Uzbekistan Named After Mirzo Ulugbek
Supervisor: **Niyatova Maftuna Norbekovna**

ABSTRACT: This article focuses on the formation and development of the art of public speaking, how to make the speech attractive and understandable, and what methods to use in the application of this process. The further development of these methods, learned from the works of our scholars, is covered in this article.

KEY WORDS: eloquence, word, skill, ability, talent, speech, enunciation, wit, insight, rhetoric, sophist

Currently, as in the neighboring countries, it is a national goal to create the science of public speaking in a national spirit, based on national values, and to achieve that this subject is taught as a separate philological subject in higher and secondary special educational institutions of our republic. It is one of the important tasks facing spiritual enthusiasts. The art of public speaking is, first of all, a field aimed at forming the existing ability and talent of the speaker, and it is a science that studies and forms the ability and talent of the speaker.

The main task of the art of public speaking is to teach the rules of motivation to be a public speaker. However, not everyone is eloquent. For this, the future speaker must have the ability and talent. Because it is art. That is why some speakers, knowing the material in depth, cannot convey their thoughts with free speech, and as a result, the audience may not understand it. The listeners understand the speech of skilled speakers well and understand the content faster. Oratory should act as the main weapon of ideological struggle. It is an important requirement of today that the art of public speaking is more sharp and sharp than ever. The people who raised this art to the level of a literary genre for the first time and had a scientific approach to public speaking were considered sophists. They create the science of "Rstorika" by starting the theoretical justification of the activities of the speakers who passed before them. First, the orators were called "Rhetor", and then the former teachers of the art of speaking were called "Rhetors". The island of Sicily is the original homeland of rhetoric. It became a factor for the establishment of democracy and the development of oratory in those places by the middle of the 5th century. The ancient Greeks recognized the

Sicilian Corach and Tisylami as the founders of rhetoric, of whom almost nothing has survived. However, their countryman, the sophist Gorgias (ca. 483-376), was considered the first exponent of rhetoric. According to Gorgias, the most important task of the orator is to convince the listener, to charm him, to make him fall in love. It is necessary to pay attention to the fact that the information we give is the most important of these thoughts of Gorgias. wants to show examples of "beautiful" style in his works. The development of the art of speaking led to the formation of the literary language, as well as the emergence of the science of "rhetoric", which is the theory of the art of speaking.

Aristotle's ideas are also an important tool for the development of public speaking. Aristotle teaches mastering the art of public speaking in 5 parts.

1. Discovery of material (comprehensive preparation).
2. Material layout form (plan).
3. Remembering (mastering) the material.
4. The material should be correctly reflected using words.
5. Correct pronunciation of the material.

Aristotle's ideas still hold their value today. Love for the country will also have a great influence on the development of the art of public speaking. A vivid example of this can be found in the life of Cicero. Like most of the wordsmiths of Cicero's time, in the early stages of his career, he paid great attention to the beauty of the style, the liveliness of the phrases, and the elegance of the sentence. Expulsion from the country will be very difficult for Cicero. Only after a year and a half, thanks to the help of his friends, he will be allowed to return to Italy. Endless love for Motherland inspires the great orator. He begins to work tirelessly on the theory of speech. Soon after, as a result of hard work, his three-volume work entitled "On Orators" was published. This work is written in the form of a dialogue and contains the social and political speeches of Lycinius, Crocus, Mark Antony, Julius Caesar, Strabo, Catullus, the jurist Stsevola and his students Catt, Sulnicius Rufus, their oratory and the smallest details of this art. It includes opinions from petty issues to political issues. According to Cicero, an orator should be not just a law-abiding person who knows all the rules of court cases, but a statesman who has a deep understanding of state affairs and can sympathize with the people's grief. Therefore, everyone who is interested in the art of public speaking should not be limited to the primitive knowledge of the science of "Rhetoric" and should not rely on his natural talent, he should always study various disciplines, the highest level of science and culture. it is necessary to aspire to its heights. In addition, the author of "On Speakers" said that speakers should be able to instill fear, anger and

sadness in people's hearts, and on the contrary, they should be able to free people from such exciting situations and awaken feelings of calmness and compassion in their souls. emphasizes. In his opinion, an orator will never be able to achieve his goal if he does not perceive the different characters of people, if he does not know the general characteristics of human nature and if he does not understand the reasons that sometimes disturb and sometimes calm each person. In order not to bore the listener, during the speech, the upbeat method should be lowered a bit, if there are persons related to the topic of the speech, give a negative and sometimes positive characteristic of the person, mention some anecdote about the famous breeds that have passed before, if necessary It was one of Cicero's favorite ways to remember life scenes, dramatic events, and use a wise word, a proverb, or a joke instead. If every orator takes these methods as his first rule, he can certainly reach the peak of eloquence.

We should also remember the thoughts of Beruni, one of the scholars of the East, to improve the art of oratory. Beruni states that there are two types of speech, prose and verse. These types of speech are formed based on certain rules. Prose is written according to the rules of Nahv, Nazm Aruz. Nahv has a wider scope than Aruz, it is necessary for both prose and verse. Beruni writes: "Nahv in prose and Aruz nazm have become two precise criteria that measure the standard and correct the error of the spoken word, but nahv is the more general of the two, because it includes both nasmi and nazm together covers". Thinkers Yusuf Khos Hajib and Ahmad Yugnakiy of the 12th and 13th centuries also gave instructive opinions on the value of the word, its use, giving more meaning by saying less, thinking clearly. The great poet Yusuf Khos Hajib about the correct choice and use of words in the work "Kutadgu Bilig" ("Knowledge that Brings Happiness"), a wonderful artistic monument of the Turkic peoples from the 12th century: "Knowing speaks word knowledge counts." The purpose of speaking is to accurately and effectively convey what the speaker intends to the listener. So, the speaker should not only understand the information he gives, but also know how to convey it. Only then is he considered to have followed the standards of public speaking. Alisher Navoi's work can be compared to the sea. There are countless gems in it, and we can conclude from the great thinker's thoughts on speech, speech and the art of public speaking. Since a great scholar like Navoi paid so much attention to the power of words, we should not forget that our duty is not to read and listen to his thoughts, but to follow him as much as we can. Most importantly, Alisher Navoi pays attention to the use of each word in its proper place. We can learn how wide-ranging the art of public speaking is from the opinions of our scholars above. Anyone who speaks is an orator. His first task is to be able to deliver the text he is talking about. For this, it is
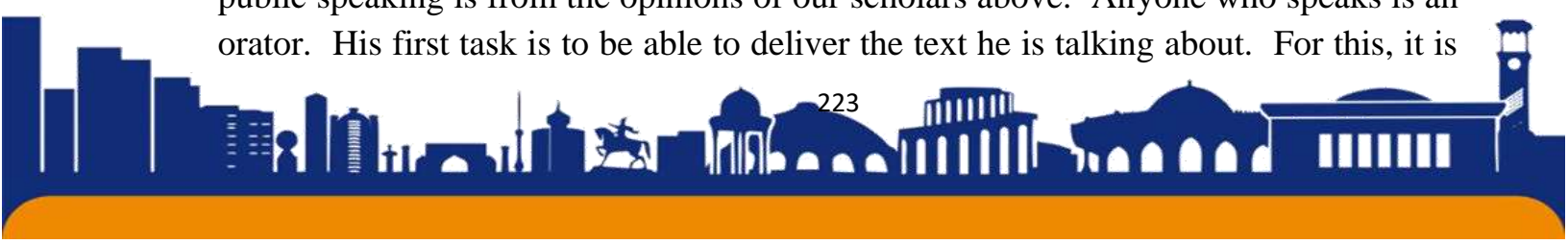
necessary to conclude from the above points and follow them when entering the auditorium.

References

1. Zilola A., Barchinoy N., Muhammad F. THE ROLE OF MEDIA IN INFLUENCING CULTURE AND SOCIETY //Journal of Academic Research and Trends in Educational Sciences. – 2023. – Т. 2. – №. 2. – С. 190-197.

2. Dildora Q., Barchinoy N., Muhammad F. AYTILGAN SINF: FAOLI, SAMARALI VA MUSTAHKAMLANGAN O'QITISh-XAXSUS TO'LIQ O'G'ILGANLAR UCHUN //Journal of Academic Research and Trends in Educational Sciences. – 2023. – Т. 2. – №. 2. – S. 358-364.

3. Zilola A. et al. ANALYSES OF ADS //International conference on multidisciplinary science. – 2023. – Т. 1. – №. 5. – С. 66-69.

4. Zilola A. et al. ANALYSIS OF POEM //" XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" nomli respublika ilmiy-amaliy konferensiyasi. – 2023. – Т. 1. – №. 11. – С. 14-18.

4. Zilola A. et al. ANALYSES OF ADS //International conference on multidisciplinary science. – 2023. – Т. 1. – №. 5. – С. 66-69.

5. Ниятова, М. (2022). Significant points on assessment procedure. Современные инновационные исследования актуальные проблемы и развитие тенденции: решения и перспективы, 1(1), 587–589. извлечено от https://inlibrary.uz/index.php/zitdmrt/article/view/5345

6. Abduganieva, M., & Niyatova, M. (2023). WHAT IS A CONTENT IN TEACHING ENGLISH LANGUAGE?. Theoretical Aspects in the Formation of Pedagogical Sciences, 2(11), 157–162. извлечено от http://econferences.ru/index.php/tafps/article/view/6941

7. Niyatova Maftuna, Abdurasulova Diyora. (2023). ENGLISH DOCUMENTS WRITING. International Journal of Contemporary Scientific and Technical Research, 423–430. Retrieved from https://journal.jbnuu.uz/index.php/ijcstr/article/view/629

8. Niyatova, M. (2021). The importance of a word and word formation a language system.

9. Teshaboyeva, N. Z., & Niyatova, M. N. (2022). The significant role of literature in teaching and learning process. International Journal of Development and Public Policy, 1(6), 70-72.

10. Niyatova Maftuna, Sayfullayeva Sevinch, Haydarqulova Sarvinoz, Makhmudova Adolat, Muminova Zukhra. (2023). THE ROLE OF PAIR WORK IN

TEACHING THE ENGLISH LANGUAGE. International Journal of Contemporary Scientific and Technical Research, 427–431. Retrieved from https://journal.jbnuu.uz/index.php/ijcstr/article/view/474

11. Niyatova, M. (2021). PECULIARITIES OF PREFIXAL DERIVATIVES IN LANGUAGE LEVELS . Журнал иностранных языков и лингвистики, 2(3). извлечено от https://fll.jdpu.uz/index.php/fll/article/view/954

12. Teshaboyeva, N. Z., & Niyatova, M. N. (2021). The important meanings of category of tenses in contexts.". Zamonaviy tadqiqotlar, innovatsiyalarning dolzarb muammolari va rivojlanish tendensiyalari: yechimlar va istiqbollar" Respublika miqyosidagi ilmiy-amaliy konferensiya materiallari toplami, 468-473.

13. Solnyshkina, M. I. (2022). Teaching English through innovative technologies. Web of Scientist: International Scientific Research Journal, 3(11), 1108-1111.

14. Teshaboyeva, N. Z., & Niyatova, M. N. (2021). General meanings of the category of tenses. International Journal of Development and Public Policy, 1(6), 70-72.

15. Niyatova, M. (2023). EFFECTIVENESS OF GROUP WORK IN TEACHING A FOREIGN LANGUAGE. Журнал иностранных языков и лингвистики, 5(5). извлечено от https://phys-tech.jdpu.uz/index.php/fll/article/view/7780 Ojha D. D. R. Farmonov Muhammad Qoʻzi oʻgʻli. – 2023.

16. Teshaboyeva, N. Z., & Niyatova, M. N. (2021). The importance of a word and word formation in a language system. JournalNX-A Multidisiplinary Peer Reviewed Journal, 7(12), 337-341.

VOLUME-1, ISSUE-12

ON PARADIGMATIC AND SYNTAGMATIC RELATIONS

Xusanova Mohira Sherali qizi

teacher of the Jizzakh branch National University named after Mirzo Ulugbek

Farmonov Muhammad Qo'zi o'g'li

student of the Jizzakh branch of the National University named after Mirzo Ulugbek

Abstract*: In this article, typical and retail relationships are studied in various aspects. Information is also received about the nature of typical relationships and retail trade. It has been proven that typical relationships allow the choice of the necessary unit when using the language, as well as forming forms and words according to measurement. Or a series of elements of the same arrangement for a specific length, side by side, one by one, on a scientific basis.*

Keywords: *paradigmatic relations, syntagmatic relations, speech chain, phoneme, morpheme, horizontal, vertical, morph, word forms, sentence, paradigm, syntagma.*

Paradigmatic relationships include groups and categories such as consonant systyl systyl systems, which allow paradigmatic relations, as well as forms and words can be compatibility relations with the same level of speech, morpheme, etc.Including two or more units compares a horizontal connection with a particular relationship with a particular relationship. With other content, together with another content, K-I-T-O-B (phonological methods-Monological); QA-LAM, DAF-tar (via morphological method); Kitob-Xon, Gul-Chi (according to word training method); Toza Havoya (by syntactic method).According to paradigmatic dictionaries, without the identity relationship of paradigmatic languages, that is, a paradigm combines a set of language units similar to one of other criteria. Paradigmatically, one or another language unit belongs to which group of the grammatical group by comparing it with similar ones. In paradigmatic relationships, a unit in the language, such as morph and morpheme, the same word forms, and the same sentence forms, occurs in the relationship between different forms. In paradigmatic relationships of word forms and syntactic structures, different grammatical meanings of the same unit are revealed. For example, in the agreement paradigm of the noun, different meanings of its forms are given (book, book, to book); or, in the verb's conjugation scheme, different meanings of its forms are given. A model is a set of relationships between units that can substitute each other in the same situation. Red apple (yellow, green), etc. are examples. In this case, yellow and green

are reduced to one dominant row. The systematic study of the language is designed to establish the relationship between the elements and units of the language in a paradigmatic and syntagmatic manner. Language units are arranged in a parallel sequence by symbiotic relationships. Words are organized into a series of morphemes and syllables, words, phrases, clauses, and complex syntactic structures in syntagmatic relationships. Syntagmatic relationships, in language usage, allow the simultaneous use of two or more words.

Paradigmatic and syntagmatic relationships are horizontal, while syntagmatic relationships are distinguished by their location in a vertical row. Ferdinand de saussure (1857-1913)'s scientific theory is based on the fact that language is a multifaceted phenomenon with a host of interesting contradictions. According to f. de saussure, the subject of linguistics research should be speech study. F. de saussure demonstrated for the first time that speech production is a unit made up of words and phrases. Linguistics should therefore examine language and expression as well as speech production. F. de saussure made an absolute distinction between words and sounds, stressing that they are distinct phenomena. With ferdinand saussure's name, the difference between paradigmatic and syntagmatic relationships is apparent. The syntagmatic relationship is based on the linear nature of the language, which does not allow two words to be pronounced at the same time, according to saussure. In the speech sequence, these elements are arranged one after the other, creating compounds called syntagms. This term refers not only to terms, but also to word combinations, complex units of any length (compound words, artificial words, and sentences). A term is only meaningful when it contrasts with what precedes it, what follows it, or both. A syntagma is an intonation-semantic term that describes one idea in a particular context and situation, and may be expressed as a word, a phrase, or a whole sentence. Syntagmatics refers to linguistic rules that determine the compatibility of language units of one level and their application in speech. The following example illustrates the difference between syntagmatics and paradigmatics. On the one hand, the word book reminds of other forms of the given word (book, my book, from the book, etc.). And semantically close words (to read, to study, to read). The book and its named forms are combined into a particular style of classification and paradigm. The term "book" and nouns that are closely related to it in terms of meaning are a pair of terms that form a synonym group formed on the basis of paradigmatic relationships of lexical meanings. On the other hand, the term book can be used to describe a book in terms of verbs, nouns, and adjectives: an informative book; to read a book; art book, etc. The following
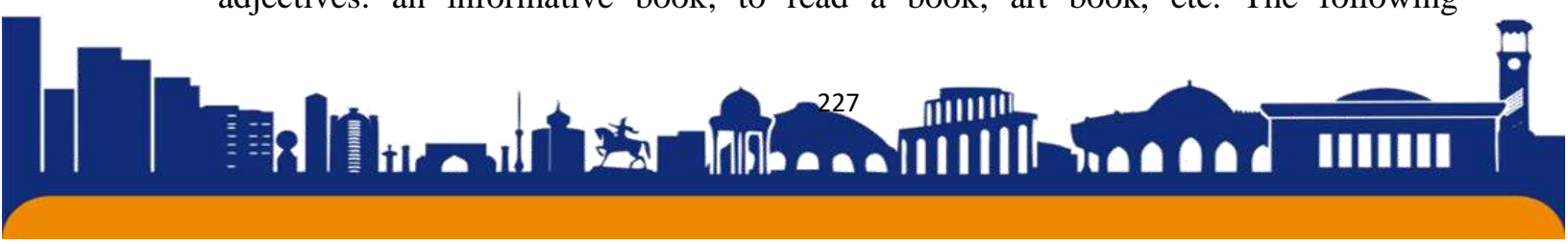
expressions reveal the structure and semantic relationships of words that are based on syntagmatic relationships.

The relationship between words and each other, i.e., their linear arrangement, is a syntagmatic relationship. Grammatical units of the language form relationships by entering into specific relationships with each other. These relationships are of two types: the first is that successive units are connected in a chain, i.e. linear relationships; the second is that unit relationships, i.e. non-linear relationships, are formed by continuous changes of one unit. To determine syntagmatic relationships, special techniques of syntagmatic analysis have been developed. They consist of methods of distinguishing linguistic sequences and determining their structure, as well as special methods of determining the relationship of one unit to another, which are particularly apparent in phonology and morphology, according to saussure. A syntagmatic relationship consists of two or more components of the relationship that are identical in the real sequence.

Ferdinand de saussure compares a syntagmatic relationship to a rectilinear column, which is a particular relationship based on the hypothesis he supports. Linear relationships are referred to as syntagmatic relationships, while non-linear relationships are referred to as paradigmatic relationships. In syntagmatic relationships, important parts of units are included, such as stems and affixes, words, etc. In the process of forming a sentence, syntagmatic relationships between words and word forms, between word combinations, are expressed in the process of forming a sentence. At the same time, many units can form syntagmatic relationships. A complex syntactic device and an extended text are formed on the basis of these relationships, which are expressed in terms. Syntagm belongs to speech, not to speech, according to ferdinand de saussure. Although the key parts can be distinguished, the language contains ready-made expressions in which custom prohibits any modification. When used in writing, the form of these terms varies according to the particular meanings or syntax. Language units are in direct contact with each other and form a whole system dependent on each other. "the relationship of language units with the weight of their content arises in two directions that form separate lines," f. de saussure said. Comparing these directions helps us to understand the nature of each one. They require two forms of our physical activity, on which the development and existence of language are dependent." It can be seen that f. de saussure refers to the unital and syntagmatic relationships of the language system.

However, it should also be noted that the paradigmatic relationship should not be confused with language and the syntagmatic relationship to speech. Both of them are

present in the structure of language units. Such types of syntagms were linked to the language by a scientist who used to use such rules. Such types of documents are only permitted if the language has enough copies of them registered. Saussure came to the conclusion that it is difficult to decide whether one or another syntagm is related to speech or language syntagmatically. Because the boundary between the fact of speech and the fact of speech, which is dependent on individual rights, is blurred. Both factors may have been involved in the formation of the syntagma, and it is impossible to determine in this case.

References

1. Mokhira, K. (2023). THE IMPORTANCE OF DIFFERENT SUB–SKILLS THAT ARE INVOLVED IN PARTICIPATING IN A GROUP DISCUSSION. International Journal of Contemporary Scientific and Technical Research, 496-499.

2. Mokhira, K. (2023). HOLISTIC SCORING AS A GRADING METHOD. International Journal of Contemporary Scientific and Technical Research, 493-495.

3. Khusanova, M. (2022). Learning new content material through cooperative group discussions. European Scholar Journal, 3, 44-45.

4. No, P. Didactic Conditions for the Formation of Discussion Competence among Students..5281/zenodo.8125195

5. Abduraxmanova, Z., & Mamurova, M. (2021). THEORETICAL APPROACH TO SPEECH DISFLUENCIES IN SIMULTANEOUS INTERPRETATION. In *МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ* (pp. 43-45).

6. Абдурахманова, З. (2022). Analysis of pauses and interuptions as elements of linguistic production in simultaneous interpretation. *Современные инновационные исследования актуальные проблемы и развитие тенденции: решения и перспективы*, *1*(1), 533-535.

7. Abduraxmanova, Z., & Mamurova, M. (2021). THEORETICAL

8. APPROACH TO SPEECH DISFLUENCIES IN SIMULTANEOUS INTERPRETATION. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 43-45).

9. Абдурахманова, З. (2022). Analysis of pauses and interuptions as elements of linguistic production in simultaneous interpretation. Современные инновационные исследования актуальные проблемы и развитие тенденции: решения и перспективы, 1(1), 533-535.

10. Dildora Q., Barchinoy N., Muhammad F. AYTILGAN SINF: FAOLI, SAMARALI VA MUSTAHKAMLANGAN O'QITISh-XAXSUS TO'LIQ O'G'ILGANLAR UCHUN //Journal of Academic Research and Trends in Educational Sciences. – 2023. – T. 2. – №. 2. – S. 358-364.

11. Zilola A., Barchinoy N., Muhammad F. THE ROLE OF MEDIA IN INFLUENCING CULTURE AND SOCIETY //Journal of Academic Research and Trends in Educational Sciences. – 2023. – T. 2. – №. 2. – C. 190-197.

12. Zilola A. et al. ANALYSES OF ADS //International conference on multidisciplinary science. – 2023. – T. 1. – №. 5. – C. 66-69.

13. Zilola A. et al. ANALYSIS OF POEM //" XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" nomli respublika ilmiy-amaliy konferensiyasi. – 2023. – T. 1. – №. 11. – C. 14-18.

14. Ахмедова С. Р. Таълим ва тарбия жараёнлари узвийлигининг самарадорлиги //Science and Education. – 2021. – T. 2. – №. 9. – C. 369-373.

15. Ахмедова С. Р. и др. Инновацион технологияларни таълим жараёнларига татбиқ этиш йўллари //Science and Education. – 2021. – T. 2. – №. 10. – C. 492-496.

16. Axmedova S. R. и др. Masofaviy ta'lim va uning horijiy tillarni o'qitishdagi o'rni //Science and Education. – 2021. – T. 2. – №. 10. – C. 608-612.

17. Axmedova, S. R. (2021). Chet tillarni o'rganish va undagi metodlarning ahamiyati. Science and Education, 2(11), 1076-1080.

18. Axmedova, S. R. (2021). Ilova elementlarining strukturaviy tahlilini o'rganish. Science and Education, 2(12), 583-587.

19. Ахмедова, С. Р. (2022). Иловали унсурларининг иккинчи даражали бўлаклар формасида ифодаланиб келиши. Science and Education, 3(3), 814-817.

20. Akhmedova, S. (2022). STRUCTURAL CHARACTERISTICS OF APPLIED ELEMENTS IN THE GERMAN LANGUAGE. Science and innovation, 1(B5), 94-97.

21. Ахмедова, С. Р. (2022). Эга шаклида ифодаланган мураккаб тузилишли иловали элементларнинг таҳлилини ўрганиш. Science and Education, 3(4), 1963-1966.

22. Akhmedova Sevara Rakhmankulovna. (2022). NEMIS TILIDA ILOVALI ELEMENTLARINING SEMANTIK O'ZIGA XOSLIKLARI. International Journal of Contemporary Scientific and Technical Research, 1(2), 481–485.

23. Rakhmankulovna A. S. PEDAGOGICAL STRATEGY OF DEVELOPMENT OF COMPETITION IN YOUNG PEOPLE OF PROFESSIONAL EDUCATION //International Scientific and Current Research Conferences. – 2023. – С. 18-20.

24. Rakhmankulovna A. S. THE ROLE OF EDUCATION AND TRAINING IN PROFESSIONAL TRAINING AND THE IMPORTANCE OF FOREIGN LANGUAGES IN THE FORMATION OF PROFESSIONAL COMPETENCIES OF STUDENTS //International Journal of Advance Scientific Research. – 2023. – Т. 3. – №. 09. – С. 58-62.

25. Sevinch A., Sevara A. IJTIMOIY MULOQOT JARAYONIDA TIL UNSURLARIDAN FOYDALANISH //International Journal of Contemporary Scientific and Technical Research. – 2023. – С. 448-452.

26. Raxmonkulovna A. S. DURCH PRÄPOSITIONEN DARGESTELLTE ANHANGELEMENTE //International Journal of Scientific Trends. – 2023. – Т. 2. – №. 2. – С. 137-140.

VOLUME-1, ISSUE-12
Document Analysis as a Qualitative Research Method

Abdurahmonova Zilola
teacher of the Jizzakh branch National University named after Mirzo Ulugbek
Farmonov Muhammad Qo'zi o'g'li
students of the Jizzakh branch of the National University named after Mirzo Ulugbek

Abstract. *In qualitative research, the function of documents as a data source is explored in this paper, as well as the application of the document analysis technique to actual research contexts. The paper is a nuts-and-bolts paper, aimed at researchnovices. It describes the nature and forms of documents, outlines the benefits and drawbacks of document analysis, and provides concrete examples of how documents can be used in the research process. The application of document analysis to a grounded theory research is shown.*

Keywords: *Content analysis, documents, grounded theory, thematic analysis, triangulation.*

In qualitative research formsany years, organizational and institutional papers have been a staple. The number of research reports and journal papers that include document analysis as part of the methodology has increased in recent years. The insufficient detail in most journals reviewed by researchers has been particularly evident in the study of the procedure followed and the results of the documents' analyses. moreover, there is some evidence that document analysis hasn't been used effectively in qualitative research. The paper, which is primarily written for research novices, describes the nature and forms of documents, highlights the strengths and weaknesses of document analysis, and provides concrete examples of how documents are used in the research process. Document analysis is included in this book's fundamental aim to broaden readers' knowledge and understanding of document analysis as a quantitative research technique with the intention of enhancing its effectiveness. Analysis of documents defineda document analysis is a systematic method for reviewing or evaluating documents, both printed and electronic. Document analysis, like other analytical techniques used in qualitative research, requires that data be examined and understood in order to find meaning, gain insight, and develop empirical knowledge. Documents contain text (words)and photographs that have been recorded without the intervention of a researcher. Other mute or trace evidence, such

as cultural items, are not included in this discussion. atkinson and coffey refer to documents as "social facts" that are produced, shared, and used in a socially structured manner.

Documents that can be used for systematic assessment as part of a study receive various forms.Guides; Background Papers; Books and Brochures; Diaries and Magazines; Event Programs; Letters and Memorandum; Maps and Graphics; Maps and Graphics; Newspapers; Newspapers; Press Publications, Program offers, application forms and summary; Radio and television program scenarios;;Data, there is no doubt that the previous studies require the researcher to rely on the identification and interpretation of data instead of being a foundation for analysis.Analytical procedures, finding, selection, evaluation (interpretation) requires a visual signal. Data in Belge Analysis, Later Big themes, Categories and Content Analysis - Examples of data arranged as examples through exercises, excerpts or all passages.

The reason for analytical analysis of documents analysis is often used in the combination of a triangle methodologies in combination of combinations. It is worthwhile that a quality test will draw these sources of evidence and use the use of various sources of data and methods that adds to the control of sources, such as participants or participants.Researcher tries to confuse the evidence of trust "thatbreeds, researchers can reproduce discoveries during data set, so reducing the potential sides of prejudice in one study. Researchers researchers find a single method, sole source or single study that is mixed and qualitative and qualitative and qualitative and qualitative and qualitativequalitative and qualitative) analysis of research analysis. Basic data) and document reviews (as primary) and document reviews). Document reviews for identifying agencies that support school improvement programs, they were developed.that they contribute to the image of general support agencies, while others focused on teaching and technologies engaged in technology, goals, goals, goals, goals, enrollment and proper content. Leadership or Snowman's skills were also determined by inspection of program documents

Specific use of documents can take into account the specific functions of a research work. Turn new interviews in poor communities of families, it has shown long -term ethnographic use of families. The research of the method can work.He helped to create new and participants in community activities. Documents offer additional research and approaches can be valuable applications of knowledge.Politics and self -assessment of school curricula was analyzed in an interview written by university documents and self -esteem of university policy.In the study of technological teachers, Connell, Lynch, and warnings, the document is shared as an organization. The analysis
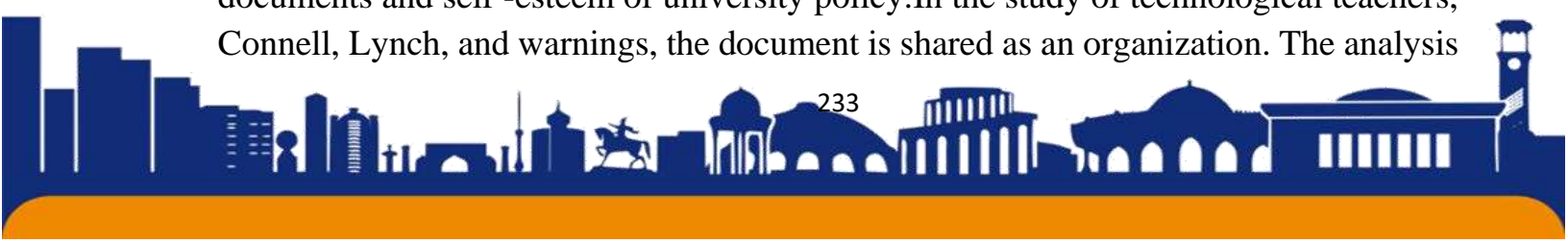
of the document is used to form other sources, such as semi -structured conversations and thematic surveillance. In some case, when multi -stake is available, the researcher may compare changes to identifyChanges. Project changes can be displayed, for example, significant development in the project. To get a clear picture of how an organization or a program performed over time, the researcher may also look at periodic and final reports (where available). documents can also be used to verify findings or confirm data from other sources. Sociologists, in particular, use document analysis to verify their conclusions. If the forensic evidence is contradictory rather than corroboratory, the researcher is likely to continue investigating. Readers of the research paper have a higher confidence in the conclusions' trustworthiness when there is a convergence of data from different sources.

Advantages and limitations of document analysis document analysis has both advantages and limitations in comparison to other quantitative research methods. Let us first look at the disadvantages. •efficient method: document analysis is less time-consuming and therefore more cost-effective than other research methods. It requires dataselection rather than datacollection. •availability:many documents are in the public domain, especially since the advent of the internet, and are therefore unobtainable without the authors' permission. Documentation is therefore an attractive option for quantitative researchers. Findingpublic records is only limited by one's imagination and industriousness, merriam said. Keep in mind that if a public event occurred, there is a good chance that there is some official record of it. •cost-effectiveness:documentation is less expensive than other research methods and is often the method of choice when collecting new data is impossible. The data (contained in papers) have already been collected; it is now time to analyze the content and quality of the documents. •lack of obtrusiveness and reactivity:documents are both "unobtrusive" and "non-reactive," implying that they are unaffected by the research process. Therefore, document analysis addresses the shortcomings inherent in other qualitative research techniques. For example, an event can occur differently because it is being observed. In using documents for research purposes, reflexivity is usually not an issue. it requires an awareness of the researcher's contribution to the construction of meanings attached to social interactions as well as an acknowledgement of the researcher's influence. •stability: documents are stable as a side effect of being non-reactive. The investigator's presence does not alter the study's conclusions. Documents, on the other hand, are suitable for repeated reading. •exactness:the inclusion of precise names, references, and events makes documents useful in the analysis process. •coverage:documents have a

broad range of coverage; they cover a long period of time, many events, and many locations.

Using documents in a grounded theory research paperthe use of documents was integral to my grounded theory research of social funds. A social fund is both an intervention and the organization that manages it. It is used to address poverty-related challenges in the form of financial contributions. The social fund is a nonprofit organization that provides grants to small-scale development initiatives that are identified, planned, and implemented by the community. The social fund is a national government antipoverty initiative in jamaica, where i did fieldwork for the report. The jamaica social investment fund supports community-based initiatives that restore and expand social and economic infrastructure, improve social services, and strengthen local governments. local sponsors are community-based organizations, non-governmental organizations, and local governments. my research used a multimethod approach, which included semistructured interviews, non-participant observation, and document analysis. Although most grounded theory studies draw their inspiration from interviews and observations, complete investigations can be conducted with only papers. Pandit conducted one such study, using existing literature and records to create two case-study databases from which a grounded theory of corporate turnaround was drawn. the papers included articles in journals, trade journals, business journals,government journals, broker reviews, annual company reports, and press releases. the pandit study was influenced by turner's use of similar data in the quantitative analysis of organizational behavior, which included documentary sources that were "treated like sets of field notes." At the first paragraph of the book, an analysis and category selection was started, and a conceptual framework was developed to address the aspects that were perceived to be of interest to each paragraph. In my research, it was vital that the voices and viewpoints of ordinary people be heard. I thought it was the most possible that existing papers would serve as a reservoir or conduit for those voices and viewpoints. I used interviews as my primary data collection method for the past thirty-four years. at eight rural and urban sites where subprojects had been implemented, thirty-four respondents were interviewed individually. Additional data and clarification of specific topics were provided by ten key informants. As a way to figure out what was being done, when, and by whom was monitored, a series of community conditions and processes was included. It gave me abroader and deeper appreciation of how a social fund-supported subproject can impact community life in general and poverty in particular. During the same period as the interviews were conducted, field observation was conducted.

Document Analysis was an additional procedure to collect the Trian's seizure and building theory. Glazer and Strospas drew attention to the usefulness of the documents for the construction of the theory process, which begging the comparative analysis of the fantastic spectrum for a few months.I saw the document, placed them into the context and coded them for analysis. Social fund's policies and projects, meetings, letters, bulletins, annual special reports and 26 newspaper articles related to drug documents. Several documents have been made on the current research sites.Reports about protocols and meetings, some of them had notes and files containing newspaper clippings, images, letters, cards, cards and similar documents. Mostly interviews were forwarded to these documents, did not give me.With flour statistics, the brochure on the financial program, the anecdote data about the effect of the program along with the secondary school letter and the text of the Aral community that started the sub -project. These documents were the rich sources of Data.

Summary and conclusions of understanding the analysis of the document are essential that a qualitative research method notices and has determined the advantages and limits of this method .Thearticle has been interviewed by the systematic review of Document. To study the documents.It is a low cost of the minimum empirical data from the point of view and observation, which may be determined by the authenticity and utility of specific documents, by researchers in the context of each document and the latests of Wetxes.SubjectiveThey should create the analysis process and strict and transparent. Qualitative requests are less.

References

1. Abduraxmanova, Z., & Mamurova, M. (2021). THEORETICAL APPROACH TO SPEECH DISFLUENCIES IN SIMULTANEOUS INTERPRETATION. In *МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ* (pp. 43-45).

2. Абдурахманова, 3. (2022). Analysis of pauses and interuptions as elements of linguistic production in simultaneous interpretation. *Современные инновационные исследования актуальные проблемы и развитие тенденции: решения и перспективы*, *1*(1), 533-535.

3. Abduraxmanova, Z., & Mamurova, M. (2021). THEORETICAL

4. APPROACH TO SPEECH DISFLUENCIES IN SIMULTANEOUS INTERPRETATION. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 43-45).

5. Абдурахманова, 3. (2022). Analysis of pauses and interuptions as elements of linguistic production in simultaneous interpretation. Современные

инновационные исследования актуальные проблемы и развитие тенденции: решения и перспективы, 1(1), 533-535.

6.   Dildora Q., Barchinoy N., Muhammad F. AYTILGAN SINF: FAOLI, SAMARALI VA MUSTAHKAMLANGAN O'QITISh-XAXSUS TO'LIQ O'G'ILGANLAR UCHUN //Journal of Academic Research and Trends in Educational Sciences. – 2023. – Т. 2. – №. 2. – S. 358-364.

7.   Jamoliddin Oblokulov, Hojiakbar Makhmudov, Dildora Kuvondikova International Conference on Multidisciplinary Research 1 (1), 140-143, 2023

8.   Zilola A., Barchinoy N., Muhammad F. THE ROLE OF MEDIA IN INFLUENCING CULTURE AND SOCIETY //Journal of Academic Research and Trends in Educational Sciences. – 2023. – Т. 2. – №. 2. – С. 190-197.

9.   Zilola A. et al. ANALYSES OF ADS //International conference on multidisciplinary science. – 2023. – Т. 1. – №. 5. – С. 66-69.

10.   Zilola A. et al. ANALYSIS OF POEM //" XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" nomli respublika ilmiy-amaliy konferensiyasi. – 2023. – Т. 1. – №. 11. – С. 14-18.

11.   Шарафитдинов, Абдулла, and Мохинур Бойкулова. "Формирование эмоционально-эмоциональной сферы детей младшего школьного возраста." *Информатика и инженерные технологии* 1.1 (2023): 342-345.

12.   Бойкулова, Мохинур, and Гозал Одилова. "Исследование проблем формирования лидерства зарубежными психологами." *Информатика и инженерные технологии* 1.1 (2023): 410-413.

13.   Buribaevich, Murotmusaev Komiljon, Abduakhadova Mehribonu, and Boykulova Mokhinur. "The Influence of Parents on The Leadership of Children in The Family-As A Psychological Factor in Parenting." *Eurasian Journal of Humanities and Social Sciences* 5 (2022): 122-128.

14.   Buribaevich, Murotmusaev Komiljon, Boykulova Mokhinur, and Abduakhadova Mehribonu. "Psychological Aspects Of Leader Traits In Boys And Girls In Different Family Settings." *Eurasian Journal of Humanities and Social Sciences* 5 (2022): 129-134.

15.   Alimov, Normurod. "CULTURE OF WESTERN AND ORIENTAL COUNTRIES." *Современные тенденции инновационного развития науки и образования в глобальном мире* (2023).

VOLUME-1, ISSUE-12
ADJECTIVES AND SUBSTANTIVIZATION OF ADJECTIVES

Xusanova Mohira Sherali qizi
teacher of the Jizzakh branch National University named after Mirzo Ulugbek
Norova Barchinoy Qiyomiddin qizi, Farmonov Muhammad Qo'zi o'g'li
students of the Jizzakh branch of the National University named after Mirzo Ulugbek

ABSTRACT: *The paper explores the difficulties of substantiation of adjectives in modern english. In the paper, the study of adjectives' functions and the process of substantivation described in the literature on this topic is discussed.*

Key words: *nationality, noun, adjective, verb, predicative, term, function, basic, conversion.*

We've chosen this term because we like adjectives from our early school years. We were fascinated by adjectives and to discover something we didn't know before. We first learned the basical terms of adjectives in order to describe it as part of speech. To complete our course work, we used many theoretical textbooks, such as: « modern english language» v.n. : I.p. zhigadlo, i.p. Ivanova, l.l. Baker, mark. : moscow, moscow. Verbs, nouns, and adjectives are included in the lexical categories. Cambridge university press, etc. We then turned to the "warren, beatrice." Adjectives are used to describe a subject. To get to know their theories and perceptions about adjectives as a part of expression, gothenburg uses english as a language. Here's what we learned about it: an adjective is a term used to describe a noun or a pronoun in english, usually by describing it or making its meaning more specific. In the majority of languages, adjectives exist. In english, the most commonly used terms are people, places, or things such as big, old, and tired. Some grammarians classify the words a, an, and and possessive nouns, such as mary's, as adjectives; however, such classification may be specific to one language. Such noun modifiers are used by other grammarians to determine the meaning of a sentence. In the same way, possessive adjectives, such as his or her, are sometimes called determinative possessive pronouns, and demonstrative adjectives, such as this or that, are often called determinative demonstratives. Partciples are used as adjectives in some languages. The term lingering headache and broken toys are two examples of participles used as adjectives. Modifying nouns, adjectively used, or just part of a compound noun, are sometimes called modifying nouns, or nouns used

adjectivally. Adjectives. Adjectives are the third major class of words in english, after nouns and verbs, according to dixon's theory.

Adjectives are terms that describe the properties of objects, such as: adverbs are words that describe a person's personality. Large, blue, productive, etc.) and, therefore, qualifying nouns. adjectives in english do not change by number or case. They only have a grammatical unit, the degrees of comparison. They are also characterized by the words' functions. Adjectives are substantivized. Often, terms are substantiated. In this case, they have the functions of nouns in the sentence and are always preceded by the definite word. Substantivized adjectives have two meanings: 1) they can refer to a group of individuals in a general sense (e.g., a person). The poor are poor people, the dead are poor people, and the sick are dead people, etc.) Such adjectives have a plural root meaning and are often used to describe a plural word. E.g., a smear of the word "sea" on a computer. The elderly are entitled to a pension. The young aren't they? In special schools, the blind are trained in skills. If we want to denote a single individual, we must include a noun. E.g., a smear of the word "sea" on a computer. The old man receives a pension. It is also necessary to include a noun if we want to refer to a particular group of people (not the whole group). E.g., a smear of the word "sea" on a computer. The young are usually intolerable. The young men are fishermen. Several adjectives denoting nationalities (e.g., ", ',', etc.) are used to describe nationalities. The same is true for english, french, and dutch. E.g., a smear of the word "sea" on a computer. The english are huge tea lovers. Among the visitors were a few english people. 3) substantivized adjectives can also refer to an abstract idea. They are then singular in form and form a singular verb. E.g., a smear of the word "sea" on a computer. The good in him outweighs the bad. My mother never lost her love of the extravagant. Adjectives' syntactic functions are discussed in this paper. In the sentence, adjectives can be used as follows: 1) an attribute, e.g., a number. Do you remember the small green boat with the odd shape? In the windy darkness, the farm's lights flashed out. Adjectives that appear as terms are usually followed by the noun. There is no pause between the verb and the noun in the case of a plural.

These attributes are called close attributes. However, an adjective that is in preposition to the noun can be separated from it by a pause. It becomes a loose attribute as a result. E.g., a smear of the word "sea" on a computer. George listened to my story with awe and compassion, and he understood it with utmost care. However, loose attributes are more commonly found in the post-position to the noun. E.g., a smear of the word "sea" on a computer. My father, happy and drained, kissed me goodnight. 2) a predicative, e.g., a syllable. Her expression was almost professional. He seemed
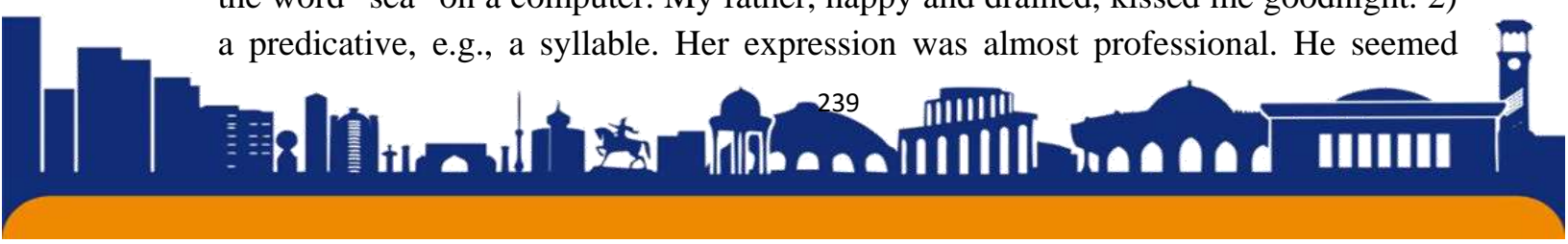
mature, sober, and calm. 3) is a part of a compound verbal predicate, e.g. He stood still, his back turning to the side, as he sat down. She lay motionless, as if she were asleep. 4) an objective predicative, e.g., a syllable. I thought he was very intelligent. She wore her hair short. 5) a subjective predicative, e.g. The door was locked tightly. Her hair was dyed blonde. Most adjectives can be used both attributively and predicatively, but some, including those beginning with a-, can only be used as predicative (e.g. a-). (ask, asleep, along, alive, alert, alert, ashamed, and also content, sorry, sick, due, etc.) A few adjectives can only be used as attributes, e.g. : Outer, major, minor, only, whole, former, latter, and some others) are included in this list. Adjectives were the subject of our investigation. Adjectives have comparative and superlative forms, as we have discovered in english. They are usually expressed in one of two ways: by suffixes (big, bigger, and bigger) or by the use of the grammatical particles that are used the most. In their analysis, we have found that some adjectives have suppletive forms, such as good, better, and the best. The comparative and superlative forms refer only to the base form of the word, so duplicate forms such as the most important or worsen are nonstandard. There is no such thing as a comparative as a superlative with the letter "m": the uppermost, the westernmost, etc. It also has its own degrees, such as comparison, etc. Those that have "absolute" characteristics, such as male, female, extinct, and extinct, do not accept comparisons: one animal cannot be more extinct than another. In a planktonic organism, the term planktonic simply refers to a planktonic organism; there are no degrees or grades of planktonic. Other situations are more difficult to answer.

Grammatical prescriptivists object to terms such as more perfect on the grounds that something is either perfect or it is not. However, many english speakers tend to interpret the term as more than perfect. In this regard, an adjective that sparks a lot of controversy is not unusual. Purists are bound to find the more unusual and unique formulations that will lift their hackles. Which english adjectives are compared by -er/-est and which by more/most is a complicated matter of english idiom. Shorter adjectives (including the most monosyllabic adjectives), anglo-saxon words, and shorter, fully domesticated french words are generally used. Noble) use the suffixes -er/-est. Adjectives with two syllables are different. Some are available in either form, and the situation dictates the order in which they are used. According to the situation, one will see something that is more common and more common. Two-syllable adjectives that end in the letter i, most commonly spelled with y, are characterized by the letters -er/-est, e.g., pretty : prettier : prettiest. It was enjoyable to study adjectives, but we think that this isn't the end of its investigation.

References

1. Abduraxmanova, Z., & Mamurova, M. (2021). THEORETICAL APPROACH TO SPEECH DISFLUENCIES IN SIMULTANEOUS INTERPRETATION. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 43-45).

2. Абдурахманова, З. (2022). Analysis of pauses and interuptions as elements of linguistic production in simultaneous interpretation. Современные инновационные исследования актуальные проблемы и развитие тенденции: решения и перспективы, 1(1), 533-535.

3. Dildora Q., Barchinoy N., Muhammad F. AYTILGAN SINF: FAOLI, SAMARALI VA MUSTAHKAMLANGAN O'QITISh-XAXSUS TO'LIQ O'G'ILGANLAR UCHUN //Journal of Academic Research and Trends in Educational Sciences. – 2023. – Т. 2. – №. 2. – S. 358-364.

4. International Conference on Multidisciplinary Research 1 (1), 140-143, 2023 Zilola A., Barchinoy N., Muhammad F. THE ROLE OF MEDIA IN INFLUENCING CULTURE AND SOCIETY //Journal of Academic Research and Trends in Educational Sciences. – 2023. – Т. 2. – №. 2. – С. 190-197.

5. Zilola A. et al. ANALYSES OF ADS //International conference on multidisciplinary science. – 2023. – Т. 1. – №. 5. – С. 66-69.

6. Zilola A. et al. ANALYSIS OF POEM //" XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" nomli respublika ilmiy-amaliy konferensiyasi. – 2023. – Т. 1. – №. 11. – С. 14-18

7. Mokhira, K. (2023). THE IMPORTANCE OF DIFFERENT SUB–SKILLS THAT ARE INVOLVED IN PARTICIPATING IN A GROUP DISCUSSION. *International Journal of Contemporary Scientific and Technical Research*, 496-499.

8. Mokhira, K. (2023). HOLISTIC SCORING AS A GRADING METHOD. *International Journal of Contemporary Scientific and Technical Research*, 493-495.

9. Khusanova, M. (2022). Learning new content material through cooperative group discussions. *European Scholar Journal*, *3*, 44-45.

O`TKIR KORONAR SINDROM O`TKAZGAN BEMORLARDA UZOQ MUDDATLI ASORATLAR XAVFINI ANIQLASH

Qodirova G.R., Tursunova L.D., Jabbarov O.O., Maksudova M.X.
Toshkent tibbiyot akademiyasi, Toshkent, O`zbekiston

Dolzarbligi: O`KS bilan shifoxonaga murojaat qilish boshqa kasalliklar bilan shifoxonaga murojaat qilishga nisbatdan sezilarli darajada yuqori. Bo`lmachalar fibrilatsiyasi (BF) o'tkir koronar sindrom (O`KS) bilan og'rigan bemorlar ichida eng ko'p uchraydigan asoratlaridan biridir. Ba'zi tadqiqotlarda O`KS bilan og'rigan bemorlarda BF rivojlanganligi kuzatilgan va O`KS bilan bog'liq bo'lgan asoratlardan biri ekanligi aniqlangan[1].

Tadqiqod maqsadi: Ushbu tadqiqotning maqsadi kasalxonaga yotqizish paytida O`KS bilan og'rigan bemorlarda BF rivojlanish xavf omillarini aniqlash.

Material va metodlar: 2015-yil yanvaridan 2022-yil dekabrigacha kardiologiya bo'limiga yotqizilgan 160 nafar o`tkir koronar sindromli bemorlarini retrospektiv tarzda ro'yxatga oldik. Kasalxonaga yotqizish paytida BF birinchi martta aniqlangan va ilgari BF anamnezi bo`lmagan bemorlarni tanlab oldik. ST segmenti elevatsiya bilan kechgan miokard infartkti 64 nafar (40 %), ST elevatsiyasisiz kechgan o`tkir koronar sindrom 32 nafar (20 %), nostabil stenokardiya 64 nafar ( 40%) bemorlar o'rganildi. O`rtacha yosh chegarasi 58±10. Bundan 62 (38,75%) nafar ayol, 98 (61,25%) nafar erkak bemorlarni tashkil etdi.

Natija: Tadqiqotga jami 160 nafar o`tkir koronar sindromli bemor kiritilgan. 7 yildan keyin 5 (0.58%) bemorda bo`lmachalar fibrilyatsiyasi rivojlandi. O`tkir koronar sindromli bilan og'rigan bemorlarda bo'lmachalar fibrilyatsiyasini xavf omillarini kreatin kinaza-MB (CK-MB) (xavf foizi 4,279, P < .05) chap qorincha zarb hajmi (xavf foizi 0.01, P < .05) ekanligi aniqlandi. Kreatin kinaza-MB ning 142,5 ng/L chegarasidan foydalangan holda olib borilgan bo'lmachalar fibrilyatsiyasiga bo'lgan sezgirlik 73,3% va o'ziga xoslik 58,3% ni tashkil etdi.

Xulosa: Olib borilgan tadqiqod natijalari shuni ko'rsatdiki, bo`lmachalar fibrilyatsiyasining rivojlanishi xavfi va kreatin kinaza-MB, chap qorincha zarb hajmi ko`rsatkichlari orasida sezilarli bog'liqlik bor. Keyinchalik bo`lmachalar fibrilyatsiyasi rivojlangan o`tkir koronar sindrom bilan davolangan bemorlarda kreatin kinaza-MB va chap qorincha zarb hajmi ko'rsatkichlari yomon bo'lgan. Tadqiqod davomida olib borilgan natijalarga asoslanib, miokard nekrozining biomarkeri bo'lgan kreatin kinaza-MB darajasi BF rivojlanishi xavfini baholovchi omil sifatida topildi. Bunda ehtimol,

miokard tuzilishidagi uzoq muddatli o'zgarishlar yurak shikastlanishining yanada rivojlanishiga va BF rivojlanish ehtimolining oshishiga olib kelgan bo'lishi mumkin.

Foydalanilgan adabiyotlar :

1. Prediction Model of New Onset Atrial Fibrillation in Patients with Acute Coronary Syndrome. 2023 Feb 23:2023:3473603. doi: 10.1155/2023/3473603. eCollection 2023**.**

2. Prediction Model of New Onset Atrial Fibrillation in Patients with Acute Coronary Syndrome Volume 2023 | Article ID 3473603 | https://doi.org/10.1155/2023/3473603

3. ,,Unanswered Questions for Management of Acute Coronary Syndrome

Risk Stratification of Patients With Minimal Disease or Normal Findings on Coronary Angiography''Raffaele Bugiardini, MD; Olivia Manfrini, MD; Gaetano M. De Ferrari, MD 14 April 2020 https://doi.org/10.1002/clc.23363

4. ,,Prognostic indicators of new onset atrial fibrillation in patients with acute coronary syndrome'' Hengliang Zhang, Pingshuan Dong, Xvming Yang, Laijing Du, Ke Wang, Peng Yan, Huifeng Zhang, Tengfei Wang, Xikun Zhao, Tengfei Guo

VOLUME-1, ISSUE-12

AORTOKORONAR SHUNTLASH O`TKAZGAN BEMORLARDA INTERVENTSION AMALIYOT O`TKAZISH

To'ychiyev Sh.M., Tursunova L.D., Jabbarov O.O., Saydaliyev R.S.
Toshkent tibbiyot akademiyasi, Toshkent, O`zbekiston

Dolzarbligi: Aorta koronar shuntlash amaliyotini o'tkazgandan bir necha yildan so'ng olib borilgan davo choralariga qaramasdan bemorlarda nostabil stenokardiya belgilari qayta rivojlanish holatlari kuzatilyapti. Garchi hozirgi kunga kelib interventsion kardiologiya sohasida samarali davo usullari aniqlangan bo'lsada, aortokoronar shuntlash amaliyoti (AKSH) o'tkazgan bemorlar uchun interventsion amaliyot o`tqazish cheklanganligicha qolmoqda.

Tadqiqod maqsadi: Aorta koronar shuntlash amaliyoti va koronar interventsion muolajalarni o'tkazgan bemorlarda angiografik o'zgarishlarini va amaliyotdan so'ng bemorlarning yashovchanligiga ta'sirini baholash.

Material va metodlar: 2010-yil yanvaridan 2020-yil dekabrigacha kardiologiya bo'limiga yotqizilgan 30 nafar Aorta koronar shuntlash amaliyoti va koronar interventsion muolajalarni o'tkazgan bemorlarning kasallik tarixi retrospektiv taxlil qilindi. Arterial gipertenziya, giperlipedemiya, qandli diabet bo'lgan va chap qorincha zarb hajmi nisbatan past bemorlar tanlab olindi.

Natija: 2010 yildan 2020 yilgacha aorta koronar shuntlash amaliyoti o'tqazgan 15 nafar bemorga stent qo'yildi va 15 nafarida aorta koronar shuntlash amaliyoti o'tkazildi. Har 5 yillikda natijalar hisoblanganda amaliyotning muvaffaqqiyatli o'tish ko'rsatkichi 2010-2015 yillarda 89% va 2015-2020 yillarda 91%, P <0,0001 ni tashkil etdi va vaqt o'tishi bilan yaxshilanib bordi. Uzoq muddatli o'lim 2015 yilgacha bo'lgan guruhda (nisbiy xavf = 1,7, 94%) va 2020-yilgacha (nisbiy xavf = 1,6, 90%) amaliyot o'tkazgan bemorlarda nostabil stenokardiya xavfi rivojlanishiga nisbatan yuqori bo'lgan. O'lim, miokard infarkti, tomirlarda restenoz paydo bo'lish xavfining kamayishi stentlash amaliyoti bajarilgan guruhda (73 %) ikkinchi guruh bemorlarga (58%) nisbattan yuqori edi.

Xulosa: Olib borilgan tadqiqod natijalari shuni ko'rsatdiki, stentlash amaliyotini boshdan kechirgaan bemorlarda revaskulirizatsiyaning rivojlanish jarayoni, nostabil steniokardiya rivojalanishi va o'lim xavfining rivojlanishi aorta koronar shuntlash amaliyoti bajarilgan bemorlarga nisbattan bir muncha pastroq. Yillar davomida interventsion kardiologiyadagi yutuqlar va uzoq muddatli o'lim xavfining kamayishi

bemor hayotining yaxshilanishiga, shuningdek, takroriy revaskulyarizatsiya uchrash ehtimolining kamayishiga olib keldi.

Foydalanilgan adabiyotlar :

1. Movahed MR. ,,Post Coronary Bypass Surgery Angiography and Interventions.'' March 2009. doi:10.25373/ctsnet.21355401

2. John S Douglas Jr ,, Percutaneous coronary intervention in patients with prior coronary bypass surgery in 2012'' Interventional Cardiology (2012) Volume 4, Issue 1

3. Verghese Mathew MD.,, Percutaneous coronary interventions in patients with prior coronary artery bypass surgery: changes in patient characteristics and outcome during two decades'' The American Journal of Medicine Volume 108, Issue 2, February 2000, Pages 127-135

4. DeepakL.Bhatt,MD,EricJ.Topol,MD,,Percutaneous Coronary Intervention for Patients with Prior Bypass Surgery :Therapy in Evolution'' February2000 THE AMERICAN JOURNAL OF MEDICINE

5. Ru Liu MD,, For patients with prior coronary artery bypass grafting and recurrent myocardial ischemia, percutaneous coronary intervention on bypass graft or native coronary artery?—A 5-year follow-up cohort study'' : 585-587 15 June 2023 https://doi.org/10.1002/clc.24021

6. Jabbarov, O. O., Daminov, B. T., & Tursunova, L. D. (2019). Роль метаболических факторов в прогрессировании диабетической нефропатии. *Вестник Ташкентской медицинской академии*, (4), 25-29.

7. Аляви, А. Л., Турсунова, Л. Д., Бувамухамедова, Н. Т., & Жуманазаров, С. Б. (2021). Течение сердечно-сосудистых заболеваний у больных COVID-19. *Студенческий вестник*, (17-4), 38-41.

8. Alyavi, A. L., Khojanova, S. I., Reymbaeva, A. A., Jabbarov, A. A., Makhsudova, M. X., Saydaliev, R. S., ... & Tursunova, L. D. (2023). FEATURES OF THE COURSE OF THE DISEASE IN PATIENCE WITH CHRONIC HEART FAILURE RESISTANT TO ADP-INDUCED PLATELET AGGREGATION. *Академические исследования в современной науке*, *2*(3), 114-116.

9. Tursunova, L. D., & Jabbarov, O. O. (2023). Cardiorenal Syndrome in Patients with Chronic Kidney Disease and Diabetes Mellitus. *American Journal of Pediatric Medicine and Health Sciences (2993-2149)*, *1*(9), 332-339.

10. Турсунова, Л. Д., & Жаббаров, О. О. (2023). *ЧАСТОТА СЕРДЕЧНОЙ НЕДОСТАТОЧНОСТИ У БОЛЬНЫХ С ДИАБЕТИЧЕСКОЙ НЕФРОПАТИЕЙ САХАРНОГО ДИАБЕТА 2 ТИПА* (Doctoral dissertation, Российский национальный конгресс кардиологов 2023).

11. ТУРСУНОВА, Л., & ЖАББАРОВ, О. (2023). ПРИМЕНЕНИЯ САКУБИТРИЛ/ВАЛСАРТАНА У БОЛЬНЫХ С СЕРДЕЧНОЙ НЕДОСТАТОЧНОСТЬЮ С НИЗКОЙ ФРАКЦИЕЙ ВЫБРОСА.

12. ТУРСУНОВА, Л., & ЖАББАРОВ, О. (2023). СУРУНКАЛИ БУЙРАК КАСАЛЛИГИ ВА СУРУНКАЛИ ЮРАК ЕТИШМОВЧИЛИГИДА ГИПОТЕНЗИВ ДАВОНИНГ САМАРАСИ.

13. ТУРСУНОВА, Л., & ЖАББАРОВ, О. (2023). РОЛЬ НАТРИЙУРЕТИЧЕСКИХ ПЕПТИДОВ В ЗАВИСИМОСТИ ОТ СТАДИИ ХРОНИЧЕСКОЙ БОЛЕЗНИ ПОЧЕК.

ЭФФЕКТИВНОСТЬ И БЕЗОПАСНОСТЬ АНТИТРОМБОТИЧЕСКОЙ ТЕРАПИИ У БОЛЬНЫХ С ФИБРИЛЛЯЦИЕЙ ПРЕДСЕРДИЯ, ПЕРЕНЕСШИХ ЧРЕСКОЖНЫЕ КОРОНАРНЫЕ ВМЕШАТЕЛЬСТВА

Ганиев Б.Б., Жаббаров О.О., Турсунова Л.Д.
Ташкентская медицинская академия, Ташкент, Узбекистан

Актуальность проблемы: Большинству пациентов с фибрилляцией предсердий (ФП) и факторами риска инсульта требуется прием пероральных антикоагулянтов (ОАК) для снижения риска инсульта или системной эмболии. Следует отметить, что примерно от 5% до 10% пациентов, перенесших чрескожное коронарное вмешательство, имеют ФП, что усложняет антитромботическую терапию в практике, поскольку руководства рекомендуют этим пациентам также получать двойную антиагрегантную терапию (ДАТТ) для снижения риска ишемических осложнений. Однако известно, что сочетание ОАК с ДАТТ (стратегия, также известная как тройная антитромботическая терапия) увеличивает риск кровотечения по сравнению с использованием только ОАК или ДАТТ.

Материалы исследования: Всего было ретроспективно обследовано 230 пациентов, перенесших коронарное стентирование. Из них 50 случая осложнились ФП**.** Всем 50 пациентам с ФП после имплантации стента была назначена ТАТ в сочетании с ДАТТ плюс пероральные антикоагулянты, и они были включены в это исследование. ДАТТ плюс Варфарекс была назначена 28 пациентам (56%), 22 пациента (44%) получали ДАТТ плюс ДОАК.

Результаты. ТАТ (тройная антитромботическая терапия) была назначена 50 пациентам с ФП со средним баллом CHADS2 2,0 и у 108 пациентов (48,1%) была ПАФ. Существенной разницы по типу ФП (ПФП и длительно персистирующая ФП) между двумя группами не было (46,8% против 50,7%, p=0,71; 38,7% против 44,5%, p=0,39 соответственно). Оценка CHADS2 была сопоставима в обеих группах (2,1±1,09 против 1,7±1,0; p=0,15). В группе ДАТТ с Варфарексом Медианное международное нормализованное отношение МНО при начальном наблюдении после коронарного стентирования составила 1,62 (1,38–1,97), а МНО ниже терапевтического диапазона для пациентов с ФП (1,5–2,5) составило 46,3%. У 45,2% пациентов этой группы находилось в пределах терапевтического диапазона. Медианное международное нормализованное отношение в группе ДАТТ плюс Варфарек составило 1,62. Кровотечения имели

место в обеих группах. В группе ДАТТ плюс ПОАК не возникло инфаркта головного мозга, в то время как у 3,8% группы ДАТТ плюс варфарин развился инфаркт мозга во время наблюдения (P=0,039). Двенадцатимесячная свобода от церебрального инфаркта, инфаркта миокарда и сердечно-сосудистой смертности была значительно выше в группе ДАТТ плюс ПОАК, чем в группе ДАТТ плюс Варфарекс [98,9% против 91,6%, P=0,008].

Выводы. При проведении ЧКВ на фоне ФП, где для предотвращения риска тромбоэмболических событий используются ОАК, требуется применение антиагрегантной терапии для предотвращения риска тромбоза стента. ПОАК может быть оптимальным выбором в качестве перорального антикоагулянта для пациентов с ФП, получающих ДАТТ после ЧКВ [3].

ЛИТЕРАТУРЫ:

1. Beata Uziębło-Życzkowska1, Paweł Krzesiński ,,Antithrombotic therapy in patients with atrial fibrillation undergoing percutaneous coronary intervention, including compliance with current guidelines—data from the POLish Atrial Fibrillation (POL-AF) Registry'' https://cdt.amegroups.org/issue/view/1037

2.Dominick J. Angiolillo ,,Antithrombotic Therapy in Patients With Atrial Fibrillation Treated With Oral Anticoagulation Undergoing Percutaneous Coronary Intervention''

3. HIROSHI KOIWAYA, NOZOMI WATANABE, NEHIRO KURIYAMA AND YOSHISATO SHIBATA,, Direct Oral Anticoagulants Would Be Best Choice for Atrial Fibrillation Patients After Coronary Stenting: Retrospective Study in a Japanese Population'' Kurume Medical Journal, 68, 00-00, 2021

4. Michniewicz E., Mlodawska E., Lopatowska P., Tomaszuk-Kazberuk A. and Malyszko J. : "Patients with atrial fibrillation and coronary artery disease–double trouble". Adv Med Sci 2018; 63: 30.

5. Capodanno D., Alfonso F., Levine G.N., Valgimigli M. and Angiolillo D.J. : "Dual antiplatelet therapy: appraisal of the ACC/AHA and ESC focused updates". J Am Coll Cardiol 2018; 72: 103.

6. Tursunova, L. D., & Jabbarov, O. O. (2023). Cardiorenal Syndrome in Patients with Chronic Kidney Disease and Diabetes Mellitus. *American Journal of Pediatric Medicine and Health Sciences (2993-2149)*, *1*(9), 332-339.

7. Jabbarov, O. O., Imamov, A. A., Khuzhaniyazova, N. K., & Tursunova, L. D. (2023). Pathogenetic Factors Development of Diabetic Nephropathy. *American Journal of Pediatric Medicine and Health Sciences (2993-2149)*, *1*(9), 310-317.

8. ТУРСУНОВА, Л., & ЖАББАРОВ, О. (2023). СУРУНКАЛИ БУЙРАК КАСАЛЛИГИ ВА СУРУНКАЛИ ЮРАК ЕТИШМОВЧИЛИГИДА ГИПОТЕНЗИВ ДАВОНИНГ САМАРАСИ.

9. ТУРСУНОВА, Л., & ЖАББАРОВ, О. (2023). ПРИМЕНЕНИЯ САКУБИТРИЛ/ВАЛСАРТАНА У БОЛЬНЫХ С СЕРДЕЧНОЙ НЕДОСТАТОЧНОСТЬЮ С НИЗКОЙ ФРАКЦИЕЙ ВЫБРОСА.

10. ТУРСУНОВА, Л., & ЖАББАРОВ, О. (2023). РОЛЬ НАТРИЙУРЕТИЧЕСКИХ ПЕПТИДОВ В ЗАВИСИМОСТИ ОТ СТАДИИ ХРОНИЧЕСКОЙ БОЛЕЗНИ ПОЧЕК.

11. Jabbarov, O. O., Imamov, A. A., Tursunova, L. D., & Khuzhaniyazova, N. K. (2023). Disorders Function of the Heart and Kidney in Diabetes Mellitus. *Central Asian Journal of Medical and Natural Science*, *4*(6), 609-613.

NORMS OF LITERATURE AND SPEECH CULTURE

Jizzakh branch of the National University of Uzbekistan
named after Mirzo Ulugbek
The Faculty of Psychology, the department of Foreign languages
Philology and foreign languages
Scientific advisor: Niyatova Maftuna Norbek qizi
Student of group 203-20: Abdurozikova Ismigulbegim Inoyatovna

ANNOTATION: The study of literary norms in order to determine the boundaries and means of cultural speech with a specific aim is known as speech culture. As a result, the area of speech culture assesses and supervises literary language as well as its normative framework. The literary norm, linguistic norm, linguistic standard, or language norm is a historically defined collection of regularly used language assets, as well as criteria for their selection and usage, that society has recognised as the most suitable in a certain historical period.

In this regard, the speech norm may be characterised as a type of self-control exercised by the speaker that corresponds with his perception of the expectations of the other members of the group about the idiosyncrasies of his speech. "Speech culture" is a distinct area of linguistic knowledge, a scientific discipline with definite components, subunits, and rules devoted to that branch of linguistics.

KEY WORDS: Standard, standard forms, , spelling, accent, pronunciation, punctuation, lexical, grammatical, Stylistic , rules of thinking words.

Nowadays, education places a high value on the role of speech and communication culture in an individual's development and formation. Education may be introduced into culture through language, but for the time being, education and culture are two interconnected processes. The cultural context. Language has always played an important role in social relationships. growing. The amount of knowledge in circulation per capital might be used to measure a community's level of evolution. The purpose of this piece of literature is to investigate cultural traits and the criteria for effective communication. The basic goals of this task are to analyse the literature on the research issue in order to highlight the essential concepts.Language is a reflection of culture; it reflects not only the actual environment in which an individual lives, but also the public consciousness of the populace, including their national character, mentality, way of life, traditions, customs, morality, value

system, attitude, and vision of peace. It is a pantry, or repository, of cultural treasures. Cultural values are stored in its vocabulary, in grammar, in proverbs, sayings, in folklore, in fiction and scientific literature, in forms of written and oral speech.

Language is not only a means of communication and expression of thought, but also the accumulation of cultural values. One of the most important indicators of the level of human culture, his thinking, intelligence is his speech. Well-developed speech is one of the most important means of active human activity in modern society. Speech is a way of knowing reality. On the one hand, the richness of speech depends to a large extent on the enrichment of a person with new ideas and concepts; on the other hand, a good command of the language and speech contributes to the successful knowledge of complex relationships in nature and in the life of society. Speech is one of the types of communication that people need in their joint activities, in social life, the exchange of information, in cognition, in education, it enriches a person spiritually, serves as a subject of art. The culture of speech, as a rule, is understood as a concept common in Soviet and Russian linguistics of the 20th century, which combines the knowledge of the language norm of oral and written language, as well as "the ability to use expressive language means in different communication conditions".

The concept of speech is closely related to language. Speech is "concrete speaking, taking place in time and clothed in sound (including internal pronunciation) or written form. Speech is commonly understood as the process of speaking itself, and the result of this process, i.e. both speech activity and speech works, fixed by memory or writing" Speech is perceived, concrete and unique, deliberate and directed towards a specific goal, it is situational, subjective and arbitrary. In speech, the functions of language appear in various combinations with the predominance of one of them.Communication between people is both a socio-psychological interaction and a channel for transmitting information. Therefore, textbooks on the culture of speech use the term communication. Communication - communication between people, the process of exchanging information, a process that supports the functioning of society and interpersonal relationships. Communication consists of communicative acts in which communicants (the author and addressee .of the message) participate, generate statements (texts) and interpret them. The process of communication begins with the intention of the speaker and aims at understanding the utterance by the addressee.

The speech culture of society is the selection, collection and storage of the best examples of speech activity, the formation of literary classics and adherence to the
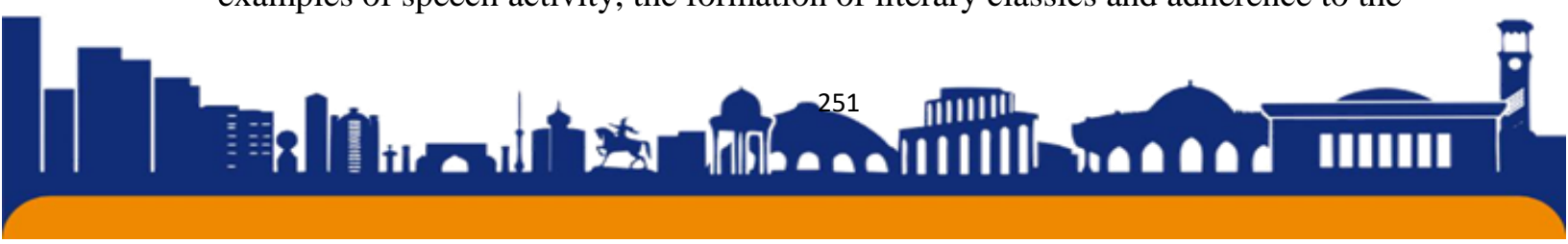
norms of the literary language. Rozhdestvensky adheres to this understanding of speech culture. Of course, within the framework of the science of the culture of speech, not only examples of a high level of mastery of literary norms and rules of communication are considered, but also cases of violation of norms, both in the speech activity of an individual and in the speech practice of society.

Language norms are not invented by philologists, they reflect a certain stage in the development of the literary language of the whole people. The norms of the language cannot be introduced or canceled by decree; they cannot be reformed by administrative means. The activity of linguists who study language norms is different: they identify, describe and codify language norms, as well as explain and promote them.

The main sources of the language norm include:
• the works of classical writers;
• works by contemporary writers who continue the classical traditions;
• media publications;
• common modern usage;
• linguistic research data. Characteristic features of language norms are: relative stability; prevalence; general use; general obligation; conformity with the use, custom and possibilities of the language system. Norms help the literary language to maintain its integrity and general intelligibility. They protect the literary language from the flow of dialect speech, social and professional jargon, and vernacular. This allows the literary language to perform one of the most important functions - cultural.A speech norm is a set of the most stable traditional implementations of a language system, selected and fixed in the process of public communication.The normalization of speech is its correspondence .

Until the end of the twentieth century literary works and radio broadcasts could indeed serve as a model for normative usage. Today the situation has changed, not every literary work and not every radio and television broadcast can serve as a model for the normative use of language. The sphere of strict adherence to the norms of the language has narrowed significantly, only some programs and periodicals can be used as examples of literary-standardized speech. B.N. Golovin defined the norm as a functional property of language skills: "The norm is a property of the functioning structure of the language, created by the team using it due to the constantly acting need for better mutual understandin.
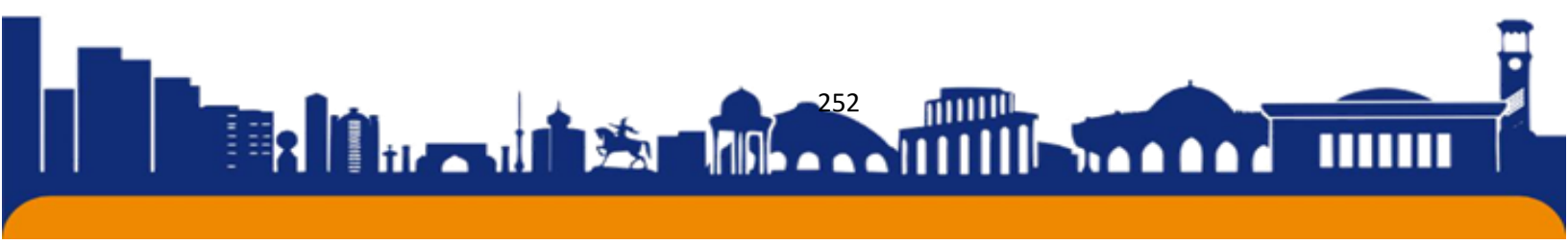
Without communication, neither an individual nor human society as a whole can exist. Communication for a person is his habitat. Without communication, it is impossible to form a person's personality, his upbringing, intellectual development, adaptation to life. Communication is necessary for people, both in the process of joint work, and to maintain interpersonal relationships, recreation, emotional relief, intellectual and artistic creativity.The ability to communicate is both a natural quality of every person, given by nature, and a difficult art, involving constant improvement.Communication is a process of interaction between individuals and social groups, in which there is an exchange of activities, information, experience, skills and results of activities. In the process of communication: social experience is transmitted and assimilated; there is a change in the structure and essence of interacting subjects; a variety of human personalities is formed; socialization takes place.

In conclusion: The culture of speech is - the ability to speak and write correctly, as well as to use language means in accordance with the goals and conditions of communication. Correct is speech that is consistent with the norms of the literary language (pronunciation, grammar, vocabulary). A true culture of speech is achieved by skillful and appropriate use of vocabulary of different styles, a variety of syntactic constructions; in oral speech, the richness of intonation is especially valuable. It is necessary to have a clear idea of the stylistic gradation of linguistic elements, of their different purposes.When characterizing the totality of knowledge, skills and speech skills of a person, the culture of his speech is defined as follows: it is such a choice and such an organization of language means that, in a certain communication situation, while observing modern language norms and ethics of communication, can provide the greatest effect in achieving the set communicative tasks. For the successful implementation of communicative tasks, an understanding of the areas of communication is necessary. In the typology of functional varieties of language, a special place is occupied by the language of fiction and colloquial speech. As functional styles, which in their linguistic organization have significant differences, both from the language of fiction and from colloquial speech, official business, scientific and journalistic are distinguished .

Based on the foregoing, the following conclusion can be drawn: the main thing for the culture of speech is the observance of language norms and rules for the use of verbal language means, which allow you to comply with communicative norms in a given situation. The main thing in the field of effective communication is correctly delivered communication..

References and websites:

1. Ниятова, М. (2022). Significant points on assessment procedure. *Современные инновационные исследования актуальные проблемы и развитие тенденции: решения и перспективы*, *1*(1), 587–589. извлечено от https://inlibrary.uz/index.php/zitdmrt/article/view/5345

2. Abduganieva, M., & Niyatova, M. (2023). WHAT IS A CONTENT IN TEACHING ENGLISH LANGUAGE?. *Theoretical Aspects in the Formation of Pedagogical Sciences*, *2*(11), 157–162. извлечено от http://econferences.ru/index.php/tafps/article/view/6941

3. Niyatova Maftuna, Abdurasulova Diyora. (2023). ENGLISH DOCUMENTS WRITING. *International Journal of Contemporary Scientific and Technical Research*, 423–430. Retrieved from https://journal.jbnuu.uz/index.php/ijcstr/article/view/629

4. *Niyatova, M. (2021). The importance of a word and word formation a language system.*

5. Teshaboyeva, N. Z., & Niyatova, M. N. (2022). The significant role of literature in teaching and learning process. *International Journal of Development and Public Policy*, *1*(6), 70-72.

6. Niyatova Maftuna, Sayfullayeva Sevinch, Haydarqulova Sarvinoz, Makhmudova Adolat, Muminova Zukhra. (2023). THE ROLE OF PAIR WORK IN TEACHING THE ENGLISH LANGUAGE. *International Journal of Contemporary Scientific and Technical Research*, 427–431. Retrieved from https://journal.jbnuu.uz/index.php/ijcstr/article/view/474

7. Niyatova, M. (2021). PECULIARITIES OF PREFIXAL DERIVATIVES IN LANGUAGE LEVELS . *Журнал иностранных языков и лингвистики*, *2*(3). извлечено от https://fll.jdpu.uz/index.php/fll/article/view/954

8. Teshaboyeva, N. Z., & Niyatova, M. N. (2021). The important meanings of category of tenses in contexts.". *Zamonaviy tadqiqotlar, innovatsiyalarning dolzarb muammolari va rivojlanish tendensiyalari: yechimlar va istiqbollar" Respublika miqyosidagi ilmiy-amaliy konferensiya materiallari toplami*, 468-473.

9. Solnyshkina, M. I. (2022). Teaching English through innovative technologies. *Web of Scientist: International Scientific Research Journal*, *3*(11), 1108-1111.

10. Teshaboyeva, N. Z., & Niyatova, M. N. (2021). General meanings of the category of tenses. *International Journal of Development and Public Policy*, *1*(6), 70-72.

11. Niyatova, M. (2023). EFFECTIVENESS OF GROUP WORK IN TEACHING A FOREIGN LANGUAGE. *Журнал иностранных языков и лингвистики*, *5*(5). извлечено от https://phys-tech.jdpu.uz/index.php/fll/article/view/7780

CHARACTERISTICS OF SPEECH AND SPEECH ACT

Jizzakh branch of the National University of Uzbekistan
named after Mirzo Ulugbek
The Faculty of Psychology, the department of Foreign languages
Philology and foreign languages
Scientific advisor: Niyatova Maftuna Norbek qizi
Student of group 203-20: Abdurozikova Ismigulbegim Inoyatovna

ABSTRACT:
The article deals with various approaches to assessing speech, communicative qualities of speech. It also emphasizes main communicative qualities of speech as relevance, richness, purity, accuracy, consistency, accessibility, expressiveness and correctness.

Keywords: speech etiquette, social relations, the communicative qualities of speech, specific situations

INTRODUCTION:

Nowadays the conditions of foreign language communication in the modern world, when a foreign language is a means of communication, cognition, obtaining and accumulating information, predetermined the need for mastering all types of speech activity: speech etiquette and listening comprehension of speech in a given foreign language, as well as the rules of speech etiquette, reading and writing.

Speech etiquette is an important element of the culture of the people, a product of human cultural activity and an instrument of such activity. Speech etiquette is an integral part of the culture of human behavior and communication. In the expressions of speech etiquette, the social relations of a particular era are recorded. Being an element of national culture, speech etiquette is distinguished by a vivid national specificity. The specificity of greetings and all kinds of information when meeting with different nations is very interesting.

Among the various approaches to assessing speech (and its effectiveness in particular), the most productive approach is from the standpoint of analyzing the degree of speech compliance with the conditions of communication and the communicative tasks of speech partners, that is, from the standpoint of communicative expediency. It is this approach that can be carried out when assessing speech from the standpoint of the communicative qualities of speech (BN Golovin's term, introduced by him in 1976 in his work "Foundations of the culture of speech") [1,126]. According to the definition of the scientist, "the communicative qualities of speech are the real properties of its content or formal side. It is the system of these properties that determines the degree of communicative perfection of speech. " B.N. Golovin reviewed each of the previously known advantages of speech in a new way

and systematized them, tracing the dependence of speech on non-speech structures in each of the aspects. The communicative situation and its components were thus closely related to the communicative qualities of speech. The communicative qualities of speech cover all aspects of the text, and their ratio and the degree of manifestation in the text depend on the genre and style of the statement, on the individual characteristics of the communicants. The main communicative qualities of speech are relevance, richness, purity, accuracy, consistency, accessibility, expressiveness and correctness. Each of these qualities is manifested in speech to varying degrees and in different ratios with other properties of speech. Thus, the purpose of this work is to explain what speech is; consider the basic communicative qualities of speech. The word "speech" denotes a specific human activity, therefore, to characterize both its sides, this word in linguistics is used in two main meanings: the process of speaking (orally) or writing (in writing) itself is called speech, and those speech works (utterances, oral and written texts), which represent a sound or graphic product (result) of this activity. Language and speech are closely interconnected, since speech is language in action, and that in order to achieve a high culture of speech, language and speech must be distinguished.

How is speech different from language?

First of all, the fact that language is a system of signs, and speech is an activity that proceeds as a process and is presented as a product of this activity. And although speech is built in one language or another, this is the most important difference, which, for various reasons, determines others.

Speech is a way of implementing all the functions of the language, primarily communicative. Speech arises as a necessary response to certain events of reality (including speech), therefore, unlike language, it is deliberate and focused on a specific goal.

Speech is primarily material - it sounds orally, and in writing it is recorded with the help of appropriate graphic means (sometimes different from the given language, for example, in another graphic system (Latin, Cyrillic, hieroglyphic writing) or with the help of icons, formulas, drawings etc.). Speech depends on specific situations, unfolds in time and is realized in space. Speech is created by a specific person in specific conditions, for a specific person (audience), therefore, it is always specific and unique, because even if it is reproduced with the help of certain recordings, circumstances change and it turns out the same thing that is usually said about: "You cannot enter the same river twice." At the same time, theoretically, speech can last indefinitely (with and without interruptions). In fact, our whole life from the time we begin to speak, and until we say the last word, is one big speech in which circumstances, addressee, subject of speech, form (oral or written) change, etc., but we keep talking (or writing). And with our last word, speech (only already written or not our oral) will continue. In this regard, speech develops linearly, i.e. we say one sentence after another in a specific sequence. The process of oral speech is
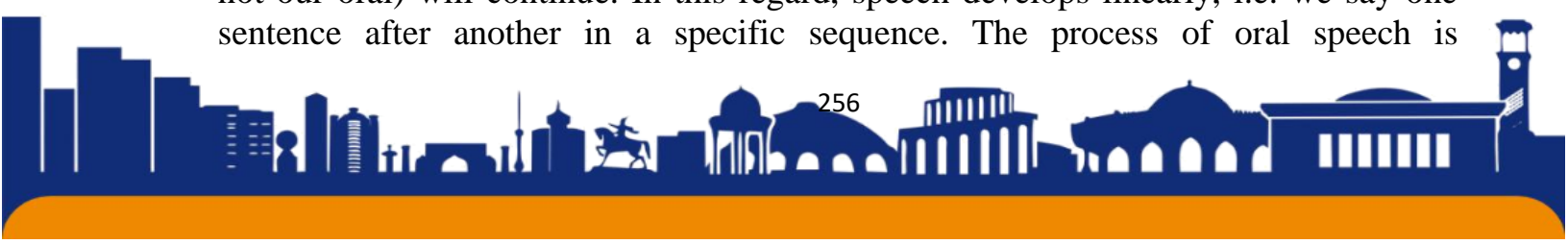
characterized by those that speech proceeds at a certain (sometimes changing) tempo, with a greater or lesser duration, the degree of loudness, articulatory clarity, etc.

Expressive speech is speech that can maintain attention, arouse the listener's (or reader's) interest in what is said (written). The main condition for expressiveness is that the author of the speech has his feelings, thoughts, his position, his own style. Expressiveness usually means originality, originality, surprise. In this regard, expressive speech is always new, "fresh" and creative. It is in this way that she is able to arouse the interest and approval of those to whom she is intended.

What does the expressiveness of speech depend on?

There is no need to talk about any great influence of speech, if the speaker speaks indistinctly, in a husky, barely audible voice, does not clearly pronounce the words, i.e. does not know the elementary technique of speech. Proficiency in speech technique is the foundation of speech culture.

The components of speech technique are diction, breathing, voice.

Each word, and in a word, each sound must be pronounced clearly - this is the main requirement of diction.

The outstanding theater figure K.S. Stanislavsky spoke very figuratively about the impression that bad diction makes on the audience: "A word with substituted letters seems to me ... a man with an ear for a mouth, with an eye for an ear, with a finger for a nose. A word with a crumpled beginning is like a person with a flattened head. A word with an unspecified end reminds me of a man with amputated legs ... When the words merge into one shapeless mass, I remember flies caught in honey. " [2,145]

Fuzzy, sloppy, illiterate speech is unpleasant in everyday life. It offends our hearing, our aesthetic sense. But it is already completely unacceptable for a lecturer.

Deficiencies in diction (unless they are associated with some shortcomings of the vocal apparatus) are the result of a bad habit, deeply rooted in childhood, of saying "lazily," casually, sluggishly pronouncing words. Therefore, in order to eliminate these shortcomings, you need to control how you speak, lecturing, speaking at a meeting, in everyday life (whether you crumple words, "swallow" endings, if you sip words through your teeth, etc.)[3.17].

For the orator, the voice, its timbre, shades are important. The strength of the voice is not decisive, but it should be borne in mind that the audience (listeners) gets tired, lulls both a very quiet and a loud voice. The tone of speech is important. The speech should not be arrogant, instructive.

The semantic perception of speech largely depends on the rate of speech. Defining perception as a counter process of thinking, we must take into account two points: the listener needs to have time to comprehend the incoming information and remember the main provisions of what they are talking about [4,12].

According to experimental data, the optimal condition for easily perceived speech is the average rate of pronunciation. The presentation of complex material
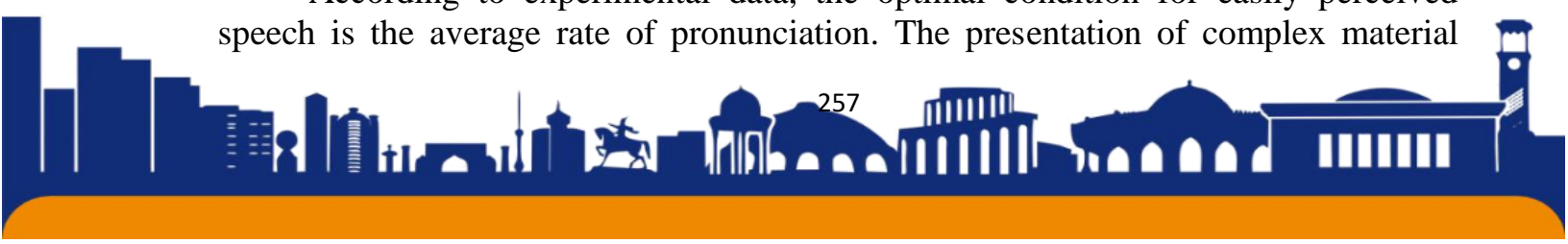
dictates a slower pace of speech, while turning to facts, phenomena associated with sensory experience, life associations requires a relatively accelerated pace. Too slow speech rate is poorly perceived. The text does not sound in phrases, but in separate words[6,282].

One should be especially attentive to the expressive role of intonation (pitch, strength, timbre, rate of speech, pauses). There is a hypothesis that intonation preceded language. According to experimental data, a child masters intonation models (for example, expression of pleasure, anger) at the age of six months to a year, and much later learns the vocabulary and grammar of his native language. In communication, intonation serves as a concretizer of the meaning of an utterance in a certain situation. Thanks to it, one can understand, for example, that the good words spoken to somebody actually contain a threat, and a neutral official phrase – disposition[5,68]

Intonation allows people to emphasize the logical and emotional significance of the statement. The brighter the emotional responsiveness of a person, the richer his speech is in melodic expressiveness. Speech, devoid of proper melodic accents, is insensitive. Here speaker cannot give ready-made recipes related to the use of intonation in everyday life. There is only one rule to remember: intonation is a mirror of one`s emotional life; the culture of feelings and emotional relationships is inextricably linked with the culture of intonation design of the statement[7,104].

For intonation, it is important to observe pauses. Smooth speech sometimes gives the impression of memorization, so the listeners may not like it, and some speakers use recall pauses to create the impression of impromptu speech. Logical pauses, as mentioned above, help to clarify the meaning of the statement[8,138].

In order for speech to be expressive, proverbs, sayings, aphorisms are used, as well as tropes: metaphors, comparisons of hyperbole, epithets. However, it should be remembered that these pictorial tools should not be overused.

Written speech can also be fast or slow, clear (legible) or indistinct (illegible), more or less voluminous, etc. That is, the materiality of speech can be illustrated by various examples. Language, in contrast to speech, is believed to be ideal, i.e. it exists outside speech as a whole only in the minds of those who speak this language or study this language, and also as a part of this whole - in various dictionaries or reference books.

Speech is, as a rule, the activity of one person - a speaker or a writer, therefore it is a reflection of the various characteristics of this person. Consequently, speech is initially subjective, because the speaker or writer himself selects the content of his speech, reflects his individual consciousness and individual experience in it, while language, in the system of meanings expressed by it, captures the experience of the collective, the "picture of the world" of the people speaking it.

In addition, speech is always individual, since people never use all the means of language and are content with only part of the language means in accordance with

their level of knowledge of the language and the conditions of a particular situation, choosing the most suitable ones. As a result, the meanings of words in speech may differ from those that are strictly defined and fixed by dictionaries. In speech, situations are possible in which words and even individual sentences receive a completely different meaning than in language, for example, with the help of intonation. Speech can also be characterized by indicating the psychological state of the speaker, his communicative task, attitude towards the interlocutor, sincerity.

Speech is not limited to only linguistic means. The composition of speech means also includes those that belong to non-linguistic (non-verbal, or non-verbal): voice, intonation, gestures, facial expressions, posture, position in space, etc.

All these differences between speech and language relate primarily to speech as a process of using language, therefore, although with a stretch, they are grounds for opposing them, since in this regard, the creation of speech as a process proceeds in many stages and partially coincides with the boundaries of the largest unit of language: with sentence boundaries. If we talk about speech as a result of this process, i.e. as a text. That description of speech at this level, in principle, cannot have common criteria with the language, since they are completely inapplicable to the language.

REFERENCES:

1) Golovin B.N. Foundations of the culture of speech. - M .: YUNITI Publishing House, 2008,p.126

2) Stanislavski, Konstantin. An Actor's Work. Trans. Jean Benedetti. New York: Routledge, 2008,p.145

3) Solieva, M. A. (2016). Chtenie autentichnыx tekstov na nachalьnom etape obucheniya inostrannomu yazыku v vuze. In Problemы i perspektivы razvitiya obrazovaniya (pp. 17-19). https://elibrary.ru/item.asp?id=25529484

4) Barakatova, D. A., Nurmuradova, Sh. I., & Solieva, M. A. (2016). Sotsialьno-psixologicheskoe obespechenie pedagogicheskogo vozdeystviya na uchaщixsya. Molodoy uchenыy, (12), 816-818. https://elibrary.ru/item.asp?id=26423314

5) Izomovich, R. Z., & Shavkatovich, S. X. UDC: 82 REDUCTION AS THE WAY OF THE LANGUAGE ECONOMY MANIFESTATION. SCIENTIFIC REPORTS OF BUKHARA STATE UNIVERSITY, 68.

6) Rakhmatova, M. M. (2019). AESTHETIC JUDGEMENT: LANGUAGE AS A MIRROR TO REFLECT "BEAUTY". Theoretical & Applied Science, (10), 282-288.

7) Jumayeva, Ozoda. "THE IMPLEMENTATION OF THE CONCEPT" HAPPINESS" IN UZBEK LANGUAGE." International Engineering Journal For

Research & Development 6.TITFL (2021): 104-107. http://iejrd.com/index.php/%20/article/view/1844

8) Ruzieva, N. X., & Yuldasheva, F. E. (2017). The use of mingles in the communicative way of teaching. Міжнародний науковий журнал Інтернаука, (1 (1)), 138-139.

9) Brown, G., & Yule, G. (1983). Teaching the Spoken Language. Cambridge: Cambridge University Press.

10) Demirezen, P. (1991). Pragmatics and Language Teaching. Hacettepe Universiti Egitim Fakultesi Dergisi, 281-287.

VOLUME-1, ISSUE-12

XALQLAR PSIXOLOGIYASI NAZARIYASI

Omonova Latofat Olimjon qizi

omonova.latofat0202@gmail.com

TerDU Axborot texnologiyalari fakulteti talabasi

Ilmiy rahbar: **Abduraxmanova Aygul Taxirovna**

Annotatsiya: Etnik stereotip – ijtimoiy stereotipning bir turi – individual g'oyalarning yuqori darajadagi izchilligi bilan tavsiflangan ijtimoiy ob'ektlarning soddalashtirilgan, sxematik tasviri. Bu bir xalqning boshqa xalqqa milliy munosabati, "Kontakt gipotezalari" ga ko'ra, guruhlar o'rtasidagi aloqa sharoitlari qanchalik qulay bo'lsa, ular qanchalik uzoq va chuqurroq o'zaro aloqada bo'lsa, stereotiplar mazmunida haqiqiy belgilarning ulushi shunchalik yuqori bo'ladi. Stereotiplash mexanizmi endi "ijtimoiy kontekst" bilan shartli ekanligi isbotlangan.

Kalit so'zlar: etnik steriotip, milliy ruh, mifologik g'oyalar, ijtimoiy chegara, empiric, etnik psixologiya

Psixologik sotsiologiya doirasidagi ana shunday sohalardan biri xalqlar psixologiyasidir. U 19-asrning ikkinchi yarmida Germaniyada paydo bo'lgan va eng rivojlangan bo'lib chiqdi. - 20-asr boshlari Eng mashhur vakillari M. Lazar, X. Steyntal. V. Vundt. Xalqlar psixologiyasi sotsiologiya va ijtimoiy psixologiya chorrahasida vujudga kelgan yo`nalishdir. Uning mohiyati shundan iboratki, tarixiy jarayonning asosiy harakatlantiruvchi kuchi xalq, etnik guruh bo'lib, u madaniyat, din, til, afsonalar, urf-odatlar va urf-odatlarda namoyon bo'ladigan "milliy ruh" ko'rinishidagi faol tamoyil bilan tavsiflanadi. axloq. Bu "milliy ruh" ma'lum bir xalq (etnik guruh) vakillari bo'lgan kishilarning individual ongini, ruhiyatini belgilaydi. U ("xalq ruhi") etnosga xos bo'lgan o'ziga xos umumiy jihatlarga ega va milliy madaniyatning o'xshash tuzilmalarida va ma'lum bir mos keladigan xarakter belgilarida namoyon bo'ladi. "Xalq ruhi" tahlili asosida ma'lum bir etnik guruhning mifologiyasi, xalq urf-odatlari, milliy madaniyatini o'z ichiga olgan va shuning uchun aniq tadqiqot ob'ekti bo'lishi mumkin bo'lgan ma'lum bir ijtimoiy-psixologik portretni chizish mumkin.

Xalqlar psixologiyasini Vilgelm Vundt (1832-1920) eng chuqur tahlil qilgan, u o'z hayotining asosiy (o'n jildlik) asarini - "Xalqlar psixologiyasi" (1900-1920) ni bag'ishlagan. Bu asarning asosiy g'oyalarining qisqacha mazmuni rus tilida chop etilgan*29. O'n jildlik kitobda turli xalqlar va etnik guruhlar psixologiyasining o'ziga xos xususiyatlari, madaniyat, san'at, til, afsonalarda "xalq ruhi" ning o'ziga xos ko'rinishlari haqida nafaqat nazariy, balki empirik materiallar ham mavjud. , urf-odatlar, axloq, odatlar, va hokazo. Vundt o'zining ilmiy ishlari bilan ham, 1879 yilda

Leyptsigda dunyodagi birinchi psixologik laboratoriyani yaratganligi va eksperimental psixologiya bo'yicha xalqaro markazga aylangani bilan mashhur edi. Dunyo, jumladan, rus faniga xizmatlari uchun 1902 yilda Sankt-Peterburg Fanlar akademiyasining faxriy a'zosi etib saylandi. Dunyoda olim empirik etnopsixologiya asoschisi obro'siga erishdi.

Vundt psixik jarayonlarni jismoniy jarayonlar bilan chambarchas bog'liq holda ko'rib chiqdi, ular tashqi tomondan tana sifatida, ichkaridan esa ruh sifatida namoyon bo'ladigan bitta haqiqiy mavjudotning ikki tomonini tashkil qiladi, deb hisoblaydi. Ongni uning hodisalari va faktlarini o'z-o'zini kuzatish orqali o'rganib, u ko'plab psixik jarayonlarni, birinchi navbatda, fikrlash, nutq, irodani tajriba qilish mumkin emas degan xulosaga keldi. Ularni madaniy-tarixiy metod yordamida o'rganish kerak, ayniqsa, ular individual psixologiya emas, balki xalqlar psixologiyasi sohasiga tegishli.Uning fikricha, "xalqlar psixologiyasi individual psixologiya bilan bir qatorda mustaqil fandir va u ikkinchisining xizmatlaridan foydalansa ham, uning o'zi individual psixologiyaga sezilarli yordam beradi". U Lazar va Shteyntal tomonidan taklif qilingan individual psixologiya va xalqlar psixologiyasi o'rtasidagi qarama-qarshilikka qo'shilmadi va ular o'zaro bog'liq deb hisobladi va ikkinchisi bu munosabatlarda individual onglarning murakkab ijodiy sintezi sifatida ishlaydi.

Vundtning fikricha, xalqlar psixologiyasi uchta katta sohani va maxsus psixologik tadqiqotni talab qiluvchi uchta asosiy muammoni: til, mif, urf-odatlarni qamrab oladi. Ular "bir-biri bilan shunchalik chambarchas bog'langan umumiy ma'naviy hodisalarni ifodalaydilarki, ulardan birini ikkinchisisiz tasavvur qilib bo'lmaydi". Ularning o'zaro ta'sirini o'rganish xalqlar psixologiyasining muhim vazifasidir. Yana bir muhim vazifa - bu xalq ruhining mohiyatini psixologik tushunishga intilish va ularning ma'naviy faoliyati qanday qonuniyatlarga ko'ra sodir bo'lishini aniqlash.

Til, mif va urf-odatlar, Vundt yozganidek, xalq ruhi ijodining bevosita mahsulidir va ular bu ijodning ba'zi bir parchalari emas, balki "xalqning mana shu ruhini o'z ko'rinishida, nisbatan ta'sirlanmagan holda ifodalaydi. tarixiy rivojlanishning individual jarayonlarining individual ta'siri". Vundt til, mif va urf-odatlar individual ong va individual iroda harakatlariga bog'liq emasligini isbotlashga intiladi. Qolaversa, bu ong va bu irodaga xalq psixologiyasining mazmuni sifatida uning ruhi ta'sir qiladi. Shuning uchun xalqlar psixologiyasi birlamchi, individlar psixologiyasi esa ikkinchi darajali.

Vundt til, afsona va urf-odatlarni nafaqat birgalikda, "kompaniya"da, o'zaro bog'liqlikda, balki "xalq ruhi"ning ushbu uchta asosiy komponentining har birini

tavsiflovchi alohida-alohida koʻrib chiqadi. U yozmoqda: "Til xalq ruhida yashovchi g'oyalarning umumiy shakli va ularning bog'lanish qonuniyatlarini o'z ichiga oladi.Miflar bu g'oyalarning asl mazmunini his-tuyg'ular va harakatlar bilan shartlashtirgan holda o'z ichiga oladi.Nihoyat, odatlar irodaning umumiy yo'nalishlarini ifodalaydi. ana shu gʻoyalar va gʻoyalardan kelib chiqqan".Oʻsha Koʻrib turganingizdek, til, mif va urf-odatlar sof psixologik ruhda talqin etiladi, ong unsurlari, kishilarning ma'naviy hayoti, individlarni bir-biri bilan muayyan tarzda bogʻlaydi. Shuning uchun Vundtning psixologiya bilan yuqorida qayd etilgan uchta tadqiqot yoʻnalishi oʻrtasidagi bogʻliqlik toʻliq roʻyobga chiqqanligini ta'kidlashi bejiz emas.

Xalqlar psixologiyasini umumiy psixologiyaning bir qismi sifatida ko'rib, olim, uning rivojlanishi individual psixologiya uchun juda ko'p narsalarni beradi, deb hisoblaydi, chunki til, afsona va urf-odatlar odamlarning ruhiy hayoti haqida material beradi. "Masalan, - deb yozadi Vundt, - o'z-o'zidan xalq ruhi mahsuli bo'lgan tilning tuzilishi individual tafakkurning psixologik qonuniyatlarini yoritib beradi. Mifologik g'oyalar evolyutsiyasi o'z-o'zidan o'z-o'zidan paydo bo'lgan tilning tuzilishiga o'rnak beradi. individual fantaziya ijodini tahlil qilish, urf-odatlar tarixi esa individual iroda motivlarining rivojlanishini yoritadi".

Shuni ta'kidlash kerakki, umuman olganda, xalqlar psixologiyasi ijobiy rol o'ynadi, etnik guruhlarning ma'naviy hayotining bir qator sotsiologik muammolarini qo'ydi va tilshunoslar, tarixchilar, etnograflar, filologlar, eng muhimi, psixolog va sotsiologlarni jalb qilishga muvaffaq bo'ldi. ularning o'qishiga. Bu madaniyat va individual ongning o'zaro ta'sirini o'rganishga qaratilgan birinchi urinishlardan biri edi. Ammo bu o'zaro ta'sirning nazariy kontseptsiyasi yaratilmagan. Psixologlar tomonidan qo'llaniladigan tavsiflovchi materialning katta miqdoriga kelsak, u tushuntirish tushunchalarini yaratishda foydali emas edi. Xalqlar psixologiyasi doirasida olib borilgan tadqiqotlar tarixiy psixologiya, etnopsixologiya, madaniy antropologiya, psixolingvistika kabi bilim sohalarining paydo bo'lishi va yaqinlashishi jarayoni uchun katta ahamiyatga ega edi. Biroq sotsiologiya xalqlar psixologiyasidan yuqorida tilga olingan ilmiy fanlarga qaraganda ancha kam narsa olgan.

FOYDALANILGAN ADABIYOTLAR ROʻYXATI:

1. Психология сотсиализма Гюстав Лебон
2. «поведенческой технологии» Скиннер
3. McDavid J., Harari H. social psychology
4. Порыгин Б. Д. Основы социально-психологической теории

VOLUME-1, ISSUE-12

SHAXSNI O'RGANISHNING IJTIMOIY PSIXOLOGIYA UCHUN O'ZIGA XOSLIGI. IJTIMOIY PSIXOLOGIYA VA UNING DOLZARB MUAMMOLARI

Pardayeva Muxlisa Rustam qizi

muxlisapardayeva777@gmail.com

TerDU Axborot texnologiyalari fakulteti talabasi

Ilmiy rahbar: **Abduraxmanova Aygul Taxirovna**

Annotatsiya: Ushbu maqolada shaxsni o'rganishning ijtimoiy psixologiyasi haqida batafsil ma'lumotlar keltirib o'tilgan, jumladan sgaxsni o'rganishning ijtimoiy psixologiya uchun o'ziga xosligi haqida ma'lumotlar keltirilgan. Undan tashqari ijtimoiy psixologiya hamda uning dolzarb muammolari haqida ham ma'lumotlar keltirib o'tilgan.

Kalit so'zlar: Sotsial psixologiya, ijtimoiy-psixologik yondashish, yondashuv sotsializatsiyasi, shaxslararo munosabatlar.

Shaxs psixologiyasining shakllanishiga u mansub bo'lgan ma'lum bir ijtimoiy guruhlarning munosabatlari ham o'z ta'sirini ko'rsatadi. Bunday o'zaro ta'sir va muloqot jarayonida shaxslarning bir-biriga ta'siri sodir bo'lishi bilan birgalikda, jamiyatga, mehnatga, odamlarga, o'zining shaxsiy sifatlariga nisbatan o'z qarashlariga,ijtimoiy ustanovkalariga ta'sir o'tkazishi sodir bo'ladi. Ma'lum bir ijtimoiy muhitda yashar ekan, shaxs u yerda o'ziga xos o'ringa, obro'ga, rolga ega bo'ladi. Hozirgi zamon ijtimoiy psixologiyasi sohasida shaxsni o'rganish ustida olib borilayotgan tadqiqotlar masalasi, ayniqsa bu boradagi amaliy vazifalar ijtimoiy psixologiya fanining markazida turuvchi psixologik va sotsiologik yondashuv yo'nalishlari asosida hal qilinmoqda. Masalan, Amerika va boshqa barcha g'arb davlatlarida shaxsni o'rganishga nisbatan ikki xil ijtimoiy psixologiya -«Psixologik ijtimoiy psixologiya» va «Sotsiologik ijtimoiy psixologiya» mavjud. Bu yo'nalishlar bir-biriga o'xshasada, ularning bir-biridan farqli jihatlari ham mavjud. Ya'ni psixologik ijtimoiy psixologiya shaxs va faoliyat, muomala, shaxslararo munosabat, shaxsning ijtimoiy-psixologik tuzilishi, shaxsning kognitiv, konativ, xulq-atvor imkoniyatlarini o'z ichiga olgan ijtimoiy ustanovkalar, shaxs va jamoaning ijtimoiy-ruhiv kechinmalari kabi muammolar ustida tadqiqot olib borishni maqsad qilib olgan bo'lsa, sotsiologik ijtimoiy psixologiyada esa ko'pincha jamiyatning ijtimoiy qatlamlarini tahlil qilish, xalqlar psixologiyasi, ommaviy hodisalar psixologiyasi, sinflar, guruhlar, gumanistik psixologiya kabilarga alohida urg'u beriladi.

Ijtimoiy psixologiya predmetining qabul qilingan ta'rifiga, shuningdek, A.N.Leontiev tomonidan taklif qilingan shaxsni tushunishga asoslanib, qo'yilgan savolga javobni shakllantirish mumkin. Ijtimoiy psixologiya shaxsning ijtimoiy shartlanishi masalasini maxsus tadqiq qilmaydi. Avvalo, qaysi aniq guruhlarda shaxs, bir tomondan, ijtimoiy ta'sirlarni (o'z faoliyatining qaysi tizimlari orqali) o'zlashtiradi, boshqa tomondan qanday qilib, qaysi aniq guruhlarda o'zining ijtimoiy mohiyatini (qo'shma faoliyatning qanday aniq turlari orqali) amalga oshiradi. Buning uchun ko'proq darajada ichidan ko'ra garchi mikromuhit shaxsiyatning shakllanishi, garchi bu tadqiqotni va uning shakllanishining makro muhitini rad etishni anglatmasa ham sotsiologik tahlil qilish, asosiy e'tibor qaratiladi. Sotsiologik yondashuvga qaraganda, bu yerda shaxslararo munosabatlarning butun tizimi va ularning hissiy jihatdan tartibga solinishi kabi shaxsning xatti-harakati va faoliyatini tartibga soluvchi omillar hisobga olinadi.Ushbu maqola O'zbekiston Respublikasida amalga oshirilayotgan keng ko'lamli islohotlar va asosiy vositalarni jadal yangilash zarurati sharoitidalizing xo'jalik yurituvchi sub'ektlarning investitsiya faoliyatini moliyalashtirish shakli sifatida alohida ahamiyatga ega. 1Zamonaviy dunyoda oila yangi shakllarga ega va bilan taqqoslaganda sezilarli darajada o'zgartirilgan oldingi avlodlar davomida qabul qilingan oilaviy munosabatlarning an'anaviy shakllari.Ijtimoiy psixologiya "ijtimoiy jihatdan aniqlangan shaxs" ning xatti-harakati va faoliyatini ko'rib chiqadi. beton real ijtimoiy guruhlar, individual hissa guruh faoliyatida har bir shaxs, sabablari, umumiy faoliyatga ushbu hissaning qiymati bog'liq. Aniqrog'i, bunday sabablarning ikkita turkumi o'rganiladi: shaxs harakat qiladigan guruhlarning tabiati va rivojlanish darajasiga bog'liq bo'lganlar va shaxsning o'zida, masalan, uning sotsializatsiyasi sharoitida.Xulosa qilib aytganda, shaxsga sotsial-psixologik yendoshish uni ma'lum guruhlarning a'zosi, konkret sharoitda o'ziga o'xshash shaxslar bilan muloqotga kirishuvchi konkret odam deb tushunishdir. Shaxs sotsializatsiyasi to'g'risida gap ketarkan,uning fanda ko'pincha "Shaxs taraqqiyoti" yoki "Tarbiyasi" tushunchalari bilan sinonimdek ishlatilishiga alohida e'tibor berish kerak. Lekin sotsializatsiya sof

200ijtimoiy-psixologik tushuncha bo'lib, aytib o'tilgan tushunchalardan farq qiladi. Sotsializatsiya -bu individning ijtimoiy muhitga qo'shilishi, ijtimoiy ta'sirlarni o'ziga singdirishi va aktiv ravishda muloqot sistemasiga kirib borish jarayonidir. Bu jarayon ikki tomonlama bolib, bir tomondan, shaxs aktiv ravishda ijtimoiy ta'sirlarni qabul qiladi, ikkinchi tomondan esa, ularni hayotda o'z xulq-atvorlari, munosabatlarida namoyon boladi. Bu jarayon normal individda tabiiy

tarzda ro'y beradi, chunki individda shaxs boTishiga extiyoj hamda shaxs boTishiga imkoniyat va zaruriyat bordir. Shuning uchun ham bola tug'ilib, ijtimoiy muhitga qo'shilgan ondan boshlab, undagi shaxs boTishga intilishni, undagi shakllanish jarayonni kuzatish mumkin(masalan, chaqaloqlardagi bevosita emotsional muloqotda extiyojning borligi).Shaxsning shakllanishi asosan uch sohada amalga oshiriladi:1) Faoliyat sohasi, ya'ni umr mobaynida shaxs turli faoliyatlarga bevosita yoki bilvosita jalb etilgan boTib, bu jarayonda fan katalogi kengayib, boyib boraveradi. Har bir faoliyat turi individdan maxsus fazilatlarning, malaka va ko'nikmalarining, bilimlarning borligini talab etadiki, ularni qoniqtirish yo'lidagi aktivligi unda o'ziga xos ijtimoiy-psixologik xususiyatlar kompleksini shakllantiradi;2) Muloqot sohasi, ayniqsa maktabgacha yosh davrdagi va o'smirlik davrlaridagi muloqot sistemalari bolada bir qancha ijtimoiy hislatlarni paydo qiladiki, uning natijasida u faol hayotiy mavqega ega bo'ladi, jamiyatda o'z o'rnini tasavvur qilishga erishadi.3) Oz-o'zini anglash sohasi, ya'ni "MEN" obrazining yil sayin o'zgarib borishi jarayoni bo'lib, avval o'zini boshqalardan farqliligini, o'zicha mustaqil harakat qilish, mustaqil fikr yurita olish qobiliyatini anglash, so'ngra oz-o'zini baholash, anglash, nazorat qilish xususiyatlari rivojlanadiki, ular ham faol shaxs psixologiyasining tarkibiy qismidir. Shaxs sotsializatsiyasi, yuqorida ta'kidlab o'tganimizdek, bola tug'ilishi bilan boshlansa-da, sezilarli, samaradorlik nuqtai nazaridan uning bosqichlari farqlanadi. Masalan, birinchi bosqich -mehnat faoliyatigacha boTgan bosqich boTib, unga bolaning maktabgacha yosh davri hamda o'qish yillari kiradi. Bu davrdagi sotsializatsiyaning ahamiyati va o'ziga xosligi shundaki, bu davrda, asosan, tashqi ijtimoiy muhit, ijtimoiy ta'sirlar faol ravishda ongda singdiriladi, mustaqil hayotga tayorgarlik borasida muhim bosqichga o'tiladi. Ikkinchi bosqich -mehnat faoliyati davri -bu davr odamning yetuklik yillari bilan bog'liq bo'lib, avvalgi davrlarda singdirgan ijtimoiy ta'sirlarni bevosita faoliyatida, shaxslararo munosabatlar sistemasida namoyon etadi.Kasbga ega boTib, aniq hayot yo'lini tanlagan, turmush qurib, kelgusi avlodni tarbiyalayotgan shaxsda namoyon boTadigan barcha ijtimoiy fazilatlar shu davrning maxsulidir.

Foydalanilgan adabiyotlar:

1. Abdullayev Akmal Nasriddinovich (2020). ZAMONAVIY JAMIYATDA OILA KELISH XUSUSIYATLARI. Yevropa ilmiy sharhi, (3-4), 69-72.

2. N. Ismoilova, D.Abdullayeva. Ijtimoiy psixologiya. 2013. Qisqacha texnika lug'at. - Rostov-na-Donu: FENiKS. L.A.Karpenko, A.V.Petrovskiy, M.G.Yaroshevskiy.1998.

3. G'oziyev E. G. Umumiy psixologiya. Toshkent 2002. 1-2 kitob

4. G'oziyev E. G. Muomila psixologiyasi.

5. Belinskaya E. P., Tixomandritskaya O.A. Shaxsning ijtimoiy psixologiyasi. M., 2001 yil.

VOLUME-1, ISSUE-12

ALHAGI MOURARIUM O'SIMLIGINING KIMYOVIY TARKIBI VA BIOLOGIK FAOLLIGI

Abduxamidova Sevinch Uchqun qizi
TKTI SHahrisabz filiali talabasi
Xomidov Xurshidjon Uchqun o'g'li
TKTI SHahrisabz filiali talabasi
Xolmurodov Bobur Bahrom o'g'li
TKTI SHahrisabz filiali o'qituvchisi

Annotatsiya. Ushbu tezisda alhagi mourariumni kimyoviy tarkibi va uning bialogik faolligi, yangi dori-darmonlarni yaratish uchun istiqbolli ekanligini ko'rsatilgan.

Tayanch so'zlar: Alhagi mourarium, Fabaceae (Leguminosae), kimyoviy tarkibi, fenolik birikmalar, alkaloidlar, terpenoidlar, biologik faollik

Alhagi mourarium jahon florasi. Alkaloidlar, terpenoidlar, uglevodlar, uglevodorodlar, lipidlar va fenolik birikmalar sinflariga tegishli ajratilgan 300 ta birikmaning tuzilmalari keltirilgan. Miqdoriy jihatdan fenolik birikmalar sinfi ustunlik qiladi, ular orasida flavo Nov, flavonollar, flavanonlar, izoflavonlar, izoflavonolignanlar va flavan-3-ollar guruhlariga mansub flavonoidlar ustunlik qiladi. Ulardan kimyotoksonometrik markerlarga flavonollar va uning aglikon izoramnetin kiradi, ular Alhagi jinsining deyarli barcha turlarida major koli sharaflarida ishlab chiqariladi. Bir xil turdagi metabolitlarning sifatli tarkibi aniqlandi, ushbu tur ularning o'sadigan joyining ekologik, geografik va tuproq-iqlim sharoitlariga bog'liq. Ekstraktlar va ajratilgan individual metabolitlarning biologik faolligi to'g'risidagi ma'lumotlarni ko'rib chiqamiz.

Alhagi jinsining asosiy biologik faol moddalari fenol sinfidagi birikmalardir. Alhagi mourarium o'simliklari yangi dori-darmonlarni yaratish uchun istiqbolli ekanligini ko'rsatilgan. Alhagi mourarium, hozirgi vaqtda antioksidant "Yantatsin" preparati, yallig'lanishga qarshi "Alcahin", biologik faol "Alchidin" kompleksi, oksidlanishga qarshi va antibakterial "Jantarid" preparati bo'yicha klinikadan oldingi farmakologik tadqiqotlar olib borilmoqda.Fitokimyogarlar, biologlar va farmakologlar tomonidan ma'lumotnoma sifatida judayam ko'p. Alhagi mourarium quruqni afzal ko'radi, cho'llar, shag'al va loy yarim cho'llarda o'sadi. Barcha turlar alhagi mourarium o'simliklari tuyalar uchun yem hashak bo'lib, istemol qilishiga mos keladi. Alhagi mourarium sklerofit qurg'oqchilikka chidamli o'simlik bo'lib, qattiq barglari va poyalari bilan tirik suv bug'lanishini samarali ravishda tortib oladi [1]. Alhagi mourarium o'simligi kuchli ildiz tizimiga ega yoki yuzaki, keng tarvaqaylab

ketgan va yog'ingarchilikni yaxshi ushlab turadigan yoki yerga chuqurroq kirib boradigan novda suvni yaxshi o'zlashtiradi. Juda chuqur ildiz tizimining xususiyatlari tufayli Alhagi mourarium o'simliklari ko'p yillik bo'ladi.

Alhagi mourarium cho'l va sho'rlangan hududlarda muvaffaqiyatli o'sadi [2]. Alhagi mourarium o'simliklarning kimyoviy tarkibi Alhagi mourarium o'simlik metabolitlarining kimyoviy tarkibi to'g'risidagi adabiyot ma'lumotlarini tahlil qilish uning xilma-xilligi haqida. Alhagi mourariumning har xil turlaridan, turiga va o'sadigan joyiga qarab, turli xil organlardan tabiiy birikmalarning turli sinflariga tegishli 300 ta moddaning tuzilishi aniqlangan va aniqlangan: fenol birikmalari – 1-105 (fenol karboksilik kislotalar, flavonoidlar, proantosiyanidinlar, ksantonlar, kumarinlar, gidrolizlanadigan taninlar, o-pironlar, difenil efirlari va naftoxinonlar), alkaloidlar – 106-115 (arileti laminalar, pirol hosilalari, izokinolin alkaloidlari), terpenoidlar - 116-208 (mono-, sesqui-, triter penoidlar, politerpenoidlar), yog' kislotalari va ularning aldegidlari – 209-228, uglevodorodlar – 229-292, uglevodlar-293-300, ular keltirilgan. Ushbu ma'lumotlarni tahlil qilish shuni ko'rsatadiki, hozirgi kunga qadar eng ko'p o'rganilgan turlar kimyoviy jihatdan Alhagi maurorum va Alhagi pseudalhagi Alhagi jinsidagi o'simlik metabolitlarining biologik faolligi. Ushbu turdagi o'simliklar qadim zamonlardan beri turli mamlakatlarning xalq tabobatida keng qo'llanilgan: Osiyo, Amerika, Afrika bakteriostatik, gomeostatik, xoleretik, termoprotektiv, diaphoretik, laksatif, yarani davolash, diuretik sifatida damlamalar va infuziyalar shaklida [3,4]. Shuningdek, ularning tonzillit, yengilmas yo'tal, qonli diareya, gastrit va oshqozon venoz kasalliklari, shuningdek yiringli yaralar, pustulalar, ekzema,gemorroy, stomatitni davolashda samaradorligi tasvirlangan, yiringli otit va boshqa kasalliklar [4,5,6].

Xulosa

Alhagi jinsidagi o'simliklarning barcha qismlari ishlatiladi: gullar, barglar, poyalar, urug'lar, infuziyalar, damlamalar, efir moylari va manna ko'rinishidagi ildizlar mavjud. Shuni ta'kidlash kerakki, eng keng tarqalgan turlari alhagi maurorum to'rt qit'ada ham o'sadi.

Foydalanilgan adabiyotlar ro'yxati

1. Awmack C.S., Lock J.M. The Genus Alhagi (Leguminosae: Papilionoideae) in the Middle East // Kew Bulletin. 2002. Vol. 57 (2). Pp. 435–443.

2. Растительные ресурсы СССР. Цветковые растения, их химический состав, использование. Семейства Hydrangeaceae-Haloragaceae. Ленинград, 1987. Т.

3. Muhammad G., Hussain M.A., Anwar F., Ashraf M., Gilani A-H. Alhagi: A Plant Genus Rich in Bioactives for Pharmaceuticals // Phytotherapy Research. 2015. Vol. 29. Pp. 1–13. DOI: 10.1002/ptr.5222.

4. Suthar P., Mathur K., Goyal M., Yadav S.K. Traditional uses, phytochemistry, pharmacological properties of plant Alhagi maurorum (Medik.) // World J. Pharm. and Pharmacy. Sci. 2016. Vol. 5 (4). Pp. 682–692.

5. Иргашева Ш.Б. Растительные лекарственные средства. Ташкент, 2003. С. 291–292.

6. Абдул Хафиз Абделати Иссам Йосеф. Исследования развития и выделение экстрактов и эфирных масел аира болотного и верблюжьей колючки, произрастающих в Астраханской области: автореф. дис. ... канд. биол. наук. Астрахань, 2011. 22 с

VOLUME-1, ISSUE-12

BOTULIZM KASALLIK TARIXI VA UNING TURLARI, ORGANIZMGA KASALLIK KELTIRIB CHIQARISHI XUSUSIYATINI TADQIQ ETISH

Abduxamidova Sevinch Uchqun qizi
TKTI SHahrisabz filiali talabasi
Egamberdiyeva Marjona Xusniddin qizi
TKTI SHahrisabz filiali o'qituvchisi
Xomidov Xurshid Uchqun o'g'li
TKTI SHahribz filiali o'quvchisi

Annotatsiya. Ushbu tezisda Botulinum toksini inson organizmiga ta'siri, aniqlanish tarixi va ularning patologik guruhlari: Botulus: A, B, C1, C2, D, E, F, G, H tadqiq etilgan.

Tayanch so'zlar: Botulinum, giperaktivlik, idiopatik detruzor, Naya giperaktivligi, kombinatsiyalangan urodinamik tadqiqot,

Botulinum toksini neyroparalitik ta'sirga ega bo'lgan eng kuchli neytral organism hisoblanadi [1]. "Yomonlik" ni "yaxshilik" ga aylantirish, ya'ni buning kuc hli paralitik mushak to'qimalari xususiyatlaridan foydalanish boshqalar tomonidan samarali va doimiy tuzatish ostida bo'lmagan patologik sharoitlarni davolash uchun moddalar ma'lum usullar bilan tibbiy va ko'p jihatdan gumanitar hisoblanadi. Davolashning yangi turi – botulinum terapiyasining amaliy ahamiyatini darajaga nisbatan ham baholash qiyin samaradorlik va dastur kengligi bilan bog'liq.Nemis shifokori Justinus Kerner tomonidan 1817-1822 yillar va "kolbasa zahari" deb nomlangan, chunki. ushbu bakteriya yomon ta'sir ko'rsatgan yoki noto'g'ri qo'llanilgan, zaharlanishni keltirib chiqardi asosan go'sht mahsulotlaridir [2]. Xuddi shu shifokor Botulusni tibbiy qo'llash imkoniyati haqida taxmin qildi. Botulizm nomi (lotincha botulus-kolbasa) degan ma'noda keladi.Botulizmni o'rganish 1870 yilda nemis doktori chom-Myuller tomonidan taklif qilingan. 1895 yilda belgiyalik mikrobiolog, Robert Koxning shogirdi, Emil van Ermengem bakteriya chiqarib, toksin hosil qiladi. Va tol ko 1946 yilda Edvard SHants toksinning o'zini ajratilgan va 1949 yil olimlar guruhi (Burgen guruhi) tomonidan ochildi va toksinning ta'sirini tasvirlab berdi neuroma blokeri sifatida tafsiya qilindi.[3]. Ikkinchi jahon urushi paytida o'rganishlar ham o'tkazildi, toksin sifatida foydalanish bo'yicha ko'plab tadqiqotlar biologik qurol, natijada a tipidagi yuqori darajada tozalangan kristalli

Botulis paydo bo'ldi., yarim kislotali moddadan keng amaliy foydalanish imkoniyati yana tibbiyotga oʻtkazildi.[4].

XX asrning 50-yillarida doktor Vernon Bruks buni isbotladi Botulus turi a giperaktivlik ilmiy-tadqiqot instituti tarkibidagi mushak ichiga kiritilganda, atsetilxolinniyi oxiridan chiqarildi va bloklanadi. Keyingi bosqich, bu texnologiyani ishga tushirish, Alan Skott tomonidan boshlangan 1973 yilda eksperimentdan maymunlar va 1980 yilda botulus turi ishlatilgan strabizmni davolash uchun odamlarda (strabismus)infeksiyasi yuborildi. Haqiqiy nuqta Botulus o'zgarishi uchun tibbiy ma'lumotnomalarni hisoblash mumkin 1989 yil dekabr oyida, Botulus a turi bir marta controll mahsulot sifati agentligi tomonidan hal qilingan oziqlantirish va dorivor mablag'lar (oziq-ovqat va dori Ma'muriyat) 12 yoshdan oshgan bemorlarda strabizma, blefarospazm va gemifasiyal spazmni davolash uchun AQShdan keltirildi.

Botulinum toksini organik neyrotoksin boʻlib, oqsil xususiyatiga ega. Uning molyar massasi: 149322 g/mol. Botulus tirik organizm tomonidan sintez qilingan eng murakkab oqqonlardan biridir. Uning massasi tarkibi taxminan 150 ming atom massasi birligini boʻladi, bu uch baravar protein zanjirining odatdagi hajmidan oshib ketadi. Shunday qilib, botulus molekulasi kattaligi bo'yicha yaqinlashishi mumkin bo'lgan oqsil massalarining yuqori chegarasiga ega. Tuzilishi bo'yicha botulusga eng yaqin tetanospazmin-tetanoz qo'zg'atuvchisi Clostridium tetani, lekin u pastroq molekula massasiga ega (140 ming atom massasi birligi) va undan past botulus toksinligi bo'yicha hisoblanadi. U kuchli oqsillar bilan komplekslar hosil qilmaydi va neyronlarga "hujum qilmaydi", botulus a Ingibitor interneyronlar orqa miyaga taʼsir qilishi mumkin. Botulus keyinchalik protoksin sifatida sintezlanadi hujayradan tashqari proteaz tomonidan og'ir (100 kda) va disulfid bilan bog'langan engil (50 kda) zanjirlar ko'prik bilan ifodalanadi [5] Ko'pincha botulus neyrotoksin deb ataladi. Botulus infeksiyasi ta'mi, rangi va hidiga ega emas, 25-30 daqiqa davomida qaynatiladi, ilmiy tadqiqot instituti avtoklavida-10 daqiqa qoʻyilib yoʻq qilinadi. Patogenning serovariga ko'ra bir nechta turlari mavjud Botulus: A, B, C1, C2, D, E, F, G, H, lekin eng keng tarqalgan A turi boʻladi [6]. Odamlarda bu kasallik (botulizm) deyiladi, serotip toksinlari A, B, E, uchraydi F toksini esa kam uchraydi. Hayvonlar uchun ham C va D toksinlari zaharli hisoblanadi.

Xulosa.

Ushbu tezisda klinik jihatdan botulizm kasalligida mushaklarning bo'shashishi qayd etilgan. Denervatsiyalangan mushaklarda lateral jarayonlarning shakllanishi tufayli nerv hujayralari oxir-oqibat mushaklarning qisqarishini olib kelishi mumkinligi haqida yoritilgan.

Foydalanilgan adabiyotlar ro'yxati

1. Montecucco C, Molgo J. Botulinal neurotoxins: revival of an old killer. Current option in pharmacology, 2005, 5(3): 274-9.

2. Kerner J. Neue beobachtungen uber die in Wurttemberg so haufig vorfalenden todlichen Vergiftungen durch den Genuss geraucherter Wurst. 1820, Tubingen: Osiander.

3. Frank JE. Historical notes on botulism. Clostridium botulinum, botulinum toxin, and the idea of the therapeutic use of the toxin. Movement Disorders, 2004, 19(S8): S2-S6.

4. Александров В.Н., Емельянов В.И. Токсины как химическое оружие. Отравляющие вещества. Ред. Сокольский Г.А. 2-е изд. М.: Воениздат, 1990. 272 с. / Alexandrov V.N., Emelyanov V.I. Toxins as chemical weapons. Toxic substances. Ed. by Sokolsky G.A. 2nd ed. M.: Voenizdat, 1990. 272 p.

5. DasGupta BR. Structures of botulinum neurotoxin, its functional domains, and perspectives on the crystalline type A toxin (1994). In: Jankovic J, Hallett M (eds) Therapy with botulinum toxin. Marcel Dekker, New York, pp 15-39.

6. Aoki KR. Pharmacology and immunology of botulinum toxin serotypes. J Neurol, 2001, 248(Suppl 1): 3-10.

Қозоғистон Республикаси давлат харидларининг ривожланишини ўзига хослиги

Мўминов Зарифжон Зохиджон ўғли

Мустақил тадқиқотчи

Аннотация: Мазкур мақолада Марказий Осиё мамлакатлари ичида кучли иқтисодиётга эга бўлган Қозоғистон Республикаси давлат харидларининг ўзига хослиги ҳамда сўнги вақтларда ушбу соҳани янада такомиллаштириш учун амалга оширилаётган ислоҳотлар кўрсатиб берилган.

Калит сўзлар: Давлат харидлари, бюджет харажатлари, демпинг, рейтинг-балл тизими, веб-портал, марказлашган модел, рамка келишувлар, стол назорати, ягона ташкилотчи тизими, якуний бенефициар реестри, интеграция.

КИРИШ

Сўнги йилларда Марказий Осиё мамлакатларининг ижтимоий-иқтисодий муаммоларини ҳал этишда давлат харидлари соҳаси муҳим ўрин тутаётганлигини кўриш мумкин. Мавжуд статистик маълумотлари таҳлили бюджет харажатларининг катта қисми давлат харидлари соҳасига тўғри келаётганлигини кўрсатмоқда. Хусусан, Қозоғистон Республикасида *(кейинги ўринларда – ҚР)* бюджет харажатларининг камида учдан бир қисми ушбу соҳага йўналтилимоқда [1]:

ҚР бюджети	2020 йил	2021 йил	2022 йил
.	ҚР бюджет харажатлари ҳажми	13,8 трлн тенге	14 трлн тенге	15 трлн тенге
.	Бюджет харажатларининг давлат харидларига йўналтирилган қисми (улуши)	4,5 трлн тенге (32,6%)	5 трлн тенге (35,7%)	6 трлн тенге (40,0%)

АСОСИЙ ҚИСМ

2022 йилда Жаҳон банки томонидан давлат харидлари тизими самарадорлигини баҳолаш юзасидан ўтказилган тадқиқотга кўра, ҚР 63 балл билан жаҳонда 16, Марказий Осиё мамлакатлари орасида 1 ўринни эгаллаган [2]. Шундай бўлса-да, ҳукумат давлат харидлари самарадорлигини янада ошириш мақсадида қонунчиликни доимий равишда такомиллаштириб келмоқда. Жумладан, Президент Қ.Тоқаев 2023 йил 1 сентябрь куни Қозоғистон халқига йиллик мурожаатида давлат харидлари самарадорлигини янада

такомиллаштириш ҳамда бу орқали маҳаллий тадбиркорликни қўллаб-қувватлаш учун соҳада коррупцион ҳолатларнинг олдини олиш ва шаффофликни таъминлаш бўйича бир қатор ислоҳот йўналишларини таъкидлаб ўтди. Қонунчиликка тегишли ўзгартишлар киритиш орқали демпингга қарши самарали тўсиқ қўйиш, харид жараёнларини тўлиқ автоматлаштириш шулар жумласидандир. Бунда шикоятларни кўриб чиқишнинг янги механизми ва жамоатчилик мониторинги институтини жорий этиш ушбу мақсадларга эришишда муҳим роль ўйнаши кўрсатиб ўтилди [3].

Бундан ташқари, энг паст нархни таклиф қилиш тамойили малакали етказиб берувчилар рейтинги ўртасида харид қилиш нормаси, нархсиз мезонлар асосида рейтингни шакллантириш тартиби ҳамда ишлаб чиқиш ҳаёт цикли харажатларидан фойдаланган ҳолда харидлар қайта кўриб чиқиш лозимлиги таклиф этилган. Мазкур соҳадаги ваколатли орган Молия вазирлиги томонидан товар ва хизматларнинг сифатсизлик муаммоси стандарт техник шартларни ва жамоатчилик мониторингини жорий этиш орқали ҳал қилинади.

Шунингдек, тендер натижалари бўйича лойиҳани амалга ошириш жараёни чўзилиб кетишининг олдини олиш мақсадида, Молия вазирлигига етказиб берувчилар тендер ҳужжатлари бўйича ўз шарҳларини билдиришлари ва тушунтиришлар сўрашлари мумкин бўлган муддатни 5 кун этиб белгилаш тавсияси киритилмоқда. Шу билан бирга, давлат харидлари соҳасида ғолиб чиққан ташкилот билан минимал нархга келишилгандан сўнг, қўшимча келишув тузиб, шартнома миқдорини оширадиган ҳолатларни назорат қилиш таклифи билдирилган [1].

Давлат харидлари соҳасига "рейтинг-балл тизими" ҳам жорий этилмоқда. Бу орқали, комиссия аъзолари томонидан камчиликлари мавжуд таклифларни қабул қилиши ёки қўйилган талабга мос таклифни асоссиз рад этишни бартараф этиш учун харидларни амалга ошириш тартиб-таомиллари автоматлаштирилиб, инсон иштироки бартараф этилади. Веб-портал автоматик равишда потенциал етказиб берувчиларга тегишли балларни белгилайди ва ғолибни аниқлайди. Шу билан бирга, ҚР давлат харидлари марказлашган моделини ҳамда рамка келишувлар тизимини амалиётга кенг татбиқ қилиш орқали коррупцион схемаларни камайтиришга эришмоқчи. Шунингдек, ҚР давлат харидларида етказиб берувчилар ўз рақобатчиларининг таклифларини кўриб чиқишлари ва харид қилувчи ташкилот талабларига мувофиқлигини текширишдаги мавжуд стол назорати жараёнини такомиллаштириб, шикоятларини онлайн тарзда юбориш имкониятини қўшиш таклифи ҳам билдирилган [4].

Қозоғистон жорий этилган фавқулодда ҳолатларда маҳаллий тадбиркорларни қўллаб-қувватлаш учун яратилган маҳаллий ишлаб чиқарувчилар реестри ва кафолатли депозит ёки банк кафолати тўлашни истисно қилувчи махсус давлат харидлари режимини янада такомиллаштирмоқчи [5].

Халқаро ташкилотлар томонидан эътирозлар билдирилишига қарамасдан, ҚР давлат харидлари тизимида маҳаллий тадбиркорликка зарар етказмаслик ҳамда уларни қўллаб-қувватлаш бўйича қонунчилик орқали қатор имкониятлар яратилган. Хусусан, давлат харидлари тизимида ихтисослаштирилган харидлар хизматининг аналоги бўлган ягона ташкилотчи тизими мавжуд. Унга кўра, айрим товарлар, ишлар ва хизматлар давлат харидларининг ягона ташкилотчиси орқали харид қилиниши шарт. Бундан ташқари, "Давлат харидларини амалга оширишнинг махсус тартиблари" (маълумотлари давлат сирини ташкил этувчи товар, иш, хизматларни харид қилишда) ва товар биржалари орқали харид қилиш каби қатор истиснолар мавжуд.

Таъкидлаш жоизки, давлат корхоналари (миллий холдинглар), шу жумладан "Байтерек" акциядорлик жамияти, "КазАгро" акциядорлик жамияти ва "Самрук-Казина" акциядорлик жамиятлари учун махсус қоидалар қўлланилади [6].

Шу билан бирга, Евроосиё иқтисодий иттифоқи *(кейинги ўринларда - ЕОИИ)* иштирокчиси сифатида Қозоғистон давлат харидларини амалга оширишда ЕОИИга аъзо мамлакатлар томонидан қўллаб-қувватланадиган "миллий режим" тўғрисидаги қоидага амал қилади [7].

2022 йил Коррупцияга қарши давлатлар гуруҳи (ингл. Group of States Against Corruption - GRECO) томонидан ҳам ҚР давлат харидлари тизимини янада яхшилаш учун тавсиялар бериб ўтилган. Бунда давлат харидлари учун масъул шахслар учун муносиб ҳақ тўлаш даражасини белгилаш, малака талабларига риоя этилиши устидан назоратни кучайтириш, манфаатлар тўқнашувини аниқлаш ва олдини олиш ҳамда аниқланган тақдирда шартномани бекор қилишга алоҳида эътибор қаратилган. Шунингдек, компанияларнинг якуний бенефициарлари реестрини шакллантириш, харидларда ушбу компанияларнинг шўъбаларидан фойдаланишнинг олдини олиш мақсадида уларнинг бутун мулкчилик занжирини кузатиш учун шароит яратиш ҳамда назорат қилувчи ваколатли идоралар фаолиятини интеграция қилиш тавсиялари ҳам билдирилган [1].

ХУЛОСА

Жаҳон банки томонидан ўтказилган тадқиқотда ҚР давлат харидлари яхши натижалар кўрсатганлиги нуфузли халқаро ташкилотлар томонидан эътироф этилаётганлиги ҳамда соҳадаги ислоҳотларнинг изчил давом эттираётгани ушбу мамлакат тажрибасини ўрганиш ва ундан фойдаланиш имкониятларини кўриб чиқиш мақсадга мувофиқ.

Юқоридагиларни инобатга олиб, мамлакатимизда давлат харидлари жараёнини такомиллаштириш мақсадида қуйидаги таклифларни илгари суриш мумкин:

- инсон омилини бартараф этиш мақсадида "рейтинг-балл тизими"ни ва сифатни белгиловчи стандарт техник шартларни жорий этиш. Бунинг натижасида танлов комиссиясини тугатиш мумкин. Веб-портал автоматик равишда потенциал етказиб берувчиларга тегишли балларини белгилайди ва ғолибни аниқлайди;

- ғолиб чиққан ташкилот билан минимал нархга келишилгандан сўнг, қўшимча келишув тузиб, шартнома миқдорини оширадиган ҳолатларни назорат қилишни кучайтириш.

- маҳаллий тадбиркорларни қўллаб қувватлаш учун маҳаллий ишлаб чиқарувчилар реестрини шакллантириб, миллий манфаатлар кесимида уларга алоҳида имтиёз берувчи ҳолатларни ишлаб чиқиш;

- давлат харидлари учун масъул идоралар ходимлари учун муносиб ҳақ тўлаш даражасини белгилаш;

- малака талабларига риоя этилиши устидан назоратни кучайтириш ва манфаатлар тўқнашуви аниқланган тақдирда шартномани бекор қилиш;

- буюртмачи компания вакиллари ўзларига қарашли шўъба фирмалар харидлар жараёнида ғолиб бўлиб, иш, хизматлардан фойдаланишнинг олдини олиш мақсадида компанияларнинг бутун мулкчилик занжирини кузатиш имконини яратиш мақсадида компанияларнинг якуний бенефициар эгаларининг долзарб реестрини шакллантириш;

- давлат харидлари соҳасига таалуқли бўлган барча идоралар фаолиятини тўлиқ интеграция қилиш.

Фойдаланилган адабиётлар ва манбалар:

1.   Реформировать госзакупки - это значит изменить всю систему госуправления. URL: https://exclusive.kz/reformirovat-goszakupki-eto-znachit-izmenit-vsyu-sistemu-gosupravleniya/ [04.07.2023].

2.   Ҳамитов Ж.М. Антикоррупционный мониторинг в системе управления государственными закупками. Диссертация на соискание степени доктора по образовательной программе. - Ас.: 2022 г. - С. 46.

3.   Госзакупки в Казахстане будут работать по-новому - Токаев. URL: https://orda.kz/goszakupki-v-kazahstane-budut-rabotat-po-novomu-tokaev-375737/ [01.09.2023].

4.   Одна из самых коррумпированных сфер. Что не так с госзакупками в Казахстане - мнения экспертов. URL: https:// tengrinews.kz/ kazakhstan_news/ odna-samyih-korrumpirovannyih-sfer-ne-s-goszakupkami-508794/ [02.09.2023].

5.   В коронакризис госзакупки не сыграли роли стабилизатора экономики РК. URL: https://kz.kursiv.media/2021-08-20/kursiv-research-v-koronakrizis-goszakupki-ne-sygrali-roli-stabilizatora/ [20.08.2021].

6.   Основное, что нужно знать о государственных закупках. URL: https://zakupki.kz/blog/article/12 [18.04.2023].

7.   Мухтар Е.С. Регулирование логистических процессов в системе государственных закупок Республики Казахстан: проблемы и перспективы. Диссертация на соискание степени доктора философии. - Ал.: 2017 г.

METHODS OF TEACHING ENGLISH TO YOUNG CHILDREN AND THEIR INNOVATIVE APPROACH.

Toshbo'riyeva Muxlisa

Termiz State University

4th year student of the Faculty of Foreign Philology

ANNOTATION

Many theories have been developed about what methods and approaches to rely on when teaching a foreign language to young children. Today, one of the main tasks of a pedagogue is to use a number of modern methods and methods in teaching a foreign language, especially English, at the lower levels of education.

Key words: preschool education, modern pedagogy, foreign language, method, approach, TPR, skills, competence, psychology

INTRODUCTION

The earlier language learning starts, the higher the level of language acquisition. The main reasons for this are the natural tendency of children to learn languages, the fact that they have a strong ability to imitate, and the fact that children have more time than adults. It should be said that 6-7-year-old children do not understand the meaning of words, but memorize them mechanically. In this regard, teaching children a foreign language has its own methods and approaches. Because the task of modern pedagogy is to search and create complex and unique methods that have a harmonious effect on all areas of child development.

LITERATURE ANALYSIS AND METHODOLOGY

Based on the psychological, didactic, practical, educational foundations of a foreign language, several scientists have expressed their opinions (I. V. Rakhmanov, G. Kh. Bakiyeva, G. T. Makhkamova, F. R. Kadirova, V. S. Setlin, J. J. Jalolov, T. Q. Sattorov and others). Nevertheless, there are not enough scientific studies on teaching foreign languages, including English, to children in preschool educational institutions in our country. Therefore, during the scientific research, a number of scientific research works on the issue of teaching children a foreign language from a young age were studied. For example, formation of children's oral speech skills in Russian through didactic games in an Uzbek kindergarten (F.R. Kadirova), formation of oral speech skills and competences of children in a foreign language before school (5-6

years old) (G.T. Makhkamova), scientific and methodological development of foreign language teaching in early education and issues of critical learning (N.N. Achkasova, O.A. Osiyanova, N.A. Malkina, O.A. Denisenko, B. Cheptsova, etc.), teaching methods (N. N. Achkasova, N. A. Yatsenko, etc.) were familiarized with their scientific works. The following works were selected from them: psychological approaches to the formation of communication skills in educators of preschool educational institutions (Negnevitskaya Ye.N.), the basics of teaching a foreign language to children of preschool educational institutions (Koliyeva N.F., Grigoreva V.V.), preschool education types of exercises used in teaching a foreign language to children of educational institutions (R.A. Dolnikova), methods of teaching a foreign language to kindergarten children (Futerman Z.Ya.; Chistyakova T.A.), foreign language games for children of preschool educational institutions features of teaching through (Ponimatkova.P), the methodology of using English literature in teaching English from a young age (Denisenko O.A.), teaching communication to 6-7-year-old children through scripted roles (Rebakova N.V.) and preschool educational organizations among them are the formation of oral speech using fairy tales for children (Malkina N.A.). Teaching a foreign language to children from a young age through a communicative approach. Work features A.A. Leontyeva, V.G. Kostomarov, O.D. Mitro fanovava was manifested in the works of others. In addition, it was noted that the fluency of the pedagogue's speech is important in teaching a foreign language to preschool children. According to A. Zimnyaya, children should learn a foreign language based on their native language experiences during the educational process, only then it will be easier to remember foreign words [1]. According to Professor N. A. Bonk, when teaching a foreign language to a young child, it is necessary to take into account their psychology, because the young learner is curious and does not like to be bored. Therefore, it is appropriate to use topics that are close to kindergarten children. These are toys, animals, family, home, kindergarten, etc. The early education process motivates the children of preschool educational organizations to learn a foreign language in depth, which allows them to ensure fluency in their speech in the future [2].

K.D. According to Ushinsky, a young child learns to speak a foreign language better in a few months than in years like an adult. According to this scientist, learning a foreign language helps to achieve the following goals. The first goal is to get acquainted with the creativity of the people who are learning the language. The second is to expand the range of logical thinking, because learning a language has a

positive effect on human brain activity and develops it in all aspects. The third goal is to get to know the culture of this people and to be able to easily communicate with them. The next thing is to develop the skills to be able to write letters with the people of this foreign country easily in their own language [3].

As Rihon (1999) points out, more important than teaching young children is to consider the conditions that youth education programs offer. These include extra- and intra-classroom settings (eg social, cultural and economic value of language). According to him, my little boy's place to study

- Natural

- Contextual and part of the same story

- Fun and cute

- Relevant

- Social

- Belongs to a child

- Aimed at one goal for the child

- Based on what the child already knows

- Properly supported

- It was part of a coherent whole

- Multi-touch

- Active and experienced

- Memorable

- Designed to provide personalized, varied responses and multiple intelligences

- Should be in a free and warm learning environment. [4]

RESULTS

Teaching language to preschool children should not be done as a chore, but as a fun, enjoyable and natural daily activity, and this requires teaching using several effective methods. Below we will consider such methods:

Total Physical Response, or TPR, was created by American psychologist Dr. James Asher and is based on his experience of how people learn their first language. For example, while children are learning their mother tongue, their parents and caregivers are physically active in language learning. They point and give instructions and the child responds in kind. No one asks very young children to speak: only to listen and understand. As a result, children acquire additional languages along with the method of learning their mother tongue. Therefore, the idea of TPR, in short, is to create a connection between speech and action. Why TPR (Total Physical Response) has so many benefits, especially for new language learners and young learners. The combination of movement with language makes for naturally effective learning. Students actively use the left and right parts of the brain. It improves students' listening skills. Students do not have to speak until they are ready, so a "safe zone" is created, which greatly reduces stress. Kinesthetic learners (those who respond best to physical activity) and visual learners (those who learn best with visual cues) benefit most from TPR. (This is another reason why it's important to know your students' personalities and learning types.) Because no one is singled out, TPR is great for introverted students. The main way to use common physical response in the classroom: The teacher performs the action, shows it and says it (for example, "I brush my teeth"). Be prepared to exaggerate, use gestures, facial expressions, and props if necessary. Students will have to repeat the action.

Last Man Standing This is a quick game. But it gives readers some time to think. This game encourages cooperative learning, meaning that while other students are talking, the rest of the children are thinking of words themselves. A ball is required to play this game, and all students must stand in a circle. You will need to choose a topic of your choice. For example: Things found in a kitchen, food, profession, etc. The game starts by throwing the ball to a student. That student says an English word about the topic and throws the ball to the next student. Each student who receives the ball will have to say a word related to this topic. If they repeat the words they were told or can't find the words within a few seconds, they leave the game and watch the game sitting down.

Pictionary- Many 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 write down the scores of the teams here. One person from team A comes out. And chooses one of many upside down words and draws that word on the board. And others will have to find it. The team that guesses the word correctly first gets a point. The team with 10 points is the winner.

It should be noted that teaching a foreign language to young children is very difficult and responsible. You can use the following methods to teach English to children in a meaningful and interesting way:

- to teach by means of songs and poems the letters or combinations that are difficult to explain or remember, that do not have meaning.

For example, it can be shown that children learn the English alphabet by singing rather than simply memorizing it.

- games related to mental and physical activities;

- cartoons; Although children do not understand the words in the cartoon during language learning, they try to understand the words they use through the actions of the cartoon characters. This is an interesting and effective way for children to learn the language.

- role play, the teacher should role-play or play it to children while teaching some information, for example, the names of animals or birds. For example: if one student shows the howl of a dog, the meow of a cat, the growl of a lion, another student needs to find out which animal these sounds belong to and say its English name.

- subject environment; Children learn the language well only if the teacher creates an environment suitable for the subject. For example: traveling, cooking, doing sports, birthday, etc. On the subject of traveling, the teacher will provide information on the importance of organizing a trip, what means of travel (foot, bicycle, automobile, train, boat, airplane), where to travel (Tashkent, Khiva, London, New York) . This event serves to expand students' vocabulary and language abilities, broadening their worldview.

- riddles; Children love riddles. Because it is very interesting for them to find answers to riddles. Therefore, when the teacher tells the riddle in English or Uzbek, he should ask the children to answer it in English. Then children learn words quickly.

- practical activities (tasting vegetables, food and other products, smelling flowers); This sentence can be explained by the thoughts of a practicing psychologist: "The pedagogue, who wants something to be firmly fixed in the children's memory, should use as many of the child's sensory organs as possible: eyes, ears, sound organs, muscle sensations, and even if if possible, he should try to involve the organs of smell and taste in the process of remembering". For example: when a teacher tastes an apple, its color is red or green, He should give information about the smell of whether it is sweet (tasty) or sour (), fragrant () and after feeding other students the fruits, he should ask the children to give information about that fruit in English.

- through gestures, facial expressions; When the teacher says something to the child or gives an order, for example, if the child uses gestures in sentences such as "come here", "open the book", "stand up", "look at the blackboard" will be clear.

- through visual aids, posters, books;

- writing on things that are visible and often used in everyday life. For example: writing on a door, book, table, blackboard, window, etc. learns words involuntarily due to falling into.

DISCUSSIONS

Today, an information base of a level that can meet the requirements of the time has been created, hypertext and multimedia, communication systems have been adopted. In 1956, N. V. Karpov and I. V. Rakhmanov's book "Methodology of foreign language teaching at the primary level" was published, and in this book it was said that technical means should be widely used in foreign language teaching to young children. Therefore, in teaching a foreign language, all didactic principles, that is, systematization, educational education, activity, demonstrativeness, consciousness, individual approach, thorough mastering, and the principles of compatibility, are inextricably linked to each other. will be implemented.

CONCLUSION

In conclusion, it can be said that the purpose of teaching a foreign language to children of preschool educational organizations is to develop language skills of children through play. Teaching English to young children has its own characteristics. Children are very curious, they are quick to communicate, and because of their strong tendency to imitate, it is appropriate to teach them a language in a playful and non-committal manner. They are taught through repeated listening and as a result their speaking skills develop. We know that children's individual character and personality are developing during this period, so every method and approach used by the educator can have a positive effect on the child's development. It is effective to use modern methods and approaches in improving foreign language skills of preschool children.

REFERENCES:

1. Zimnyaya I.A. Psychology of teaching foreign language at school/ M:Education, 1991-219p.-

2. Н.А. Бонк Учебник английского языка. Бишкек 1997.

3. К.Д. Ушинский Собрание сочинений Том 10 Материалы к третьему тому Педагогической Антрополгии 1950.

4. Rixon, S. Young learners of English: Some research perspectives. Harlow, UK: Longman, 1999.

VOLUME-1, ISSUE-12
INNOVATIVE METHODS OF TEACHING ENGLISH TO YOUNG CHILDREN.

Norbo'tayeva Dilshoda

Termiz State University

4th year student of the Faculty of Foreign Philology,

ABSTRACT: This article describes innovative methods of teaching English to young children. And it is said to enable the implementation of these methods in a new approach. In this article, you can get acquainted with meaningful and interesting methods of teaching English in preschool education and primary classes using modern information technologies and game methods.

Key words: innovative, technology, possibility, approach, method, teaching.

After our country gained independence, great attention has been paid to learning foreign languages in our country. In particular, the decision of the President of the Republic of Uzbekistan "On the further improvement of the system of learning foreign languages" adopted on December 10, 2012, and the introduction of foreign languages in the first classes of general education schools from the 2013-2014 school year. the introduction of continuous training is proof of this. Nowadays, foreign language, especially English, is taught not only to students of schools, lyceums, colleges and universities, but also to students of M.T.M. and employees working in various fields. There's a reason for that, of course. Learning the languages of economically, scientifically, and culturally developed countries is the main factor in acquiring the achievements of world science and development. Language learning also depends on age. According to psychologists, children learn language faster and easier than adults. The main reasons for this are the natural tendency of children to learn a language, the fact that they have a strong ability to imitate, and the fact that children have more time than adults. It should be noted that 6-7-year-old children do not understand the meaning of information, but memorize it mechanically. Therefore, it is necessary not to start teaching English to elementary school students with grammatical concepts. Otherwise, from the first step of teaching a foreign language, it is possible to strain the child and extinguish his interest. Therefore, teaching a foreign language to young children is very difficult and responsible. The following methods can be used to teach English to children in a meaningful and interesting way: - through songs and poems, to teach the letters or combinations that are difficult to

explain or remember, and have no meaning. for example, it can be shown that children's learning the English alphabet by singing is more effective than just memorizing.-games related to mental and physical activities;-cartoons; Although children do not understand the words in the cartoon during language learning, they try to understand the words they use through the actions of the cartoon characters. This is an interesting and effective way for children to learn the language. -role play (role play) the teacher should role-play or play it to children while teaching some information, for example, the names of animals or birds. For example: if one student shows howling of a dog and meowing of a cat, another student needs to find out which animal these sounds belong to and say its English name. - environment related to the topic; Children learn the language better if the teacher can create that environment depending on the topic. For example: traveling, birthday, in the kitchen, etc. On the topic of traveling, the teacher will organize a trip, what means of travel can be used (foot, bicycle, automobile, train, boat, airplane), where to travel (Tashkent, Samarkand, Bukhara, England, USA). gives information about its importance. It strengthens the students' vocabulary, language abilities, and develops their worldview.-riddles; Children have a strong interest in finding answers to riddles. Therefore, when the teacher says the riddle in English or Uzbek, he should ask the children to say the answer in English. Then children learn words quickly. practical activities (tasting fruits and other foods, smelling flowers); This sentence can be explained by the thoughts of a practicing psychologist: "The pedagogue who wants something to be firmly fixed in the children's memory should use as many of the child's senses as possible: eyes, ears, sound organs, muscle sensations and, if possible, even if there is, he should try to involve the organs of smell and taste in the process of remembering". For example: when a student tastes an apple, the teacher gives information about its color (red) or green (green), taste (tasty) or sour (), smell () and He should feed the fruits to other students and ask them to give information about that fruit in English. This will also help the child in his further studies. he immediately remembers the moment he ate the fruit, he quickly remembers that it is red-red and green-green. Therefore, the use of such a method ensures that the student will retain information in his memory for a long time. - through gestures, facial expressions; When the teacher says something to the child or gives an order, for example, if the child uses gestures in sentences such as "come here", "open the book", "stand up", "look at the blackboard" will be understandable.-through visual aids, posters, books;-writing on things that are visible and often used in everyday life.

For example: writing on a door, book, table, blackboard, window, etc. Since such things are always visible and often used in practice, the child learns these words involuntarily.

Teaching with updated methods increases children's aspirations. Preschool age is especially convenient for starting to learn a foreign language: children of this age are distinguished by their sensitivity to language phenomena, they are interested in understanding their speech experiences, the "secrets" of language. They easily and firmly remember a small amount of language material and multiply it well. With age, these favorable factors lose their power. There is another reason why an early age is better for learning a foreign language. The younger the child, the smaller the vocabulary in the local language, but at the same time his needs for speech are less: in a small child there are fewer areas of communication than in adults, he does not yet have to solve complex communication problems. This means that when he learns a foreign language, he will not notice such a big difference between the opportunities in his native and foreign languages, and his sense of success will be brighter than that of older children. Teaching children requires a completely different methodological approach than schoolchildren and adults. a very difficult issue that requires If an adult speaks a foreign language, it does not mean that he can teach it to others. When faced with methodologically inefficient lessons, children may long-term hate the foreign language and lose confidence in their abilities. Only experienced professionals should work with preschool children. The methodology of conducting direct educational activities should be built taking into account the age and individual characteristics of the structure of children's language skills and should be directed to their development. Communication in a foreign language should be motivational and focused. It is necessary to create a positive psychological attitude towards a foreign language in a child, and the way to create such a positive motivation is to play. We know that children are curious, so using games, pictures, songs and poems, cartoons is an effective way to teach foreign language to young children. Because the main concept in them is depicted in a picture in the brain. This in turn requires us to describe everything we teach accordingly. The psychology of children studying in preschool and elementary grades is based on the category of enthusiasm and liking. Young children are naturally very interested in bright and beautiful things and pay a lot of attention. Therefore, it is an effective way for teachers and coaches to use more game methods. In our current modern life, foreign language, especially English, is taught not only to students of schools, lyceums, colleges and universities, but also to students

of preschool educational institutions and employees working in various fields. . The reason is that learning the languages of economically, scientifically and culturally developed countries is the main factor in acquiring the achievements of world science and development. According to Professor Wilga M. Rivers of Harvard University, one of the famous representatives of the methodology of teaching foreign languages, to be literate is to read and means to know the writing. Language learning also depends on age. According to scientists and psychologists, children learn language faster and easier than adults. Another method of quality teaching is a special group with deep (up to full immersion) training and a full language environment using video and audio recordings of native speakers. We talked about this method earlier. However, not always and not all parents like such groups to their taste and pocket. If you want to achieve a positive result, follow a few rules. First of all, remember that learning a foreign language cannot be forced. The more you force, the less the baby wants to do something. Perhaps, first of all, it is worth trying interesting online English courses on the Internet to encourage the child to learn the subject, to arouse his interest. An integrated approach is also important. In no case should you focus only on learning grammar. The training plan should be prepared carefully and thoughtfully. Patience is required. The child should know that he has stepped on a difficult path, but the reward for his efforts will be priceless. The presence of motivation is the key to success in learning any subject.

References:

1.Jalolov J. Chet tili o'qitish metodikasi. -Toshkent., 2012: -4 -bet.

2. O'zbekiston Respublikasi Prezidentining 2018 -yil 30 -sentabrdagi " Maktabgacha ta'lim tizimini boshqarishni takomillashtirish chora -tadbirlari to'g'risida " gi PQ -3955 -sonli qarori .

3. O'zbekiston Respublikasi Prezidentining 2019 -yil 8 -maydagi " O'zbekiston Respublikasi maktabgacha ta'lim tizimini 2030 -yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'riida " gi PQ -4312 -sonli qarori

4.Wilga M. Rivers. Teaching Foreign-Language Skills. 2nd ed. —Chicago and London: The University of Chicago Press, 1981, p.291.

5.Д. Д. Джалалов, Г. И. Стравчинская. Книга для учителя к учебнику английского языка для VI класса узбекской школы. —Ташкент: Укитувчи, 1973 (va keyingi nashrlari). —23—27-betlar.

Perfecting speaking skill in german language

Jizzakh branch of National University of Uzbekistannamed after Mirzo
UlugbekThe Faculty of Psychology, the department of Foreign Languages
Philology amd teaching languages
Scientific advisor: **Axmedova Sevara Raxmonqulovna**
deutsch_asr@umail.uz
Student of group 401-22: **Bebitboyeva Madina Elmurod qizi**
madinabebitboyeva5@gmail.com

Annotation

German, a widely spoken language in Europe, continues to gain popularity as a second language for many people around the world. Whether you are learning German for travel, work, or personal interest, one of the most important aspects of language acquisition is mastering speaking skills. In this article, we will explore the advantages of practicing German with a partner, expanding your vocabulary, and imitating a native speaker as effective techniques to perfect your speaking skills in German.

Key words: immerse, real-time conversation, interactive, supportive, challenging, reinforce new words,dedication, language acquisition.

One of the most effective ways to improve your German speaking skills is to immerse yourself in the language. Surround yourself with German media such as books, newspapers, movies, and music. Listening to German podcasts and radio programs can also help you become more familiar with the rhythm and intonation of the language.

Advantages of Practicing with a Partner

Practicing speaking with a partner offers numerous advantages that can greatly enhance your language skills. First and foremost, speaking with a partner allows you to engage in real-time conversations, which helps you become more comfortable with spontaneous communication. This level of interaction helps improve your fluency and conversational skills, as you have the opportunity to practice listening, understanding, and responding in a natural dialogue. Furthermore, working with a partner enables you to receive immediate feedback, correct any errors, and improve your pronunciation. This collaborative approach also provides a supportive environment for both partners to build confidence and overcome any speaking apprehensions.One of the most important adjectives to describe practicing with a partner in learning languages is "effective." When you have a language learning partner, you are able to engage in meaningful conversations, practice real-life language skills, and receive
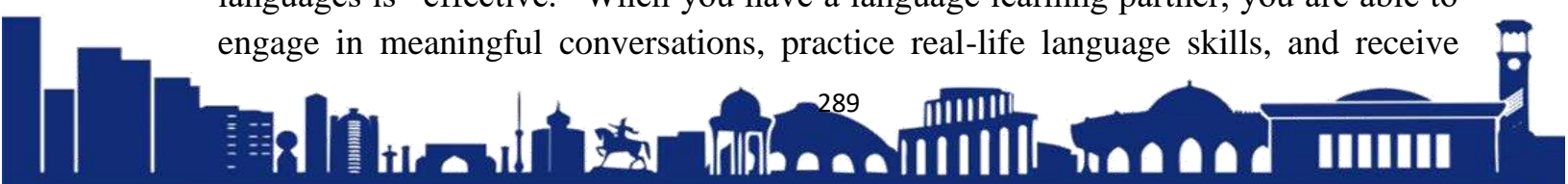
immediate feedback. This makes the learning process much more effective compared to studying alone. With a partner, you can work on pronunciation, vocabulary, and grammar in a natural and interactive way, leading to faster language acquisition.Another crucial adjective to describe practicing with a partner in learning languages is "interactive." Learning a language is not just about memorizing words and grammar rules; it's also about understanding the cultural context and using the language in real-life situations. When you practice with a partner, you can engage in role-plays, discussions, and debates, which allow you to learn how to express yourself in various contexts. This interactive experience helps you develop fluency and confidence in using the language authentically.Practicing with a language learning partner can also be described as "supportive." Learning a new language can be daunting, and having a supportive partner can make a big difference in your confidence and motivation. A partner can provide encouragement, offer constructive criticism, and celebrate your progress with you. Additionally, having a partner can hold you accountable to your language learning goals, making the process more enjoyable and rewarding.Learning a language with a partner can also be described as "challenging," and this is a positive attribute. Through practicing with a partner, you can push each other to expand your vocabulary, improve your pronunciation, and tackle more complex language structures. Challenging each other to step out of your comfort zones helps accelerate your language learning progress and keeps the learning experience engaging and dynamic.Moreover,Practicing with a partner in learning languages is undeniably "engaging." With a partner, you are not just passively absorbing language input; you are actively participating in conversations, games, and other language activities. This engagement makes the learning process more enjoyable, and as a result, you are more likely to retain the information and stay motivated to continue learning.

Expanding Your Vocabulary

Expanding your vocabulary is essential for enhancing your speaking skills in German. Regularly learning new words and phrases not only broadens your linguistic repertoire but also equips you with the tools to express your thoughts and ideas more accurately. To effectively expand your vocabulary, consider incorporating various strategies, such as reading German literature, listening to German podcasts or music, and watching German films or TV shows. Additionally, creating flashcards, using language learning apps, and practicing with vocabulary lists can help reinforce new words and their meanings. An enriched vocabulary not only improves your conversational abilities but also allows you to express yourself more precisely and
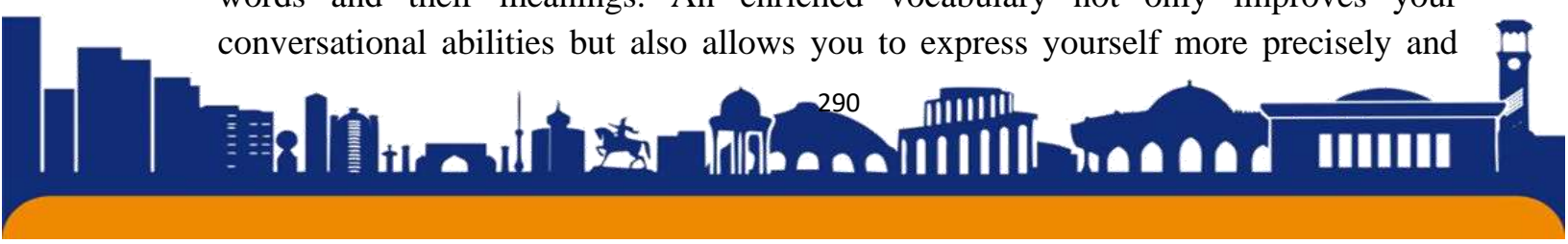
eloquently in German.Expanding your vocabulary in a new language has several advantages, including:

Improved Communication:

A broader vocabulary allows you to express yourself more effectively, conveying a wider range of ideas and emotions.Enhanced Comprehension: A larger vocabulary enables you to understand more complex texts, conversations, and media in the target language.Better Writing Skills: A rich vocabulary allows for more nuanced and varied expression in writing and leading to clearer and more engaging communication. Learning new words often introduces you to aspects of the culture and history of the language, deepening your understanding of the people who speak it.Having a larger vocabulary can boost your confidence when conversing in the language, leading to improved fluency and proficiency. A strong vocabulary in a second language can open up opportunities for employment and collaboration in international settings.Expanding your vocabulary in a new language is a valuable investment that can significantly enrich your language learning experience.

Imitating a Native Speaker

Another effective method to perfect your speaking skills in German is by imitating a native speaker. By emulating the intonation, rhythm, and pronunciation of native speakers, you can develop a more authentic and natural-sounding German accent. Listening to German speakers, whether through recordings or in person, enables you to internalize the nuances of the language and better grasp the correct cadence and inflections. Moreover, imitating native speakers can help you understand the cultural context and idiomatic expressions, providing a more immersive experience in the language. This approach allows you to refine your speaking skills by modeling the language as it is spoken by those who have mastered it fluently.Imitation can be a useful technique for learning languages because it allows learners to by imitating native speakers, learners can improve their ability to pronounce words and phrases accurately.Internalize vocabulary and grammar: Imitation helps learners internalize patterns of speech, sentence structures, and vocabulary usage, leading to more natural language production.Regular imitation of native speech patterns can help learners become more fluent in a language by making their speech more natural and reflexive.Enhance listening skills: By imitating native speakers, learners can improve their ability to understand and recognize different speech patterns and intonations.Build confidence: Imitation can help learners feel more confident in their ability to communicate effectively in a foreign language, especially when they can replicate the speech of native speaker. Imitation is an
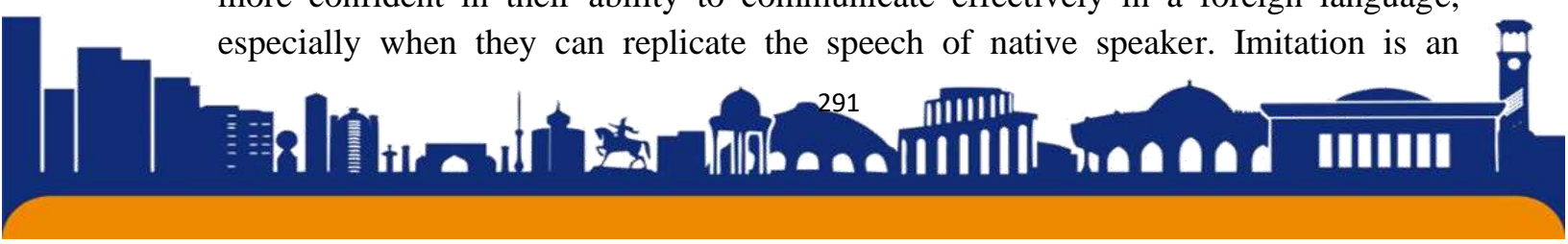
effective way to internalize the nuances of a new language and improve overall language skills.

Mastering speaking skills in German is a rewarding endeavor that requires dedication, practice, and the application of effective techniques. Practicing with a partner, expanding your vocabulary, and imitating native speakers are proven methods that can significantly elevate your speaking proficiency in German. Embracing these strategies will not only enhance your communication skills but also cultivate a deeper appreciation for the German language and culture. Whether for business, travel, or personal enrichment, the ability to communicate effectively in German opens the door to new opportunities and enriching experiences. With perseverance and a focus on perfecting your speaking skills, you can confidently navigate the German linguistic landscape and enjoy the countless benefits of bilingualism.

The list of used literature

1. Ахмедова С. Р. Таълим ва тарбия жараёнлари узвийлигининг самарадорлиги //Science and Education. – 2021. – Т. 2. – №. 9. – С. 369-373.

2. Ахмедова С. Р. И др. Инновацион технологияларни таълим жараёнларига татбиқ этиш йўллари //Science and Education. – 2021. – Т. 2. – №. 10. – С. 492-496.

3. Axmedova S. R. И др. Masofaviy ta'lim va uning horijiy tillarni o'qitishdagi o'rni //Science and Education. – 2021. – Т. 2. – №. 10. – С. 608-612.

4. Axmedova, S. R. (2021). Chet tillarni o'rganish va undagi metodlarning ahamiyati. Science and Education, 2(11), 1076-1080.

5. Axmedova, S. R. (2021). Ilova elementlarining strukturaviy tahlilini o'rganish. Science and Education, 2(12), 583-587.

6. Ахмедова, С. Р. (2022). Иловали унсурларининг иккинчи даражали бўлаклар формасида ифодаланиб келиши. Science and Education, 3(3), 814-817.

7. Akhmedova, S. (2022). STRUCTURAL CHARACTERISTICS OF APPLIED ELEMENTS IN THE GERMAN . LANGUAGE. Science and innovation, 1(B5), 94-97.

8. Ахмедова, С. Р. (2022). Эга шаклида ифодаланган мураккаб тузилишли иловали элементларнинг таҳлилини ўрганиш. Science and Education, 3(4), 1963-1966.

9. Akhmedova Sevara Rakhmankulovna. (2022). NEMIS TILIDA ILOVALI ELEMENTLARINING SEMANTIK O'ZIGA XOSLIKLARI. International Journal of Contemporary Scientific and Technical Research, 1(2), 481–485.

10. Ma'ripov J. KORPUS HAQIDA UMUMIY TUSHUNCHA //Центральноазиатский журнал образования и инноваций. – 2023. – Т. 2. – №. 5. – С. 175-178.

11. Ma'ripov J. Antroposentrizm–tilshunoslikning zamonaviy yonalishi sifatida //Инновационные исследования в современном мире: теория и практика. – 2022. – Т. 1. – №. 28. – С. 62-68.

12. Solnyshkina M. I. Et al. IMPORTANCE OF SETTING GOALS. SMART GOALS //Новости образования: исследование в XXI веке. – 2023. – Т. 1. – №. 11. – С. 318-320.

13 LEARNER I. Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek, The faculty of psychology, The teacher at the department of Foreign languages.

14 Маърипов Д. Psychological value of the novels by agatha christie //Информатика и инженерные технологии. – 2023. – Т. 1. – №. 2. – С. 630-632.

15.Nasiba, P. (2022). THE IMPORTANCE OF TASK-BASED LEARNING IN DEVELOPING SPEAKING SKILLS. Web of Scientist: International Scientific Research Journal, 3(11), 793-797.

16.Parmonova, N. (2022). Nasiba THE PHENOMENON OF CONVERSION IN ENGLISH: THE PHENOMENON OF CONVERSION IN ENGLISH. Журнал иностранных языков и лингвистики, 4(4).

VOLUME-1, ISSUE-12

SOUND ALTERNATIONS

Teshaboyeva Nafisa Zubaydulla qizi
Scientific advisor
nafisateshaboyeva@jbnuu.uz

Karimova Muhlisa Bahriddin qizi
Student of group 204-20
Jizzakh branch of National University of Uzbekistan
named after Mirzo Ulugbek
The Faculty of Psychology,the department of Foreign Languages
Philology amd teaching languages

Annotation: Sound alternations refer to the phonological phenomena in language where a particular sound or group of sounds changes depending on its position within a word or in relation to neighboring sounds. These alternations can include processes such as assimilation, where a sound becomes more like a neighboring sound, or dissimilation, where a sound becomes less like a neighboring sound. Sound alternations are important for understanding the underlying structure and patterns of a language's phonology, and they can have implications for morphological and syntactic processes as well. Studying sound alternations can provide insights into the historical development and evolution of languages, as well as their current phonological systems.

Key words: Phonological, phenomena, Assimilation, Dissimilation, Phonology, Morphological processes, Syntactic processes, Historical development, Evolution of languages, Phonological systems

Sound alternations refer to the systematic changes in the pronunciation of sounds within a language. These changes can occur due to various phonological phenomena such as assimilation, dissimilation, and historical development. Sound alternations play a crucial role in the evolution of languages and are an important aspect of phonology and morphological processes. Understanding sound alternations can provide valuable insights into the phonological systems of different languages and their syntactic processes. This article will explore the various types of sound alternations and their significance in the evolution and development of languages.
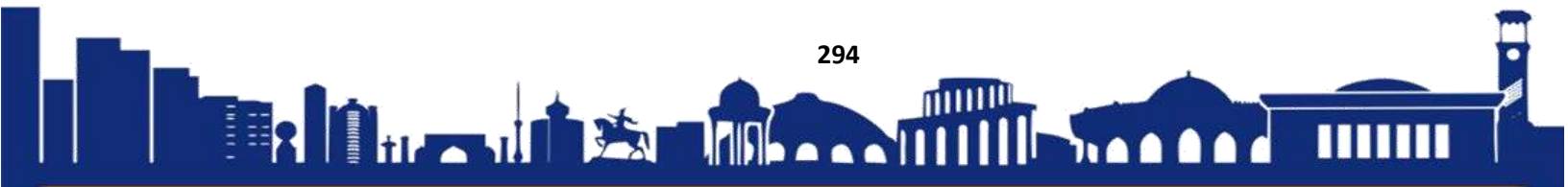
- Vowel alternations: This involves the systematic change in the pronunciation of vowels within a language, often influenced by stress patterns or surrounding consonants.

- Consonant alternations: This refers to the systematic changes in the pronunciation of consonants, such as voicing or devoicing, assimilation, or dissimilation.

- Tone alternations: In tonal languages, sound alternations can also occur in the tone patterns of words, affecting their meaning and grammatical function.

- Morphophonemic alternations: These alternations involve changes in the pronunciation of sounds due to morphological processes, such as affixation or compounding.

Overall, sound alternations are a fundamental aspect of language structure and evolution, providing valuable insights into the historical development and phonological processes of different languages.

Sound alternations are significant because they can provide insight into the historical development and evolution of languages. By studying sound alternations, linguists can uncover patterns and changes in pronunciation that can reveal information about the origins and relationships between different languages. Additionally, sound alternations can also shed light on the phonological processes within a language, such as stress patterns, vowel and consonant shifts, and tonal changes. Understanding these alternations can help linguists better understand the structure and function of languages, as well as the ways in which they have evolved over time. Furthermore, sound alternations can also have important implications for language acquisition and learning, as they can impact the way words are pronounced and understood by speakers. Overall, the study of sound alternations is crucial for understanding the complexities of language structure and evolution.

1. English: The alternation between voiced and voiceless consonants, such as the "p" in "pat" and the "b" in "bat."

2. Spanish: The alternation between the sounds "b" and "v," which are pronounced similarly in some dialects of Spanish.

3. French: The alternation between nasal and non-nasal vowels, such as the difference between "un" (nasal) and "une" (non-nasal).
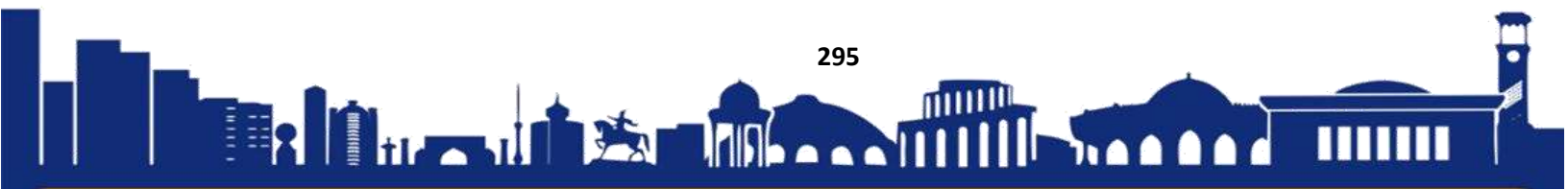
4. Japanese: The alternation between long and short vowels, which can change the meaning of words, such as "hashi" (chopsticks) and "hashi" (bridge).

5. Russian: The alternation between hard and soft consonants, which can affect the pronunciation and meaning of words, such as the difference between "kot" (cat) and "kot' (to cut).

These examples demonstrate how sound alternations can vary across different languages and play a crucial role in understanding their phonological systems.

In conclusion, sound alternations play a crucial role in the evolution and development of languages. They are essential for understanding the phonological systems of different languages and can have a significant impact on the meaning and pronunciation of words. By studying sound alternations, linguists can gain valuable insights into the structure and patterns of language, as well as the historical and cultural factors that influence linguistic diversity. Understanding sound alternations is therefore of great significance in the field of linguistics, as it provides a deeper understanding of the complexities and nuances of language.

REFERENCES

1. Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (2010). Teaching pronunciation: A course book and reference guide. Cambridge University Press.

2. Crystal, D. (2008). A dictionary of linguistics and phonetics. John Wiley & Sons.

3. Gaybullayeva, N. D. K., & Kizi, T. N. Z. (2022). THE ROLE OF INNOVATIVE METHODS FOR LISTENING COMPREHENSION IN TEACHING LANGUAGE LEARNERS FOREIGN LANGUAGES AND MAINLY ENGLISH. Central Asian Research Journal for Interdisciplinary Studies (CARJIS), 2(10), 8-10.

4. Gimson, A. C. (2014). Gimson's pronunciation of English. Routledge.

5. Ladefoged, P. (2010). A course in phonetics. Boston, MA: Cengage Learning.

6. Roach, P. (2009). English phonetics and phonology: A practical course. Cambridge University Press.

7. Teshaboyeva, N., & Mamayoqubova, S. (2020). COMMUNICATIVE APPROACH TO LANGUAGE TEACHING. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 409-414).

8. Teshaboyeva, N. (2020). LINGUISTIC PERSONALITY, ITS STRUCTURAL CHARACTERISTICS IN THE NEW PERSPECTIVE DIRECTIONS. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 415-420).

9. Teshaboyeva, N. Z. (2019). TEACHING ENGLISH THROUGH LITERATURE INTESL AND TEFL CLASSROOMS. In СОВРЕМЕННЫЕ ТЕХНОЛОГИИ: АКТУАЛЬНЫЕ ВОПРОСЫ, ДОСТИЖЕНИЯ И ИННОВАЦИИ (pp. 82-84).

10. Teshaboyeva, N. (2023). THE IMPORTANCE OF TOURISM IN PRESENT DAY. Журнал иностранных языков и лингвистики, 5(5).

11. Teshaboyeva, N. (2023). THE MODERN INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES. Журнал иностранных языков и лингвистики, 5(5).

12. Teshaboyeva, N. Z. (2023, November). Adjective word group and its types. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 59-61).

13. Teshaboyeva, N. Z. (2023, November). Modifications of Consonants in Connected speech. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 7-9).

14. Teshaboyeva, N., & Rayimberdiyev, S. (2023, May). THE IMPORTANCE OF USING MULTIMEDIA TECHNOLOGY IN TEACHING ENGLISH CLASSES. In Academic International Conference on Multi-Disciplinary Studies and Education (Vol. 1, No. 8, pp. 149-153).

15. Nafisa, T., & Marina, S. (2023). TEACHING AND LEARNING OF ENGLISH VOCABULARY IN TESL AND TEFL CLASSROOMS. International Journal of Contemporary Scientific and Technical Research, 465-469.

VOLUME-1, ISSUE-12

COMPOUND SENTENCES IN THE ENGLISH LANGUAGE

Teshaboyeva Nafisa Zubaydulla qizi
Scientific advisor
nafisateshaboyeva@jbnuu.uz

Karimova Muhlisa Bahriddin qizi
Student of group 204-20
Jizzakh branch of National University of Uzbekistan
named after Mirzo Ulugbek
The Faculty of Psychology,the department of Foreign Languages
Philology amd teaching languages

Annotation: This article delves into the intricacies of compound sentences in the English language, providing a comprehensive guide for readers seeking a deeper understanding and improved usage of compound structures. The content covers the fundamental concepts of compound sentences, exploring their definition and function within the realm of grammar. Readers will gain insight into the construction of compound sentences, including the role of coordinating conjunctions and punctuation.

The article offers practical tips on identifying and creating compound sentences, ensuring clarity and coherence in written and spoken communication. It addresses common challenges that learners face, such as knowing when to use commas and conjunctions appropriately. Additionally, the piece highlights the importance of variety in sentence structure to enhance the overall quality of writing.

The instructional approach of the article combines clear explanations with illustrative examples, making it accessible to both beginners and those seeking a refresher on compound sentences. Advanced learners can benefit from nuanced discussions on the nuances of compound sentence usage, including tips for avoiding common pitfalls and achieving a more sophisticated writing style.

Key words: Compound Sentences, Coordinating Conjunctions, Independent Clauses, Sentence Structure, Complex Sentences, Sentence Variety, Conjunctions,
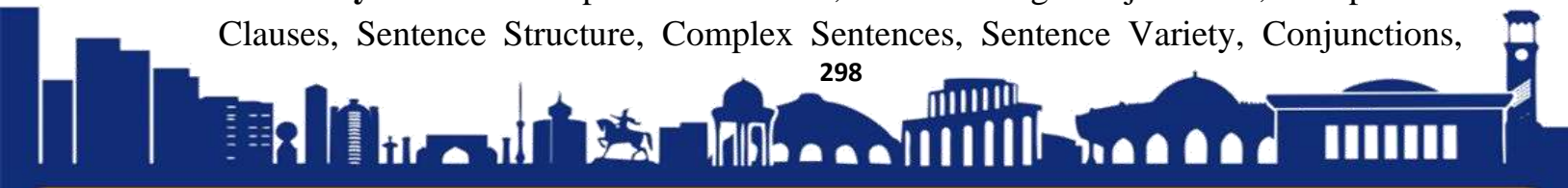
VOLUME-1, ISSUE-12

Dependent Clauses, English Grammar, Sentence Construction, Conjoining Ideas, Coherence ,Joining Sentences, Writing Style, Syntax, Punctuation, Coordination, Subordination, Connecting Ideas, Expressing Relationships

Sentence structure serves as the fundamental building block of effective communication. By varying sentence types and employing diverse structures, writers and speakers can convey complex ideas, evoke emotions, and foster clarity in their expression. One such pivotal structure, the compound sentence, takes center stage in shaping articulate and cohesive communication in the English language. This article delves into the multifaceted world of compound sentences, illuminating their significance and offering insights into their dynamic use within the framework of English communication.

The Anatomy of Compound Sentences

Compound sentences consist of two or more independent clauses joined by coordinating conjunctions (e.g., "and", "but", "or") or semicolons. These clauses, each capable of standing alone as a sentence, come together to form a more complex and cohesive expression. These sentences enhance communication by exhibiting subtle relationships between ideas.

Coordinating conjunctions, such as "and", "but", "or", "nor", "for", "yet", and "so", serve as pivotal connectors in compound sentences. They adeptly link independent clauses, contributing to the seamless flow and logical progression of ideas within the structure of a compound sentence.

Semicolons play a crucial role in compound sentences by connecting closely related independent clauses. They add a nuanced pause and elevate the clarity and coherence of the overall sentence structure.

In compound sentences, conjunctions and semicolons enhance clarity and cohesion by helping to link related thoughts and ideas within the structure of the sentence.

Compound sentences enrich literature and conversation by allowing for the combination of related thoughts, fostering a more intricate and engaging narrative.
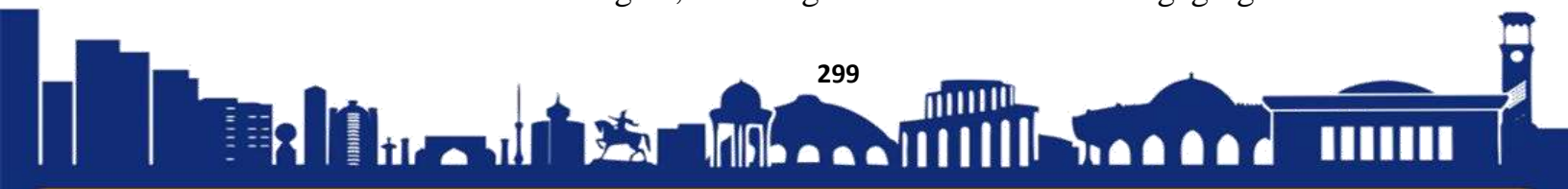
Common errors in compound sentences include comma splices and faulty coordination, which can disrupt the flow and coherence of the sentence. Understanding and rectifying these errors is essential for polished writing.

In compound sentences, writers can experiment with varied structures to add flair to their prose, employing techniques such as cumulative, periodic, and balanced sentences to Mastering compound sentences empowers writers to communicate with confidence and precision, ensuring clarity and coherence in their written expression.elevate the style of their writing.

In conclusion, mastering compound sentences in the English language is crucial for effective communication. These sentences, formed by combining independent clauses, enhance clarity, coherence, and expressiveness in writing. By understanding and using compound sentences appropriately, writers can convey complex ideas, create a smooth flow, and engage readers more effectively. Ultimately, a solid command of compound sentences contributes significantly to improved overall communication skills in English.

REFERENCES

1.   Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (2010). Teaching pronunciation: A course book and reference guide. Cambridge University Press.

2.   Crystal, D. (2008). A dictionary of linguistics and phonetics. John Wiley & Sons.

3.   Gaybullayeva, N. D. K., & Kizi, T. N. Z. (2022). THE ROLE OF INNOVATIVE METHODS FOR LISTENING COMPREHENSION IN TEACHING LANGUAGE LEARNERS FOREIGN LANGUAGES AND MAINLY ENGLISH. *Central Asian Research Journal for Interdisciplinary Studies (CARJIS)*, *2*(10), 8-10.

4.   Gimson, A. C. (2014). Gimson's pronunciation of English. Routledge.

5.   Ladefoged, P. (2010). A course in phonetics. Boston, MA: Cengage Learning.

6.   Roach, P. (2009). English phonetics and phonology: A practical course. Cambridge University Press.

7.   Teshaboyeva, N., & Mamayoqubova, S. (2020). COMMUNICATIVE APPROACH TO LANGUAGE TEACHING. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 409-414).

8.   Teshaboyeva, N. (2020). LINGUISTIC PERSONALITY, ITS STRUCTURAL CHARACTERISTICS IN THE NEW PERSPECTIVE DIRECTIONS. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 415-420).

9.   Teshaboyeva, N. Z. (2019). TEACHING ENGLISH THROUGH LITERATURE INTESL AND TEFL CLASSROOMS. In СОВРЕМЕННЫЕ ТЕХНОЛОГИИ: АКТУАЛЬНЫЕ ВОПРОСЫ, ДОСТИЖЕНИЯ И ИННОВАЦИИ (pp. 82-84).

10.   Teshaboyeva, N. (2023). THE IMPORTANCE OF TOURISM IN PRESENT DAY. Журнал иностранных языков и лингвистики, 5(5).

11.   Teshaboyeva, N. (2023). THE MODERN INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES. Журнал иностранных языков и лингвистики, 5(5).

12.   Teshaboyeva, N. Z. (2023, November). Adjective word group and its types. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 59-61).

13.   Teshaboyeva, N. Z. (2023, November). Modifications of Consonants in Connected speech. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 7-9).

14.   Teshaboyeva, N., & Rayimberdiyev, S. (2023, May). THE IMPORTANCE OF USING MULTIMEDIA TECHNOLOGY IN TEACHING ENGLISH CLASSES. In Academic International Conference on Multi-Disciplinary Studies and Education (Vol. 1, No. 8, pp. 149-153).

15.   Nafisa, T., & Marina, S. (2023). TEACHING AND LEARNING OF ENGLISH VOCABULARY IN TESL AND TEFL CLASSROOMS. International Journal of Contemporary Scientific and Technical Research, 465-469.

KREATIVLIK ORQALI BOLALARNING QOBILYATLARINI OSHIRISH

Choriyeva Durdona
Termiz davlat pedagogika instituti
Maktaabgaaacha ta'lim faakulteti
Maktaabgaacha ta'lim yo'nalishi
2- bosqich 201-guruh talabasi

Annotatsiya. Maqolamning mazmuni shundan iboratki,unda kreativlik haqida so'z boradi.Bolalarning kreativ ijodkorrligini oshirishda pedagoglar qanday yo'l tutishlari kerakligi va qanday mashg'ulotlar o'tkazish kerakligi haqida so'z boradi.

Kalit so'zlar. Kreativlik, ijodkorlik, syujet, xulq-atvor, pedagogik mahorat, taqlid, konstruktiv, improvizatsiya, qobiliyat.

Bugungi axborotlar oqimi jadallik bilan rivojlanayotgan davrda ijtimoiy hayotimizning barcha jabhalarida, shu jumladan ta'lim-tarbiya sohasiga ham ko'plab innovatsion yangiliklar kirib kelmoqda. Shu jumladan bugungi kunda bolaning kreativlik qobiliyatini oshirish haqida ham juda ko'p fikrlarga duch kelamiz.

Kreativlik (lotincha create-yaratish, inglizcha creative-yaratuvchi, ijodkor) individning yangi g'oyalarni ishlab chiqarishga tayyorgarlikni tavsiflovchi va mustaqil omil sifatida iqtidorlilikning tarkibiga kiruvchi ijodiy qobiliyati. Shaxsda kreativlik (ijodkorlik) sifatlarini rivojlantirish tushunchasining ma'nosini tushunib olish talab etiladi. Ijodkorlik qobiliyatiga ta'sir ko'rsatadi va o'z navbatida ichki sezimni rivojlantiradi. Ijodkorlik qobiliyati, ichki sezim va umumiy intellekt kesishganda ijod mahsuli yaratiladi. Tarbiyachining mashg'ulot jarayonida mavzuni mustahkamlashga doir savollar berishi va tarbiyalanuvchilarning savolga javob berishga undash, ularlarning javob berish ko'nikmalari shakllanib, suhbat boyib va kengayib boradi. Masalan, markazlarda olib borilgan faoliyat jarayonida guruhga savol berib, tarbiyachi bir savolning o'ziga bolalardan har xil javoblar oladi; Kim boshqacha o'ylaydi? Kim aniqroq aytadi? kabi savollar bilan murojaat qilib, ularni rag'batlantiradi. Natijada bolalarda asta-sekin ijodiy faollikni rivojlanishi uchun zarur bo'lgan sifatlar shakllanib boradi. Bundan tashqari individual shaklda olib borilgan

VOLUME-1, ISSUE-12

suhbat tarbiyalanuvchilar ishidagi kamchiliklarini to'g'rilashga imkon beradi, yakka yondashish qoidasini amalga oshirish uchun keng imkoniyatlar ochib beradi. Kreativlik -hozirgi kunda ko'p eshitiladigan so'z. Bolada kreativlik bo'lishi juda muhim hisoblanadi. Kreativlik- bu ijodkorlikdir. Hozirgi kunda aqlli bo'lish yetarli emas, kreativ bo'lish kerak. Biron talabni bekamu ko'st bajarish ko'pchilik qo'lidan keladi, lekin talabni o'ylab topish, yanglik kiritish, ishga ijod bilan yondashish, yangi yo'llarni izlash, yangi ko'rinish topish, yangi usul qo'llash hammaga ham xos qobiliyat emas. Agar doimiy ravishda bolaga qo'pol muomalada bo'lib, baqirib gapirilsa, bu jiddiy oqibatlarga olib kelishi mumkin, tarbiyadagi shafqatsizlik bola uchun surunkali stress muhitini yaratadi, buning asoratlari esa bola katta bo'lganida ham namoyon bo'lishi, bunday tarbiya bolaning rivojlanayotgan miyasiga ta'sir qilishi, boshqa salbiy oqibatlari bilan birga garmonal o'zgarishlar, shamollashlar hamda yurak qon tomir faolligi susayishining kuzatilishi va bolaning kreativlik qobiliyatlarini rivojlanishiga ham to'siqlik qiladi. Bu esa uning jismoniy holatiga, bolaning ijodkorligiga, mustaqil fikrlashga to'sqinlik qiladi. Barcha bolalar juda qiziquvchan bo'lishadi. Ular bu dunyoni hamma yo'llar bilan kashf etishga harakat qilishadi va unga qo'shilishadi. Shu bilan birga, ular otaonalaridan biror narsa mumkin emasligini tez-tez eshitadilar. Keyin kattalar bolalarning nima uchun hech nimani istamasligiga hayron bo'lishadi. Ko'pgina otaonalar farzandini uyda ijodiy ish bilan shug'ullanishiga to'sqinlik qiladilar, chunki ular atrofdagi narsalarni kir qilishadi deb o'ylaydilar. Shu orqali biz bolaning istedodini yo'q qilishinmiz mumkin.

Tarbiya mazmunining eng muhim xususiyatlaridan biri - bu insonning hayotiy jihatdan o'z-o'zini anglashi, uning shaxsiy hayoti va faoliyati o'zi yashab turgan muhitning sub'ekti sifatida e'tirof etilishi bilan tavsiflanadi. Inson kamolotida fuqarolik, kasbiy va axloqiy jihatdan o'z-o'zini anglash muhim ahamiyatga ega. O'qituvchi o'quvchilarni, o'z-o'zini tarbiyalashga, ya'ni o'z ustida ongli, batartib ishlashga o'rgatsagina tarbiya jarayoni samarali natijalar beradi. O'quvchilarni o'z-o'zini tarbiyalash metodlariga ko'nikma hosil qildirish o'qituvchining mahoratiga, tarbiyaviy faoliyatni to'g'ri tashkil etishiga bog'liq. O'quvchilar odatda yaqin kishilarining, ba'zan o'qituvchilarining xulq-atvoriga taqlid qiladilar. Shuning uchun o'qituvchi o'z pedagogik mahoratiga tayanib, o'quvchi qalbida o'ziga nisbatan ishonch, mehr tuyg'ularini uyg'ota olishi lozim. O'quvchilar o'qituvchining darsda va hayotda

o'zini qanday tutishini, kiyinishi, muomalasini, kishilar bilan o'zaro munosabatini kuzatib boradilar. Bu ham o'quvchilarning o'z-o'zini tarbiyalashda ta'sirchan vosita hisoblanadi va ijtimoiy mavqeini oshirishning muhim usulidir. O'quvchilar o'qituvchining bevosita nazoratida ta'lim va tarbiya jarayonida, dam olishda, jamoat ishlarida, o'z-o'zini tarbiyalash usullariga ko'nikma hosil qiladilar, bu usullar o'quvchilarni tashabbuskorlikka, mustaqil fikr-mulohaza yuritishga undaydi.

Maktabgacha yoshdagi bolalarda ijodkorlikni rivojlantirish jarayonida qo'yilgan vazifalarni hal qilishda biz turli usullardan foydalandik va turli dasturlarni sinab ko'rdik. Bizning maktabgacha ta'lim tashkilotimizda o'quv jarayonida hissiy jihatdan boy muhit yaratiladi, o'qituvchilar darslar va boshqa ta'lim shakllari mazmunini ertak va o'yin syujetlari va qahramonlari bilan to'ldiradi, o'zlarining improvizatsiyalari, frontal shakllari kichik guruh va individual bilan birlashtiriladi. Bolalar bilan ishlash shakllari. Bu bizga bolalar ijodiyotini rivojlantirish muammolarini hal qilish imkonini beradi.

Bolalarga og'zaki ko'rsatmalarga muvofîq alohida elementlardan ma'lum raqamlarni birlashtirish taklif etiladi, ya'ni. etishmayotgan namuna. Bola kelajakdagi ob'ektni tasavvur qilishi, uni tahlil qilish, mavjud tafsilotlar to'plami bilan solishtirish va qaysi detal yaratilgan ob'ektning alohida qismlarini almashtirishi mumkinligini aniqlashi kerak. Shundan keyingina u elementlarni to'liq ob'ekt tasviriga sintez qilishni boshlashi mumkin. Bunday vazifalar bolalarda nafaqat fazoviy tasvirlar bilan erkin harakat qilish qobiliyatini shakllantiradi, balki tasavvurni rivojlantirish uchun katta ahamiyatga ega bo'lgan harakatning oraliq va yakuniy natijalarini majoziy kutish (oldindan ko'rish) ga yordam beradi.

Keyingi mashg'ulotlarda bolalarga berilgan geometrik shakllardan o'zlari xohlagan narsalarni yasash taklif etiladi. Ular nafaqat o'zlariga oldingi sinflardan yaxshi ma'lum bo'lgan narsalarni, balki haqiqiy va fantastik narsalarni ham chizishadi. Shunday qilib, maxsus ta'lim jarayonida barcha bolalar ijodiy konstruktiv muammolarni hal qilishning umumiy tamoyillarini shakllantiradilar, kreativ fikrlash qobiliyatlarini shaklantirishdan iborat bo'lgan tushunchadir.
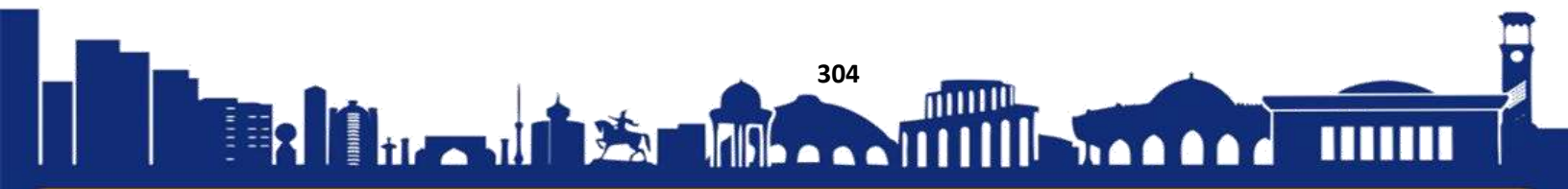
FOYDALANILGAN ADABIYOTLAR

1. F.R. Qodirova, SH.Q. Toshpo'latova, N.M.Kayumova, M.N.A'zamova. "Maktabgacha pedagogika". "Tafakkur" -T., 2019

2. S.X.Jalilova, S.M. Aripova. "Maktabgacha yoshdagi bolalar psixologiyasi". O'quv qo'llanma. Toshkent: Faylasuflar nashriyoti, 2017

3. N.Muslimov. "Pedagogik kompenentlik va kreativlik asoslari".Toshkent., 2015

4. Haydarova Shahlo Narzullayevna. Mehribonlik uyi bolalarinining ijtimoiy hayotga moslashuv omillari. "UZACADEMIA"SCIENTIFIC-METHODICAL JOURNAL. 30-dekabr, 2020-yil. 3-qism. 163-165.

5. Ҳайдарова Шаҳло Нарзуллаевна. Меҳрибонлик уйи тарбияланувчиларини оилавий ҳаётга тайёрлашнинг педагогик асослари. «SCIENTIFIC PROGRESS» Scientific Journal. VOLUME #1, ISSUE #1, 2020/XI. 149-154.

6. Qishtimova I.M. "Ijodkorlikning Psixosemiotikasi" (2008)

7. Imametdinova R.Ya. "Bolalarning ijodiy qobiliyatlari" (2006)

8. Qodirova "Maktabgacha pedagogika"

9. To'raqulovich J. U. Innovative Pedagogical Technologies in a Preschool Educational Institution //International Journal of Culture and Modernity. - 2021.

- T. 11. - C. 215-218.

SYNONYMS . THE IMPORTANCE OF SYNONYMS IN ENGLISH AND UZBEK LEXICOLOGY

Hamidova Feruza Komiljon qizi,

Student, Tashkent State Pedagogical University,

Uzbekistan

Abstract:

This article explores the significance of synonyms in English and Uzbek lexicology and highlights their role in language development. Synonyms, words or phrases with similar meanings, enrich vocabulary, facilitate effective communication, and broaden linguistic horizons. In English, synonyms enhance precision, avoid repetition, and adapt language to different contexts. In Uzbek, synonyms preserve cultural heritage, facilitate communication, foster language development, and enrich literature. Understanding synonyms and their importance enhances language skills, encourages cultural appreciation, and promotes effective expression.

Key words: synonyms, cultural appreciation, context, communication, repitation, lexicology, alternativa, monotonous, emotional, sensitivity

Synonyms are words or phrases that have similar meanings, representing an essential aspect of language diversity and enriching our vocabulary. In the field of lexicology, the study of words and their meanings, synonyms play a significant role in both English and Uzbek languages. Understanding synonyms and their importance can enhance language skills, facilitate effective communication, and broaden one's linguistic horizons.

Understanding Synonyms

Synonyms are words or phrases that share similar meanings with other words but may differ in aspects such as connotation, register, or usage. They provide alternative ways to express ideas and convey nuances in communication. For example, in English, "happy" and "joyful" are synonyms, both expressing a positive emotional state, but "joyful" conveys a stronger sense of elation.

Importance of Synonyms in English Lexicology

1. Enriching Vocabulary: Synonyms expand the available vocabulary, allowing speakers and writers to choose from a variety of words to convey precise meanings. They provide alternatives that can make communication more vibrant, nuanced, and engaging.

2. Avoiding Repetition: Synonyms help prevent monotonous language and repetition, making speech and writing more interesting and engaging. By using
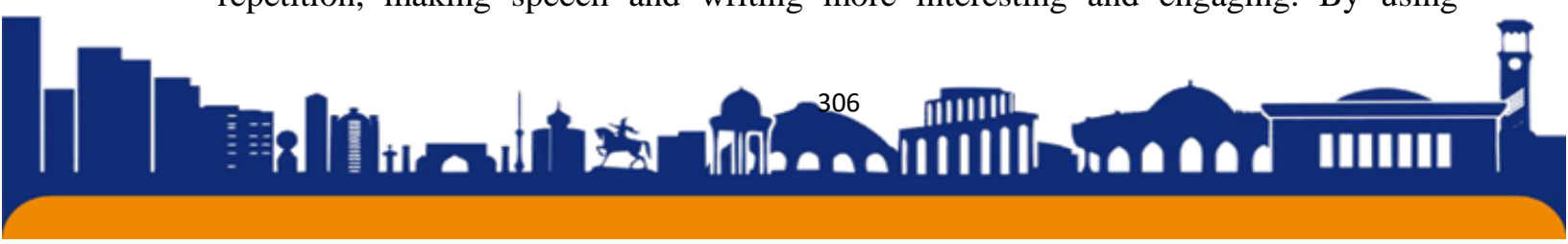
synonyms intelligently, one can avoid overusing certain words, resulting in a more diverse and expressive linguistic style.

3. Enhancing Precision: Synonyms allow for greater precision in expressing ideas. Different synonyms may have subtle differences in meaning, helping speakers and writers choose the most appropriate word to convey their intended message accurately.

4. Adapting to Context: Synonyms enable language users to adapt their language to different contexts. Language varies depending on the setting, audience, or formality, and having a wide range of synonyms helps individuals tailor their language choices accordingly.

Importance of Synonyms in Uzbek Lexicology

1. Preserving Cultural Heritage: Uzbek lexicology is deeply rooted in the rich history and culture of Uzbekistan. Synonyms in the Uzbek language capture the nuances of its heritage, traditions, and social norms. They play a vital role in preserving and passing down cultural knowledge and values. To examplify Alisher Navoi is the most popular and greatest writer in Uzbek and Persian languages. He used numerous synonyms in his literary works. His extensive use of synonyms contributed to the depth and beauty of his literary works and showcased his mastery of the Uzbek language.

2. Facilitating Communication: Synonyms contribute to effective communication in Uzbek, allowing speakers to choose words that resonate with their audience. They provide options for expressing ideas with precision, clarity, and cultural sensitivity.

3. Language Development: Synonyms foster language development in Uzbek by encouraging a deeper understanding of word meanings and their contextual usage. They promote linguistic creativity and flexibility, enabling speakers to express themselves more eloquently. Furthemore, language is rich which contains plenty of synonyms.

4. Enriching Literature: Synonyms contribute to the richness of Uzbek literature. Writers can employ synonyms to create vivid descriptions, evoke emotions, and add depth to their works. Synonyms add layers of meaning, making literary works more engaging and captivating.

Conclusion

Synonyms are invaluable tools in both English and Uzbek lexicology. They enrich vocabulary, enhance communication, and provide opportunities for linguistic creativity. Understanding synonyms and their importance helps language learners and

speakers to express themselves effectively, appreciate cultural nuances, and enjoy the beauty of language in its diverse forms. Whether in English or Uzbek, the study and appreciation of synonyms contribute to a deeper understanding and mastery of language.

References:

1.Wardhaugh, R., & Fuller, J. M. (2015). An Introduction to Sociolinguistics. Hoboken, NJ: John Wiley & Sons.

2. Navoi, A. (15th-century). Divan-i Hikmet. [Uzbek classical poetry]

3.Ates, M. (2018). Synonyms in English: A Study on Synonyms and Their Usage. Journal of Language and Linguistic Studies, 14(1), 1-13.

4.Ismoilov, F. (2015). Uzbek Lexicology: Theoretical and Applied Aspects. International Journal of Humanities and Social Science, 5(7), 144-152.

5. Niyozov, S. (2006). The Role of Language in Nation-Building: Uzbekistan's Language Policies and Challenges. Language Policy, 5(4), 393-417.

Kiberxavfsizlik tushunchalari va asoslari

Tursunov Davronbek Baxodir o'g'li

Toshkent davlat yuridik universiteti magistratura bosqichining "Kiber huquqi" mutaxassisligi talabasi

Annotatsiya: Ushbu maqolaning maqsadi kiberxavfsizlikning asosiy tushunchalariga ta'rif bergan holda, uning huquqiy tomonlarini ochib berish.

Kalit so'zlar: Kiberxavfsizlik, kiberhujum, signal

Kiberxavfsizlikning ta'rifi bu apparat, dasturiy ta'minot va ma'lumotlar kabi Internetga ulangan tizimlarni kiber tahdidlardan himoya qilish ekanligini tushunishdir. Ushbu amaliyot jismoniy shaxslar va korxonalar tomonidan ma'lumotlar markazlari va boshqa kompyuterlashtirilgan tizimlarga ruxsatsiz kirishdan himoya qilish uchun qo'llaniladi. Kuchli kiberxavfsizlik strategiyasi tashkilot yoki foydalanuvchi tizimlari va maxfiy ma'lumotlariga kirish, o'zgartirish, yo'q qilish, yo'q qilish yoki tovlamachilikka qaratilgan zararli hujumlardan yaxshi himoyani ta'minlashi mumkin. Kiberxavfsizlik tizim yoki qurilmani o'chirish yoki buzishga qaratilgan hujumlarning oldini olishda ham muhim rol o'ynaydi.

Kiberxavfsizlikning afzalligi zamonaviy korxonada foydalanuvchilar, qurilmalar va dasturlar sonining ortib borishi, shuningdek, ko'p qismi maxfiy yoki maxfiy bo'lgan ma'lumotlar oqimining ortib borishi bilan kiberxavfsizlikning ahamiyati o'sishda davom etmoqda. Kiberhujumlar va hujum usullari sonining ortib borayotgani va murakkabligi muammoni yanada kuchaytirmoqda.

Usbu maqolada kiberxavfsizlik qanday elementlardan iboratligi ko'rib chiqamiz. Kiberxavfsizlik sohasini bir nechta turli bo'limlarga bo'lish mumkin, ularni tashkilot ichida muvofiqlashtirish kiberxavfsizlik dasturining muvaffaqiyati uchun juda muhimdir. Ushbu bo'limlar quyidagilarni o'z ichiga oladi: axborot xavfsizligi yoki ma'lumotlar xavfsizligi; tarmoq xavfsizligi; favqulodda vaziyatlarni tiklash bo'yicha biznesning uzluksizligini rejalashtirish; muhim infratuzilma xavfsizligi; jismoniy xavfsizlik. Doimiy o'zgaruvchan tahdidlar landshaftida kiberxavfsizlikni

saqlab qolish barcha tashkilotlar uchun qiyinchilik tug'diradi. Doimiy o'zgaruvchan tahdidlar landshaftida kiberxavfsizlikni saqlab qolish barcha tashkilotlar uchun qiyinchilik tug'diradi. An'anaviy reaktiv yondashuvlar, bunda resurslar tizimlarni eng katta ma'lum bo'lgan tahdidlardan himoya qilishga yo'naltirilgan, kamroq ma'lum bo'lgan tahdidlar esa himoyasiz qolgan, endi etarli taktika emas. O'zgaruvchan xavfsizlik xavf-xatarlari bilan hamqadam bo'lish yanada faol va moslashuvchan yondashuvni talab qiladi. Kiberxavfsizlik bo'yicha bir nechta asosiy maslahat tashkilotlari ko'rsatmalar beradi.

Kiberxavfsizlik amaliyotlarini joriy etish va qo'llab-quvvatlashning afzalliklari quyidagilardan iborat: biznesingizni kiberhujumlardan va ma'lumotlar sizib chiqishidan himoya qilish; ma'lumotlar va tarmoqlarni himoya qilish; ruxsatsiz foydalanuvchi kirishining oldini olish; buzg'unchilikdan keyin tiklanish vaqti qisqardi.

Shu qatorda kiberxavfsizlikning afzalliklardan tashqari uni joriy etishda bir necha muammolar mavjud bulardan biri, kiberxavfsizlik doimo xakerlar, ma'lumotlarning yo'qolishi, maxfiylik, xavflarni boshqarish va kiberxavfsizlik strategiyalarini o'zgartirish tahdidi ostida. Yaqin kelajakda kiberhujumlar soni kamayishi kutilmayapti. Doimiy ravishda hal qilinishi kerak bo'lgan asosiy muammolar qatoriga rivojlanayotgan tahdidlar, ma'lumotlar oqimi, kiberxavfsizlik bo'yicha treninglar, ishchi kuchi va malaka etishmasligi, ta'minot zanjiri va uchinchi tomon xavflari kiradi.

Kiberxavfsizlikning eng muammoli elementlaridan biri bu xavfsizlik xavflarining o'zgaruvchan tabiatidir. Yangi texnologiyalar paydo bo'lishi va yangi yoki turli usullarda qo'llanilishi bilan yangi hujum vektorlari ishlab chiqiladi. Hujumlardagi tez-tez sodir bo'ladigan o'zgarishlar va avanslarni kuzatib borish va ularga qarshi himoyani yangilash qiyin bo'lishi mumkin. Qiyinchiliklar potentsial zaifliklardan himoya qilish uchun barcha kiberxavfsizlik elementlarini yangilab turishini ta'minlashni o'z ichiga oladi. Bu ayniqsa, etarli xodimlar yoki o'z resurslariga ega bo'lmagan kichik tashkilotlar uchun qiyin bo'lishi mumkin. Bundan tashqari, tashkilotlar bir yoki bir nechta xizmatlaridan foydalanadigan odamlar haqida juda ko'p potentsial ma'lumotlarni to'plashi mumkin. Ko'proq ma'lumotlar to'planganligi sababli, yana bir tashvish - bu kiberjinoyatchi shaxsni aniqlash mumkin bo'lgan ma'lumotlarni o'g'irlashni xohlashi ehtimoli. Masalan, shaxsiy ma'lumotlarni bulutda

saqlaydigan tashkilot to'lov dasturi tomonidan hujumga uchrashi mumkin. Tashkilotlar bulutni buzishning oldini olish uchun hamma narsani qilishlari kerak. Kiberxavfsizlik dasturlari, shuningdek, oxirgi foydalanuvchi ta'limiga ham e'tibor qaratishi kerak. Xodimlar tasodifan ish joyiga noutbuklari yoki mobil qurilmalaridan tahdid va zaifliklarni olib kirishlari mumkin. Ular shuningdek, havolalarni bosish yoki fishing elektron pochtalaridan qo'shimchalarni yuklab olish kabi xavfli harakat qilishlari mumkin. Doimiy xavfsizlik bo'yicha treninglar xodimlarga o'z kompaniyasini kiber tahdidlardan himoya qilishda yordam beradi. Kiberxavfsizlikning yana bir muammosi - kiberxavfsizlik bo'yicha malakali xodimlarning etishmasligi. Korxonalar tomonidan to'plangan va foydalaniladigan ma'lumotlar hajmi oshgani sayin, kiberxavfsizlik bo'yicha mutaxassislarga hodisalarni tahlil qilish, boshqarish va ularga javob berishga bo'lgan ehtiyoj ham ortib bormoqda. Tadqiqotlarga ko'ra? Dunyo bo'ylab kerakli kiberxavfsizlik ishlari va xavfsizlik mutaxassislari o'rtasidagi tafovutni 3,4 millionga baholadi. Tashkilotlar xavfsizlikni ta'minlash uchun qo'lidan kelgan barcha ishni qilishlari mumkin, ammo agar hamkorlar, sotuvchilar va ularning tarmoqlariga kirish huquqiga ega bo'lgan uchinchi tomon provayderlari xavfsiz harakat qilmasa, bu harakatlar behuda bo'ladi. Ta'minot zanjiri dasturiy ta'minoti va apparat hujumlari tobora qiyinlashib borayotgan xavfsizlik muammosidir. Tashkilotlar ta'minot zanjiridagi uchinchi tomon risklarini bartaraf etishlari va dasturiy ta'minotni ta'minlash bilan bog'liq muammolarni kamaytirishlari kerak, masalan, dasturiy ta'minot spetsifikatsiyalaridan foydalanishi lozimdir.

Shunday qilib, axborot xavfsizligini ta'minlashning asosiy vazifasi zaifliklarni, axborot xavfsizligiga potentsial va real tahdidlarni aniqlash va ta'sirini minimallashtirishdan iborat. Xavfli signallarning yo'qligi yuz foiz himoyani anglatmaydi. Biroq, muammolar aniqlanganda imkon qadar tez va samarali harakat qilishga intilish kerak. Tashqi va ichki muhitning zamonaviy sharoitlari axborot xavfsizligini ta'minlashda sifat jihatidan yangi samarali yondashuvlarni talab qilmoqda.

Manbaalar:

1. https://lex.uz/uz/docs/5960604 ;

2. Libicki M. What is information warfare? - http://www. ndu.edu/, 15.07.04г; Schwartau W. An Introduction to Information Warfare // War in the information Age. New Challenges for US Security Policy. - Washington etc., 1997; Stein G. Information War - Cyberwar - Netwar // http:// www.infowar.com/mil_34i/stein1 .html-ssi, 21/05.04;

3. Information technology — Vocabulary: knowledge concerning objects, such as facts, events, things, processes, or ideas, including concepts, that within a certain context has a particular meaning. ISO/IEC 2382:2015;

4. Galitsky B. Polls «Internet in Russia». 2002 [Electronic resource]. 2002. www.fom.ru/ reports/frames/body/o0209241.html (date of appeal: 2020)
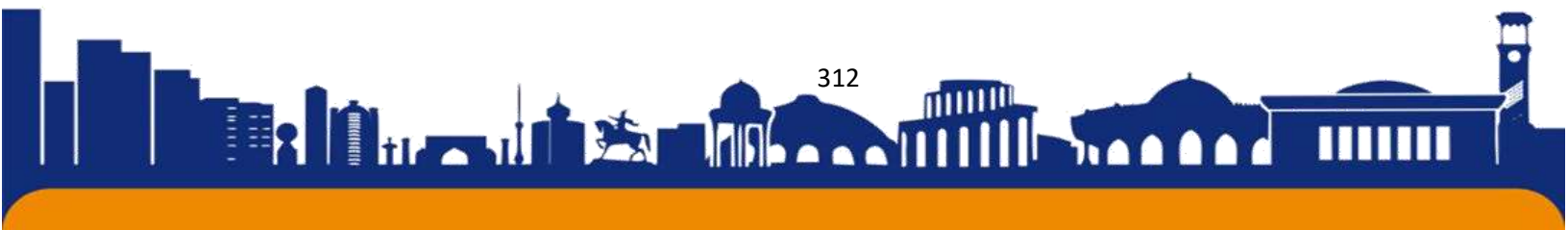
VOLUME-1, ISSUE-12

Gilamchilik leksikasiga oid so'zlar izohi

Qodirova Mashhura
Urganch davlat universiteti

Annotatsiya: Ushbu maqolada amaliy san'atning yetakchi turlaridan biri bo'lgan gilamchilik sohasiga oid bir qancha atama va terminlar izohlandi. Gilamchilik leksikasining bugungi kundagi ahamiyati ko'rib chiqildi.

Kalit so'zlar: adilak, axta, girix, jingalak naqshi, arabi, g'ojari, besh kashta.

Amaliy san'at – eng ommaviy, eng xalqchil, eng hayotiy ijod ifodasi. Insondagi go'zallikka bo'lgan tabiiy intilish, go'zallik qonunlari asosida yaratilgan bunyodkorliklarining yaqqol namunasidir. Amaliy san'at asarlari, xususan, gilamchilik buyumlari insonning moddiy muhitini nafislashtirishga, estetik boyitishga xizmat qiladi. Ibtidoiy davr hayotida odamzotning madaniyatga bo'lgan ilk qadami Amaliy san'atdan boshlangan desak xato bo'lmaydi. Qadimiyatning har qadamida turmush, ro'zg'or taqazosi bilan turli buyumlar yaratilgan. Bu buyumlar foydalanishga qulay va bejirim qilib tayyorlangan. Mehnat qurollari, idish-tovoqlar va gilamlar shakl-u shamoyil bilan har jihatdan bejirim qilib ishlangan. Qolaversa, ularga turli xil naqshlar va tasvirlar tushirish orqali milliy madaniyatimizni ko'rsatib berishga erishishdan. Amaliy san'atning yetakchi tarmoqlaridan biri hisoblangan gilamchilik juda qadimiy tarixga ega. Ko'plab rus va o'zbek olimlari gilamchilik sohasiga oid bir qator tadqiqot ishlari olib borishgan. Jumladan, O'rta Osiyo xalqlari san'atini birinchi bo'lib tadqiq etgan olimlardan N.Burdukov: "Sharq gilamchiligi badiiy ijodning eng qadimiy shakllaridan bo'lib, u bilan faqat ayollar shug'ullanadilar"[1:67], deb yozadi. Sharq gilamchiligi bilan Yevropa olimlari ko'pdan qiziqa boshlagan bo'lsalar ham, amaliy san'atning bu tarmog'i xususida haqiqiy ilmiy tadqiqot ishlari olib borish XIX asr oxiri XX asr boshlarida boshlangan. Bu borada A.A.Bogabulovning O'rta Osiyoga sayohati davrida to'plagan kolleksiyalari asosida tuzilgan albom diqqatga sazovordir. O'rta Osiyo xalqlari gilamchiligi tarixi, bu san'atning o'ziga xos xususiyatlarini yoritishda A.A.Semyonovning "Rus Turkistoni gilamlari" asari, shuningdek, S.Bulatov va M.Ashirovalarning "Amaliy san'at qisqacha lug'ati" asarlari muhim ahamiyatga ega.

VOLUME-1, ISSUE-12

Gilamchilik sohasini lingvistik jihatdan tahlil qilar ekanmiz, bevosita uning leksikasiga to'xtalamiz. Tilimizda gilamchilik san'atiga aloqador bir qancha so'zlar mavjud. Xususan, S.Bulatov va M.Ashirovalarning "Amaliy san'at qisqacha lug'ati" kitobida gilamchilik san'atiga aloqador bir qancha so'zlar mavjud. Biz shulardan bir qanchasini tahlilda tortishni maqsad qildik. Dastlab gilam va gilamchilik leksikasining izohi bilan ishimizni boshlasak. Ular quyidagi ma'nolarni ifodalagan: **Gilam** – jun, ipak va sun'iy tolalardan to'qiladigan to'shama, ro'zg'or ashyosi, badiiy buyum. Asosan, xona sahniga bo'yra ustidan to'shaladi, bezak buyum sifatida devorga osiladi. To'qima, tikma(tayyor buyumga gul tikiladi) va bosma xillari mavjud. Gilamning naqsh-gullari turli rang va shakllarda bo'ladi. Patli va patsiz(palos) turlari mavjud. **Gilamchilik** – gilam to'qish kasbi, hunarmandlik sohasi. Qadimdan ayollar orasida hunar sifatida keng tarqalgan. Dastlab, yotiq holda yer bag'irlab o'rnatilgan pastak oddiy bo'lgan, keyinchalik takomillashgan turlari yaratilgan. Ayniqsa, patli gilam to'qish ancha murakkab. Chunki uning naqsh yoki guli sanama iroqiga o'xshatib, rangli iplarni nusxaga qarab terish asosida yaratiladi. Naqsh yaratishda bandlarning hisobi aniq bo'lishi lozim. Har joyning gilam to'qish usuli, rangi, naqsh-gullari o'ziga xos ko'rinishi bilan ajralib turadi.

Lug'atda adilak, axta, bo'yoqxona va zamin singari gilamchilik sohasiga aloqador so'zlar ham bor. Ularning ma'nosi quyidagicha: **Adilak -** ob-tarozi, yuzaning tekisligini aniqlaydigan asbob. Gilam yuzasidan tekis chiqishi uchun ishlatiladi. **Bo'yoqxona** – bo'yoq solinadigan xumlar saqlanadigan maxsus xona, do'kon. Bo'yoqchi ustalar ishlaydigan joy. **Axta** – ulgi. Naqsh yoki rasmni qog'ozga chizib, chiziq yo'llari igna bilan teshib tayyorlanadigan andoza. Naqshni yuzaga tushirishda ishlatiladi. **Zamin** – asos. Naqsh bezagining guldan tashqari tag qismi. Naqsh mujassamoti ranglarining ravshan va aniq ko'rinishida muhim o'rin tutadi. Gilamning tub rangi, foni.

Shuningdek, bir qancha islomiy va girix naqshlarning ham izohi keltirilgan. Jumladan, **abri bahor** – bulutsimon shaklli bezak. **Anorgul** – anor ko'rinishidagi islomiy naqsh turi. Ba'zan anorning ichki qismi ham tasvirlanadi. **Arragul** – arrasimon shakldagi naqsh. **Atirgul** – atirgul shaklidagi naqsh. **Baliq** – baliq shaklidagi naqsh. **Band** – novda. Islomiy naqsh bo'lagi. Tabiatdagi o'simliklar novdasi tasviri. **Barg -** o'simlik bargining badiiy ifodasi. Quyidagi turlari bor: shoxbarg (shobarg), qo'sh barg, ko'p barg, chorbarg, tolbarg, madohil barg, qo'shbodom barg va qalampir barg.

Gilamchilikda bu bezak turidan juda koʻp foydalanishadi. **Bodom guli –** bodom naqshining takrorlanishidan hosil boʻladigan naqsh. Gilam bilan, asosan, ayollar shugʻullangan, naqsh (gul)lar (islimiy, girih, hayvon shakllari, turli narsalar tasviri, urugʻ tamgʻasi va boshqalar)ni esa xotirada saqlashgan. Bezaklarida yoʻlbars va tuya izlari, olma guli, uzum zangi, tuya boʻyni, qalqon, oʻsimliklar ifodalangan, ayniqsa hayvon shoxi tasviri keng tarqalgan. [2:87] **Jingalak**-jingalak shaklidagi naqsh boʻlagi. Gilamchilikda naqshlardagi toʻldiruvchi qism vazifasini oʻtaydi. **Girix –** handasiy naqsh. Murakkab naqsh turi. Toʻrtburchak, uchburchak, aylana va yoylardan tashkil topadi. Tuzilishi jihatdan toʻgʻri chiziq, egri chiziq, va aralash chiziqlardan tashkil topgan girix turlarga boʻlinadi. Geometrik naqsh uzluksiz taqsimlardan tashkil topgan boʻlib, har bir taqsim oʻz tuzilishiga ega. [3:12]

Gilamning bir nechta turi mavjud. Lugʻatda shular ham oʻrin olgan. Xususan, **arabi –** jun va paxta tolasi aralashtirib, gilam stanogida toʻqiladigan naqshli, patsiz, taqir gilam. Ilgari koʻproq Qarshi va Denovda toʻqilgan. Arabi gilamning bir qancha turi juda koʻp xalqlar orasida tarqalgan. **Gʻojari** – sholchaning yoʻllariga mayda naqshlar solinib toʻqiladigan bir turi. Gʻojari nomi toʻqish texnikasiga koʻra paydo boʻlgan nomga u qadar oʻxshamaydi. Gʻojari soʻzining etimologiyasi Quyi Qashqadaryoning Kasbi tumanida yashovchi "kojar" urugʻi nomi bilan aloqadordir. **Besh kashta -** yoʻliga jun tolasidan naqsh tikilib, toʻqiladigan sholcha. Bu turdagi sholcha turkmanlarda ham toʻqiladi. Turkman tilida besh kashde deb yuritiladi.

Xalqimizning milliy-madaniy an'analari va tarixini bevosita aks ettiruvchi leksik birliklarni atroflicha oʻrganishda, moddiy madaniyat yodgorliklaridan biri hisoblangan, gilamchilik buyumlari ishonchli manba sifatida muhim ahamiyatga ega. Har bir tilning leksik tarkibi shunday xazinaki, unda shu xalq tarixiga oid qimmatbaho ma'lumotlar saqlanadi. Xalqning kelib chiqishi, rivojlanishi, hayoti va madaniyatini leksikada oʻz aksini topadi. Bunda amaliy san'at leksikasi muhim ahamiyatga egadir.

Foydalanilgan adabiyotlar:

1. Bulatov B., Oʻzbek xalq amaliy san'ati. -Toshkent 1982.
2. Jabborov I., Oʻzbek xalqi etnografiyasi, 1994.
3. Bulatov S., Ashirova M., Amaliy san'at qisqacha lugʻati. -Toshkent 1992.

VOLUME-1, ISSUE-12

KORRUPSIYA: MUAMMO VA YECHIMLAR.

Zaripov Mirzali Miraliyevich
Tadqiqotchi
Toshkent davlat yuridik universiteti

Annotatsiya. Korrupsiya butun dunyo bo'ylab jamiyatlar, iqtisodiyot va institutlarga ta'sir ko'rsatadigan keng tarqalgan global muammo bo'lib qolmoqda. Ushbu maqola korrupsiya atrofidagi murakkabliklarni o'rganadi, uning turli ko'rinishlari va oqibatlarini o'rganadi. Mavjud adabiyotlarga asoslanib, maqolada korrupsiyaga qarshi kurashish usullari va ularning samaradorligi ko'rib chiqiladi. Natijalar bo'limida korrupsiyaga qarshi kurash bo'yicha amaldagi chora-tadbirlarning tanqidiy tahlili keltirilgan bo'lib, unda muvaffaqiyatlar ham, kamchiliklar ham yoritilgan. Muhokama bo'limida maqola korrupsiyaga qarshi harakatlarni takomillashtirish bo'yicha potentsial strategiyalarni ko'rib chiqadi va ushbu dolzarb muammoni hal qilish bo'yicha asosiy tavsiyalar bilan yakunlanadi.

Kalit so'zlar: korrupsiya, boshqaruv, hisobdorlik, oshkoralik, korrupsiyaga qarshi kurash choralari.

Shaxsiy manfaatlar uchun ishonib topshirilgan hokimiyatni suiiste'mol qilish deb ta'riflangan korrupsiya jamiyat farovonligi, iqtisodiy rivojlanish va institutlarning faoliyati uchun katta xavf tug'diradi. Bu poraxo'rlik, talon-taroj qilish, qarindoshlik va kronizm kabi turli shakllarda namoyon bo'lib, adolat, adolat va tenglik tamoyillariga putur etkazadi. Ushbu maqola korrupsiyaning ko'p qirrali mohiyatini tahlil qilish, ushbu mavzu bo'yicha mavjud adabiyotlarni o'rganish, korrupsiyaga qarshi kurash usullarini baholash va yanada samarali oldini olish strategiyasini taklif qilishga qaratilgan.

Adabiyotlarni har tomonlama o'rganish rivojlangan va rivojlanayotgan mamlakatlarda korrupsiyaning chuqur ildizlarini ochib beradi. Olimlar korrupsiyaga olib keladigan ijtimoiy-iqtisodiy omillarni, shu jumladan daromadlar tengsizligi, zaif institutlar va hisobdorlikning etishmasligini o'rganishdi. Bundan tashqari, korrupsiyaning iqtisodiy o'sish, ijtimoiy ishonch va siyosiy barqarorlikka ta'siri keng o'rganildi. Kabi turli xil nazariy asoslar asosiy agent modeli va ijara izlash nazariyasi, korrupsiya dinamikasini tushunish bo'yicha tushunchalarni taklif eting.

Usullar bo'limida korrupsiyaga qarshi kurashda qo'llaniladigan yondashuvlar ko'rsatilgan. An'anaviy usullarga huquqiy asoslar, huquqni muhofaza qilish va sud islohotlari kiradi. Bundan tashqari, zamonaviy strategiyalar shaffoflik va hisobdorlikni oshirish uchun texnologiya, ma'lumotlar tahlili va xalqaro hamkorlikdan foydalanadi. Turli mintaqalardagi amaliy tadqiqotlar ushbu usullarning samaradorligini baholash uchun asos yaratadi.

Korrupsiya butun dunyo bo'ylab jamiyatlar va iqtisodiyotga ta'sir ko'rsatadigan murakkab va keng tarqalgan masaladir. Bu qonun ustuvorligiga putur etkazadi, davlat institutlariga bo'lgan ishonchni pasaytiradi va iqtisodiy rivojlanishga to'sqinlik qiladi. Korrupsiyani hal qilish turli manfaatdor tomonlarni jalb qiladigan ko'p qirrali yondashuvni talab qiladi. Korrupsiya va potentsial echimlar bilan bog'liq ba'zi muammolar:

Muammolar:

Ishonchni Buzish:

- Muammo: korrupsiya jamoatchilikning davlat muassasalari va rahbarlariga bo'lgan ishonchini pasaytiradi.

- Ta'sir: bu fuqarolarning ishtiroki va faolligini pasayishiga olib kelishi mumkin.

Iqtisodiy Oqibatlar:

- Masala: korrupsiya bozorlarni buzish va resurslarni yo'naltirish orqali iqtisodiy o'sishga to'sqinlik qiladi.

- Ta'sir: bu adolatli raqobatga to'sqinlik qiladi, investitsiyalarni to'xtatadi va qashshoqlikni davom ettiradi.

Tengsizlik:

- Masala: korrupsiya ko'pincha ijtimoiy va iqtisodiy tengsizlikni kuchaytiradi.

- Ta'sir: bu resurslarning teng taqsimlanmasligiga olib kelishi mumkin, bu esa ma'lum guruhlar yoki shaxslarni qo'llab-quvvatlaydi.

Jazosizlik:

- Masala: jinoyatchilar ko'pincha zaif huquqiy tizimlar tufayli jazodan qochishadi.

- Ta'sir: bu jazosizlik madaniyatini tarbiyalaydi va keyingi buzuq amaliyotlarni rag'batlantiradi.

. Rivojlanishga to'sqinlik qilish:
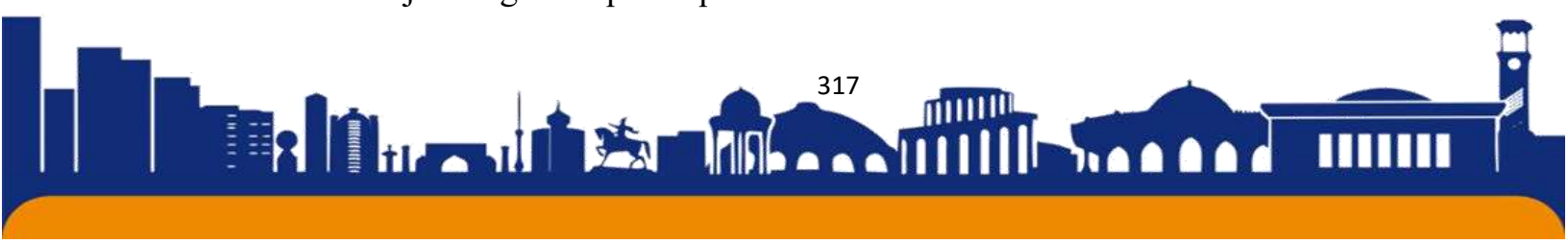
- Nashr: korrupsiya davlat loyihalari va xizmatlari uchun mo'ljallangan resurslarni yo'naltiradi.

- Ta'sir: bu ijtimoiy va infratuzilmani rivojlantirishga to'sqinlik qiladi.

Yechimlar:

Institutlarni Mustahkamlash:

- Yechim: samarali nazorat va muvozanatga ega kuchli, mustaqil va shaffof institutlarni qurish.

- Ta'sir: muassasalar korrupsiyaga qarshi tura oladi va qonunbuzarlarni javobgarlikka tortadi.

Shaffoflik va hisobdorlik:

- Yechim: davlat faoliyatida shaffoflikni ta'minlash va jamoat javobgarligi mexanizmlarini yaratish.

- Ta'sir: ochiqlik korrupsiya imkoniyatlarini kamaytiradi va javobgarlikni ta'minlaydi.

Korrupsiyaga Qarshi Qonunlar:

- Yechim: korrupsiyaga qarshi mustahkam qonunchilikni qabul qilish va amalga oshirish.

- Ta'sir: kuchli huquqiy asoslar korrupsiyani oldini oladi va huquqbuzarlarni ta'qib qilish uchun asos yaratadi.

Hushtakbozlarni Himoya Qilish:

- Yechim: korrupsiyani fosh etuvchi xabarchilarni himoya qilish choralarini amalga oshirish.

- Ta'sir: odamlarni repressiyalardan qo'rqmasdan ma'lumot bilan chiqishga undaydi.

Jamoatchilikni xabardor qilish va ta'lim:

- Yechim: ta'lim va ommaviy kampaniyalar orqali korrupsiyaning salbiy oqibatlari to'g'risida xabardorlikni oshirish.

- Ta'sir: xabardor fuqarolar korrupsiyaga qarshi turish va hisobot berish ehtimoli ko'proq.

Xalqaro Hamkorlik:

- Yechim: transchegaraviy korrupsiyaga qarshi kurashish uchun xalqaro hamkorlikni rivojlantirish.

- Ta'sir: birgalikdagi sa'y-harakatlar milliy chegaralardan oshib ketgan korrupsiyani fosh qilishi va jazolashi mumkin.
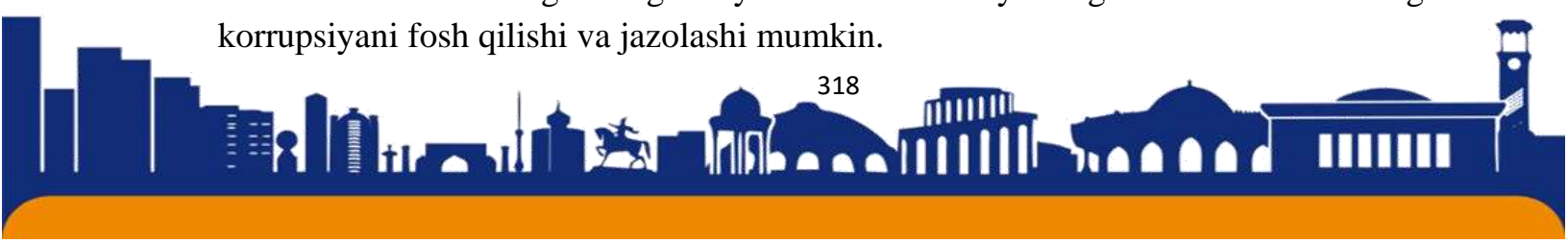
Texnologiyadan foydalanish:

- Yechim: shaffof va samarali boshqaruv uchun texnologiyaga asoslangan echimlarni amalga oshirish.

- Ta'sir: texnologiya korrupsiya imkoniyatlarini kamaytiradi va xizmat ko'rsatishni yaxshilaydi.

Korrupsiyaga qarshi kurashish doimiy sa'y-harakatlar va yaxlit yondashuvni talab qiladi. Bu nafaqat huquqiy va institutsional islohotlarni, balki ijtimoiy munosabat va qadriyatlardagi o'zgarishlarni ham o'z ichiga oladi. Ushbu strategiyalarni birlashtirib, jamiyatlar korrupsiya ta'sirini yumshatish va yaxlitlik va hisobdorlik madaniyatini rivojlantirishga harakat qilishlari mumkin.

Munozara bo'limi natijalarni tanqidiy baholaydi, umumiy muammolar va muvaffaqiyatli aralashuvlarni aniqlaydi. Unda fuqarolik jamiyati, ommaviy axborot vositalari va xalqaro tashkilotlarning korrupsiyaga qarshi harakatlarni rivojlantirishdagi roli o'rganiladi. Bo'lim, shuningdek, korrupsiyaga qarshi barqaror landshaftni shakllantirishda siyosiy Iroda, institutsional mustahkamlash va jamoatchilik xabardorligining ahamiyatini o'rganadi.

Xulosa va takliflar:

Xulosa qilib aytganda, korrupsiyaga qarshi kurashish huquqiy, institutsional va ijtimoiy choralarni birlashtirgan ko'p qirrali yondashuvni talab qiladi. Institutlarni mustahkamlash, shaffoflikni targ'ib qilish va fuqarolarni korrupsiyaga qarshi kurashga jalb qilish muvaffaqiyatning asosiy elementlari hisoblanadi. Hukumatlar, fuqarolik jamiyati va xalqaro hamjamiyat korrupsiyaga qarshi mustahkam asos yaratish uchun hamkorlik qilishi kerak. Rivojlanayotgan muammolarga asoslangan strategiyalarni doimiy baholash va moslashtirish uzoq muddatli muvaffaqiyat uchun juda muhimdir.

Takliflar bo'limida xalqaro hamkorlik, salohiyatni oshirish va korrupsiyaga qarshi tashabbuslarga texnologiyalarni kiritish zarurligini ta'kidlaydigan amaliy tavsiyalar berilgan. Ushbu takliflarni amalga oshirish orqali jamiyatlar korrupsiyani minimallashtiradigan, barqaror rivojlanish va adolatli boshqaruvni qo'llab-quvvatlaydigan kelajakka o'tishlari mumkin.

Foydalanilgan adabiyotlar ro'yxati:

1. R. Urinboyev and M. Svensson, "Living law, legal pluralism, and corruption in post-Soviet Uzbekistan.

2. This approach is taken from Alina Mungiu-pippidi et al. Contextual Choices in Fighting Corruption: Lesson Learned

3. Lawrence P. Markowitz, State Erosion: Unlootable Resources and Unruly Elites in Central Asia (Cornell University Press, 2013); C. H. Stefes, 'Governance, the State and Systemic Corruption: Armenia and Georgia in Comparison', Caucasian Review of International Affairs, 2(2) (2008), pp. 73- 83; Yuhua Wang, 'Institutions and Bribery in an Authoritarian State', Studies in Comparative International Development, 49(2) (2014), pp. 217-241.

4. http://www.pv.uz

5. http://www.transparency.Org/cpi2019

6. http://info.worldbank.org/governance/wgi/index.aspxhome

VOLUME-1, ISSUE-12

ОСНОВНЫЕ ОСОБЕННОСТИ КОРРЕКЦИЯ НАРУШЕНИЙ ПИСЬМА У МЛАДШИХ ШКОЛЬНИКОВ С БИЛИНГВИЗМОМ

Ражаббоев Асрор Алишерович

преподаватель кафедры педагогики и психологии, УрГУ

Большинство детей, которые развиваются в условиях двуязычия, испытывают значительные трудности на ранних стадиях обучения в школе, в связи с трудностями в звуковом оформлении устной и письменной речи на русском языке.

Изложенное выше дает основание для вывода о наличии **противоречия** между необходимостью обучения письму в билингвальных условиях и недостаточной разработанностью проблемы. Оно обращено к решению следующих основных **проблем**, которая заключается в определении эффективных путей организации и содержания логопедических занятий по коррекции нарушений письма у младших школьников с билингвизмом.

Нарушения письменной речи являются стойкими и специфическими, что позволяет выделять их среди ошибок, характерных для большинства детей младшего школьного возраста в период начала овладения письмом: дисграфические ошибки связаны с несформированностью лексико-грамматического строя речи, недоразвитием оптико-пространственных функций, неполноценной способностью детей дифференцировать фонемы на слух и в произношении, анализировать предложения, осуществлять слоговой и фонематический анализ и синтез; ошибки при дисграфии характеризуются нарушением фонетического принципа письма.

Результаты констатирующего эксперимента выявили особенности нарушений письма у младших школьников с узбекско – русским билингвизмом, которые проявляются в стойких и повторяющихся ошибках: выражающиеся ошибки употребления йотированных гласных, ошибочные употребление гласных *я, е, ю, и*, когда они обозначают собой мягкость предыдущей согласной; ошибки образования форм числа, падежа, рода, при согласовании разных частей речи, неумение пользоваться способами словообразования, неправильное использование самых простых предлогов,

нарушение порядка слов в предложении;

неправильное использование местоимений.

Основными направлениями логопедической работы по коррекции нарушений письма у младших школьников с билингвизмом являются: формирование звукового анализа; формирование слухового восприятия; развитие речевой моторики.

На первом этапе нашей логопедическойработы мы направили свои занятия на формирование звукового анализа.

Основная задача состоит в том, чтобы научить детей устанавливать последовательность звуков, порядок, в котором они следуют в слове.

На втором этапе нашей работы мы проводили логопедические занятия, нацеленные на формирование слухового восприятия.

Развитие речевого слуха, формирование действий звукового анализа и синтеза приобретают выраженную коррекционную направленность. Основное содержание занятий направлено на развитие умения ребенка вслушиваться в звучание слова, узнавать, различать, выделять и называть отдельные звуки, на выработку четкой артикуляции, уточнение звучания звуков.

На третьем этапе нашей логопедической работы мы проводили занятия по развитию речевой моторики.

Важность развития ручной моторики у детей обусловлена тесным взаимодействием в развитии ручной и речевой моторики. В связи с этим, совершенствование ручной моторики способствует активизации моторных речевых зон головного мозга и в целом развитию речевой функции

Также при организации логопедической работы были учтены общедидактические принципы, такие как наглядность, доступность, индивидуальный подход и т.д.

Содержание и структура повторного обследования у детей аналогично содержанию и структуре констатирующего эксперимента.

По результатам обследования письма и проведением сравнительного анализа с результатами обследования перед началом коррекционной работы,

нами было отмечено уменьшение количества ошибок.

Многим детям удалось выполнить задание на переписывание текста в тетрадь без ошибок. Сократились множественные ошибки на при написании

диктанта. Наибольшие трудности дети испытывали при воспроизведении сочетаний из 3-х слогов. Это говорит о слабом развитии фонематического восприятия. Задания в составлении рассказа по серии сюжетных картинок из 2-3 картинок и при пересказе прослушанного текста на этапе контрольного эксперимента затруднений у детей не вызвали.

Таким образом, анализируя полученные данные контрольного эксперимента можно сделать вывод, что навыки письменной речи остались не полностью сформированы. В контрольном эксперименте, что и в констатирующем остались такие ошибки, как использование в тексте глаголов в разном времени и лице;

неправильное согласование членов предложения;

нарушение порядка слов в предложении.

Специально организованная система логопедической работы повлияла на эффективную коррекцию нарушений письма при учете речевых особенностей у младших школьников с узбекско – русским билингвизмом.

Список литературы

1.Левченко И.Ю. Патопсихология: Теория и практика: Учеб, пособие для студ. высш. пед. учеб. заведений. – М.: Академия, 2000..

2.В.А. Калягин, Т.С. Овчинникова. Логопсихология. –М.: Академия, 2006.

3.Мамайчук И.И. Психологическая помощь детям с проблемами в развитии. –СПб.: Речь.- 2001.

4. Муминова Л.Р., Аюпова М.Ю. Логопедия. –Т.: Ўқитувчи, 1993.

5. Муминова Л.Р., Амирсаидова Ш., Абидова Н ва бошқ. Махсус психология. -Т.: Ўзбекистон файласуфлари миллий жамияти, 2013.

6.Борякова Н.Ю., Соболева А.В., Ткачёва В.В. Практикум по развитию мыслительной деятельности у дошкольников: Учебно-методическое пособие для логопедов, воспитателей и родителей. Под ред. Проф. Т.Б. Филичевой. – М.: Гном-Пресс, 2000

«CONFERENCE ON UNIVERSAL SCIENCE RESEARCH 2023»
VOLUME-1, ISSUE-12 (31-DEKABR)
MUNDARIJA