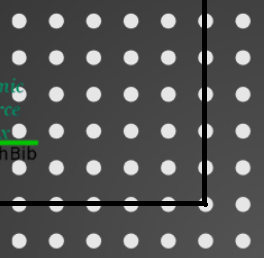


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O‘QUVCHILARNI IMLO VA YOZUV KO‘NIKMALARINI RIVOJLANTIRISH MASHQLARINING HUSUSIYATLARI

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Annotatsiya: Ushbu maqola o‘quvchilarda imlo va yozuv ko‘nikmalarini shakllantirish va rivojlantirishga qaratilgan mashqlar majmuasining xususiyatlarini tahlil etadi. Unda imlo va yozuv bo‘yicha sistematik yondashuvning zarurligi, dars jarayonida o‘quvchilar faoliyatiga yo‘naltirilgan, bosqichma-bosqich murakkablashtiriladigan mashqlar tanlanishining ahamiyati ko‘rsatib beriladi. Shuningdek, maqolada imlo va yozuv mashqlarini turli metodik usullar, interfaol texnologiyalar hamda adabiy nutq namunalari bilan uyg‘unlashtirish orqali o‘quvchilarning yozma nutq madaniyatini, tahlil va izoh berish qobiliyatini rivojlantirish bo‘yicha tavsiyalar bayon etiladi. Natijada, imlo va yozuv mashqlarini ta‘lim jarayoniga maqsadli va tizimli joriy qilish o‘quvchilarning yozish malakalarini mustahkamlash, yozuvda xatoliklarni kamaytirish va mustaqil ijodiy fikrlashini kengaytirishga xizmat qilishi ta‘kidlanadi.

Kalit so‘zlar: Imlo, yozuv, yozma nutq ko‘nikmalari, rivojlantirish, mashqlar, metodik usullar, interfaol texnologiyalar, adabiy nutq, ijodiy fikrlash, shakllantirish, dars jarayoni, faoliyatga yo‘naltirilgan yondashuv.

Til – jamiyat madaniy hayotining asosiy ko‘zgusi, inson fikrini ifodalash, uni boshqalar bilan bo‘lishish, o‘zaro muloqot qilish va milliy ongini shakllantirish vositasidir. Shu ma‘noda yozma nutq malakalari, xususan, imlo va yozuv qoidalarini egallash, yosh avlodning ma‘naviy-ma‘rifiy taraqqiyotida muhim o‘rin tutadi. Bugungi kunda o‘quvchilarda aniq va to‘g‘ri yozish ko‘nikmalarini mustahkamlash, nutq madaniyatini boyitish, tahlil qilish va ijodiy yondashish qobiliyatlarini rivojlantirish pedagogik jarayonning ustuvor yo‘nalishlaridan biriga aylanib bormoqda.

Mazkur maqolada imlo va yozuv bo‘yicha nazariy hamda amaliy bilimlar negizida tuzilgan mashqlar majmuasining xususiyatlari chuqur tahlil qilinadi. Jumladan, o‘quvchilarning yosh, bilim, idrok va tafakkur darajasidan kelib chiqib, bosqichma-bosqich murakkablashtiriladigan turli metodik usullar hamda interfaol texnologiyalardan foydalanishning ahamiyati, shuningdek, adabiy nutq namunalari



bilan ishlash orqali ijodiy salohiyatni rivojlantirish masalalari ko'rib chiqiladi. Ana shu jihatlar o'quvchilarning imlo va yozish ko'nikmalarini takomillashtirish, yozma nutqdagi xatoliklarni kamaytirish hamda mustaqil fikrlashga undashda muhim omil sifatida maydonga chiqadi.

Ushbu kirish qismi maqolaning tub maqsadi va doirasini belgilab beradi. Asosiy qismda imlo va yozuv mashqlarining xususiyatlari, ularni dars jarayoniga joriy etish strategiyalari hamda kutilayotgan natijalar haqida keng yoritiladi. Natijada, o'qituvchilar va metodistlar uchun amaliy tavsiyalar ishlab chiqilib, o'quvchilarning amaliy bilim va ko'nikmalarini boyitishda samarali yondashuvlar taklif qilinadi.

O'quvchilarni imlo va yozuv ko'nikmalarini rivojlantirish mashqlarining xususiyatlari juda muhim mavzu bo'lib, bu o'quvchilarning savodxonligini oshirishda katta rol o'ynaydi. Bu borada mashqlarning turli xil shakllari va usullari mavjud bo'lib, ularning har biri o'ziga xos xususiyatlarga ega. Quyida bu haqda batafsil ma'lumot beraman:

1. Imlo mashqlari:

Diktantlar: Diktantlar imlo qoidalarini mustahkamlashning eng keng tarqalgan usullaridan biridir. Ular turli xil ko'rinishlarda bo'lishi mumkin:

Oddiy diktant: O'qituvchi matnni o'qiydi, o'quvchilar yozadilar.

Izohli diktant: O'quvchilar yozgan so'zlaridagi imlo qoidalarini izohlaydilar.

Tanlab diktant: Berilgan matndan ma'lum bir imlo qoidasiga mos so'zlarni tanlab yozish.

Lug'at diktant: Faqat so'zlar yoki so'z birikmalari o'qiladi.

Imlo lug'atlari bilan ishlash: O'quvchilarni imlo lug'atlaridan foydalanishga o'rgatish, so'zlarning to'g'ri yozilishini tekshirish va mustaqil ravishda xatolarni tuzatish ko'nikmalarini rivojlantirish muhimdir.

Kartochkalar bilan ishlash: Imlo qoidalari yozilgan kartochkalardan foydalanish, ularni guruhlash, juftlash va boshqa o'yinlar orqali imlo qoidalarini mustahkamlash mumkin.

Xatolarni tuzatish mashqlari: Berilgan matndagi imlo xatolarini topish va tuzatish o'quvchilarning diqqatini oshiradi va imlo qoidalarini yaxshiroq eslab qolishga yordam beradi.

Testlar va viktorinalar: Imlo qoidalarini tekshirish uchun testlar va viktorinalardan foydalanish o'quv jarayonini qiziqarliroq qiladi.

2. Yozuv ko'nikmalarini rivojlantirish mashqlari:



Matn tuzish: O‘quvchilarga turli janrlarda (hikoya, insho, xat, she‘r va boshqalar) matnlar tuzish topshiriladi. Bu ularning fikrlash, ifodalash va yozma nutq ko‘nikmalarini rivojlantiradi.

Reja tuzish: Matn yozishdan oldin reja tuzish o‘quvchilarga fikrlarini tartibli bayon etishga yordam beradi.

Matnni tahlil qilish: Berilgan matnni tahlil qilish, uning tuzilishi, uslubi va mazmunini o‘rganish o‘quvchilarga yaxshi yozuv namunalaridan o‘rnak olishga yordam beradi.

Ijodiy yozuv mashqlari: Erkin mavzuda yozish, rasm asosida hikoya tuzish, davomini yozish kabi mashqlar o‘quvchilarning fantaziyasini va ijodiy qobiliyatlarini rivojlantiradi.

Xatolar ustida ishlash: Yozma ishlarda yo‘l qo‘yilgan xatolarni tahlil qilish va tuzatish o‘quvchilarning o‘z xatolaridan saboq olishiga yordam beradi.

Mashqlarning umumiy xususiyatlari:

Sistemalilik: Mashqlar tizimli ravishda, oddiydan murakkabga qarab olib borilishi kerak.

Muntazamlik: Imlo va yozuv ko‘nikmalarini rivojlantirish uchun mashqlar muntazam ravishda bajarilishi kerak.

Xilma-xillik: Mashqlarning turli xil shakllaridan foydalanish o‘quvchilarning qiziqishini saqlab qolishga yordam beradi.

Individuallik: Har bir o‘quvchining individual xususiyatlarini hisobga olish va ularga mos mashqlar berish muhimdir.

Amaliylik: Mashqlar o‘quvchilarning kundalik hayotida qo‘llanilishi mumkin bo‘lgan ko‘nikmalarni rivojlantirishga qaratilgan bo‘lishi kerak.

Nazorat va baholash: O‘quvchilarning erishgan natijalarini nazorat qilish va baholash, ularni rag‘batlantirish va keyingi o‘rganish yo‘nalishlarini belgilash muhimdir.

1. Imlo va yozuv ko‘nikmalarini shakllantirishga qaratilgan mashqlarni tanlash mezonlari.

O‘quvchilarning imlo va yozuv bo‘yicha bilim va ko‘nikmalarini rivojlantirish uchun avvalo mashqlarni to‘g‘ri tanlash va sistemalashtirish zarur. Bunda mashqlar milliy o‘quv dasturi va darsliklar mazmuniga hamohang bo‘lishi, o‘quvchilarning yosh xususiyatlari, bilim darajasi hamda psixologik o‘ziga xosliklarini inobatga olish lozim. Shuningdek, mashqlar qiziqarli, maqsadli, amaliy ahamiyatga ega bo‘lib, o‘quvchilarda mustaqil fikrlash hamda ijodiy yondashuvni rag‘batlantirishi muhimdir.



2. Bosqichma-bosqich murakkablashtirish tamoyili.

Imlo va yozuv mashqlari o'quvchilarning rivojlanish bosqichidan kelib chiqib, asta-sekin murakkablashtirib borilishi zarur. Dastlab oddiy matnlar asosida asosiy imlo qoidalari, so'zlarning to'g'ri yozilishi, tinish belgilari qo'llanilishi mashq qilingan bo'lsa, keyingi bosqichlarda mazmunan boy matnlar, turli uslubiy namunalardan foydalanish, asliy matnlarni qayta ishlash, iqtiboslar, keltirishlar, izohlash kabi ko'nikmalar rivojlantirilishi lozim. Shu tariqa, o'quvchilar bosqichma-bosqich cheksiz qoidalar yuklamasi emas, balki mantiqiy va izchil mashqlar zanjiri orqali imlo hamda yozuv malakalarini mustahkamlaydi.

3. Metodik yondashuvlar va interfaol texnologiyalarni qo'llash. Yozuv ko'nikmalarini rivojlantirish jarayonida an'anaviy mashqlar (diktant, ko'chirish, matnni to'ldirish) bilan bir qatorda zamonaviy pedagogik texnologiyalar va interfaol metodlardan foydalanish samaradorlikni oshiradi. Masalan, klaster, aqliy hujum, munozarali topshiriqlar, rolli o'yinlar, testlar va interaktiv platformalar orqali o'quvchilar ishtirokini kuchaytirish mumkin. Shu tariqa, ular nafaqat imlo qoidalarni yodlab oladi, balki amaliy tarzda qo'llash orqali yozma nutqni tabiiy va ongli ravishda shakllantiradi.

4. Adabiy nutq namunalari va badiiy matnlardan foydalanish. O'quvchilarning yozma nutq ko'nikmalarini rivojlantirishda adabiy manbalardan foydalangan holda imlo va uslubiy xatoliklar bilan ishlash muhim o'rin tutadi. Mashqlarga badiiy matnlar, poetik asarlar, maqolalar, hikoyalar, maqollar, topishmoqlar kiritilishi, ular ustida tahlil va muhokama o'tkazilishi, so'z boyligini oshiruvchi topshiriqlar berilishi o'quvchilarning nutq madaniyatini mustahkamlaydi. Bunday yondashuv natijasida o'quvchilar mazmunli, ifodali va uslubiy jihatdan boy matnlar yozishga o'rganadilar.

5. Faoliyatga yo'naltirilgan yondashuv va mustaqil ijodkorlik.

O'quvchilarni mashg'ulot jarayonining markaziga qo'yish, ularni faqat qabul qiluvchilargina emas, balki faol ishtirokchi sifatida shakllantirish imlo va yozuv bo'yicha ko'nikmalarni rivojlantirishda asosiy omillardan biridir. Ular jamoaviy ishlash, o'zaro bahs-munozaralar, matn yaratuvchi sifatida chiqish, matndagi xatolarni topish va tuzatish, yakuniy natijani baholash kabi faoliyat turlarida qatnashish orqali mustaqil fikrlash, ijodiy yondashish, o'z fikrini yozma ravishda aniq ifodalash ko'nikmalarini takomillashtiradilar.

6. Baholash va monitoring tizimi.



Ta'lim jarayonida mashqlarni tanlash va qo'llash samaradorligini aniqlash, imlo va yozuv bo'yicha erishilgan natijalarni monitoring qilib borish, o'quvchilar yutuqlari va kamchiliklarini tahlil qilish, shu asosda mashqlar turini va murakkablik darajasini o'zgartirish zarur. Reyting tizimi, motivatsion sovrinlar, o'z-o'zini baholash, o'zaro baholash kabi mexanizmlar dars samaradorligini oshiradi, o'quvchilarni rag'batlantiradi hamda ularning mas'uliyat hissini kuchaytiradi.

Yuqorida qayd etilgan jihatlar majmuasi imlo va yozuv mashqlarining pedagogik jarayondagi o'rnini mustahkamlab, o'quvchilarning fikrlash, nutq madaniyatini rivojlantirish, ijodiy salohiyatini kengaytirish va to'g'ri yozish ko'nikmalarini puxta shakllantirishga xizmat qiladi. Bunday yondashuv orqali ular nafaqat nazariy bilimga, balki hayotiy ko'nikmalar, ijodiy tafakkur hamda mustaqil nutq madaniyatiga ega bo'lishadi.

Xulosa qilib aytganda, o'quvchilarda imlo va yozuv ko'nikmalarini rivojlantirish dars jarayonining muhim yo'nalishlaridan biri sifatida qaralishi lozim. Mazkur jarayon o'quvchilarning lingvistik salohiyatini oshirish, nutq madaniyatini takomillashtirish, mustaqil va ijodiy tafakkurini rivojlantirishda katta ahamiyatga ega. Maqolada ko'rib chiqilgan imlo va yozuv mashqlari sistemi bosqichma-bosqich murakkablashtirish, metodik yondashuvlarni turli interfaol texnologiyalar bilan uyg'unlashtirish, adabiy matnlardan foydalanish, faoliyatga yo'naltirilgan yondashuv hamda samarali baholash usullari bilan boyitilgan holda taklif etildi.

Natijada, mazkur yondashuvlar asosida tuzilgan mashqlar o'quvchilarning so'z boyligini kengaytirish, yozma ifodaning aniqligini mustahkamlash, to'g'ri imlo va yozuv qoidalarini amaliy o'zlashtirishga xizmat qiladi. Bu esa o'z navbatida, o'quvchilarning kommunikativ kompetensiyasini oshirib, ularning mustaqil fikrlashga, ijodkorlikka, tanqidiy tahlil qilishga bo'lgan intilishini kuchaytiradi. Shunday qilib, maqolada ilgari surilgan g'oyalar o'qituvchilarga imlo va yozuv ko'nikmalarini takomillashtirishdagi samarali pedagogik strategiyalarni qo'llashda amaliy yordam berishi, kelajak avlodni nutq madaniyati yuksak, ijodiy va mustaqil tafakkurli shaxslar sifatida tarbiyalashda qo'l kelishi mumkin.

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**KOREYA VA O'ZBEKISTON MADANIYATLARINING
ETNOLINGVISTIK TAHLILI TARIXIY IJTIMOIIY VA
MADANIY QADRIYATLAR ORQALI QIYOSIY
O'RGANISH**

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Sayfiyeva Shahrizoda Bekmurod qizi

Annotatsiya: Mazkur tadqiqot Koreya va O'zbekiston madaniyatlarining etnolingvistik xususiyatlarini qiyosiy o'rganishga bag'ishlanadi. Unda har ikkala xalqning tarixiy taraqqiyoti, ijtimoiy tuzilishi va madaniy qadriyatlari til orqali qanday ifodalangani tahlil qilinadi. Tadqiqot davomida milliy urf-odatlar, marosimlar, e'tiqodlar va ramziy belgilarni aks ettiruvchi lingvistik birliklar tahlil qilinib, ularning umumiylik va farqli jihatlari aniqlanadi. Shuningdek, tilning madaniy merosni shakllantirishdagi o'rni ham ko'rib chiqiladi. Ushbu qiyosiy-etnolingvistik tahlil orqali koreys va o'zbek xalqlari madaniyatining o'zaro ta'sirini va o'xshashliklarini yoritishga harakat qilinadi. Tadqiqot natijalari madaniyatlararo muloqotni chuqurroq anglash va tilshunoslik hamda madaniyatshunoslik sohalarida yangi ilmiy xulosalar chiqarishga xizmat qiladi.

Аннотация: Данное исследование будет посвящено сравнительному изучению этнолингвистических особенностей Корейской и узбекской культур. В нем анализируется, как исторический прогресс, социальная структура и культурные ценности обоих народов выражаются через язык. В ходе исследования анализируются языковые единицы, отражающие национальные обычаи, обряды, верования и символические символы, выявляются их общие и отличительные черты. Также рассматривается роль языка в формировании культурного наследия. С помощью этого сравнительно-этнолингвистического анализа делается попытка пролить свет на взаимодействие и сходство культур корейского и узбекского народов. Результаты исследования служат для более глубокого понимания межкультурного общения и новых научных выводов в област лингвистики и культурологии.

Annotation: This research will be devoted to the comparative study of the ethnolinguistic features of the cultures of Korea and Uzbekistan. It analyzes how the historical progress, social structure and cultural values of both peoples are expressed



through language. In the course of the study, linguistic units reflecting national customs, rituals, beliefs and symbolic signs are analyzed to determine their commonality and differences. The role of language in the formation of cultural heritage is also considered. Through this comparative-ethnolinguistic analysis, an attempt is made to highlight the interaction and similarities of the culture of the Korean and Uzbek peoples. The results of the study serve to gain a deeper understanding of intercultural communication and to draw new scientific conclusions in the fields of linguistics and cultural studies.

Kalit soʻzlar: Raqamli stereotiplar, etnolingvistik tahlil, KOIKA, xalqaro sertifikat TOPIK, Sunchunhyang universiteti, qizlar uchun yagona universitet.

Ключевые слова: Цифровые стереотипы, этнолингвистический анализ, коика, международный сертификат TOPIK, университет сунчунхян, единственный университет для девочек.

Keywords: Digital stereotypes, ethnolinguistic analysis, koica, TOPIK international certificate, sunchunhyang University, the only university for girls.

Oʻzbekiston va Koreya munosabatlari umumiy uzoq yillik tarixga va diplomati munosabatlarga ega hisoblanadi. Qadimda ikki mamlakatni “Buyuk Ipak Yoʻli” bogʻlab turgan boʻlsa, keyinchalik esa Sobiq Ittifoq davrida ham aloqalar uzilmagan. Oʻzbekiston mustaqillikka erishganidan soʻng Koreya Respublikasi 1991-yil 30-dekabrda Osiyo-Tinch okean mintaqasi davlatlari orasida birinchi boʻlib, Oʻzbekiston Respublikasi mustaqilligini tan oldi. 1992-yil yanvarda Oʻzbekiston bilan Koreya Respublikasi oʻrtasida diplomatik aloqalar oʻrnatilgandan keyin siyosiy, iqtisodiy va madaniy sohalarda keng hamkorlik aloqalari yoʻlga qoʻyildi. Oʻzbekiston va Koreya Respublikasi qadimdan doʻstlik rishtalarini oʻrnatib hamkorlik qilib kelayotgan xalqlardan hisoblanadi. Bu rishtalar uzoq oʻtmishdan turli tarixiy voqelilarni boshdan kechirishiga qaramasdan shakllanib kelmoqda. Ayni mana shu hamkorliklardan kelib chiqib ikki mamlakat oʻrtasidagi madaniy sohalarda amalga oshirilayotgan yutuqlarga nazar tashlasak, xususan, taʼlim va til yoʻnalishi raqamlarga bogʻliq stereotiplar haqida soʻz yuritamiz.

Qadimdan oʻzbek tili va koreys tillari oʻrtasida bir necha oʻxshashliklarga farqlanadi. Koreys va oʻzbek tillari turli til oilalariga mansub boʻlishiga qaramay, ularning lingvistik tahlili qiziqarli oʻxshashliklar va farqlarni ochib beradi. Quyida ularning asosiy fonetik, grammatik va leksik xususiyatlarini koʻrib chiqamiz.



Til oilasi va kelib chiqishi

Koreys tili: Koreys tili izolyat tillar qatoriga kiradi, lekin u ba'zan ural-altay tillari oilasiga yaqin deb qaraladi. U Koreya Respublikasi va Shimoliy Koreyada rasmiy til hisoblanadi. Koreys tilining¹ hikoyasi koreys alifbosining ixtirosi bilan boshlanadi. 1446-yilda paydo bo'lganidan beri koreys alifbosi tilning fonologik va morfologik tuzilishi to'g'risida aniq va batafsil ma'lumot manbai bo'lib kelgan. O'sha yili, uning yaratilishi haqida e'lon qilinganidan uch yil o'tgach sulolalar yilnomalari, hukmron monarx, Qirol Sejong, yangi skriptni taqdim etgan va undan foydalanishni tushuntirgan qo'llanmani e'lon qildi va shu paytdan boshlab koreys tili tilshunoslarning kelajak avlodlari uchun tizimli ravishda mavjud bo'lgan til bo'ldi. Alfavitdan oldin sifatli hujjatlarni rasmiylashtirishda deyarli hech narsa yo'q; alifbo bilan koreys tuzilishi biz ko'rishimiz uchun yaratilgan.²

O'zbek tili: O'zbek tili turkiy tillar oilasiga, xususan, qarluq guruhiga mansub. U O'zbekistonda davlat tili bo'lib, shuningdek, qo'shni davlatlardagi o'zbek diasporasi tomonidan ham ishlatiladi. Arab alifbosiga asoslangan eski o'zbek yozuvi esa VIII asrdan boshlab qo'llanila boshlanadi. Deyarli 800 yil mobaynida bu yozuv uyg'ur yozuvi bilan yonma-yon³ ishlatilib kelindi. Ammo XVI asrdan, ya'ni shayboniylar hukmronligi davridan uyg'ur yozuvi iste'moldan chiqib ketdi. Jadidlar XX asrning boshlaridayoq eski o'zbek yozuvini isloh qilish, uni o'zbek tiliga moslashtirish uchun harakat qildilar. 1921-yildan boshlab lotin alifbosi asosidagi o'zbek yozuviga o'tish harakati boshlandi. 1929- yildan boshlab o'zbek xalqi lotin alifbosiga asoslangan yozuvdan foydalana boshladi. Lotin alifbosi asosidagi ilk o'zbek yozuvi o'zbek adabiy tili me'yorlari aniq belgilanmagan davrda qabul qilingan edi va unda ayrim noqulayliklar bor edi. Oradan ko'p o'tmay, sobiq sho'ro tuzumida millatlarni tenglashtirish, millatlararo farqlarni yo'qotish harakati boshlandi, rus tilining ta'siri kuchaydi. Natijada, 1940-yildan boshlab o'zbek xalqi kirill (rus) alifbosi asosidagi yozuvga o'tdi. Mustaqillikdan so'ng esa "Lotin yozuviga asoslangan o'zbek alifbosini joriy etish to'g'risida" gi Qonunni qabul qildi.

¹A History of the Korean Language. Ki-Moon Lee S. Robert Ramsey. 2011. P-1-2

³ Ko'rsatilgan manba. – Toshkent. "Namangan", 2018. – 97 b. 22



Fonetik jihatlar

Koreys tilida undosh tovushlar ko‘p bo‘lib, portlovchi, aspiratsiyalangan va tens (kuchaytirilgan) tovushlar mavjud. Shuningdek, Koreys tilida aniq tonallik tizimi yo‘q, ammo **intonatsiya** juda muhimdir. Odatda, koreys tilida so‘zlar orasidagi intonatsiya o‘zgarishi ma‘no yoki ifoda xususiyatlarini bildirishi mumkin. Misol uchun, so‘zni so‘rash, tasdiqlash yoki rad etish uchun intonatsiyani o‘zgartirish mumkin. Koreys tilining fonetik jihatlarini o‘ziga xos bo‘lib, undosh va unli tovushlarning talaffuzi, silaba tuzilishi, tovushlarning o‘zgarishi kabi ko‘plab elementlardan iboratdir. Koreys tilini o‘rganishda bu fonetik jihatlar muhim ahamiyatga ega, chunki ular so‘zlarning ma‘nosini aniq aytishda va tushunishda asosiy rol o‘ynaydi.⁴

O‘zbek tilida ham unli va undosh tovushlarning keng tizimi mavjud, lekin koreys tilidagi kabi kuchaytirilgan undoshlar yo‘q. Shuningdek, o‘zbek tilida unli orasidagi farq ancha muhim. Xususan, **Tovushlarning o‘zgarishi** - bu bir tovushning boshqa tovushga aylanishi yoki talaffuzning vaqt o‘tishi bilan o‘zgarishiga aytiladi. O‘zbek tilida fonetik o‘zgarishlar tilda bir necha yo‘nalishlarda sodir bo‘ladi va ular so‘zlarning talaffuziga va ma‘nosiga ta‘sir ko‘rsatadi. Tovush o‘zgarishlari, asosan, so‘zlarning tarixiy rivojlanishi, tilning dinamikasi va fonetik ta‘sirlar natijasida yuzaga keladi.⁵

Grammatik xususiyatlar

O‘zbek tilida ot 6 ta holga ega: bosh, jo‘nalish, tushum, chiqish, qaratqich, kelishik. O‘zbek tilida arab, fors va rus tillaridan kirib kelgan so‘zlar juda ko‘p bo‘lib, ular tilimizning lug‘aviy boyligida muhim o‘rin tutadi. Masalan, *maktab* so‘zi arab tilidan o‘zlashgan bo‘lib, ta‘lim muassasasini anglatadi. *Daftar* esa fors tilidan kirib kelgan bo‘lib, yozuvlar uchun ishlatiladigan daftar yoki jurnallarni bildiradi. *Ruchka* so‘zi esa rus tilidan o‘zlashgan bo‘lib, yozish uchun ishlatiladigan asbob — qalam yoki ruchkani ifodalaydi. Bu kabi o‘zlashma so‘zlar tilimizda juda keng tarqalgan va kundalik hayotda faol qo‘llaniladi.

⁴ THEPHONETICCONTRASTOFKOREANOBSTRUENTS Jonathan D. Wright. 2007. P-16

⁵ H.R.Zokirova. O‘ZBEK TILI MORFONOLOGIYASI O‘QUV-USLUBIY QO‘LLANMA. ANDIJON-2016. B-18



Koreys tilida ham otlarga qo‘shimchalar qo‘shish orqali hol turlanishi amalga oshiriladi: Koreys tilida ham otlarning hol turlanishi maxsus qo‘shimchalar qo‘shish orqali amalga oshiriladi. Bu qo‘shimchalar otlarning gapdagi vazifasini aniqlashga, so‘zlar orasidagi bog‘lanishni belgilashga va ma‘no aniqligini ta‘minlashga yordam beradi. Koreys tilida egalik, to‘ldiruvchi, yo‘nalish, o‘rin-payt va boshqa holatlarni ifodalovchi grammatik qo‘shimchalar mavjud. Masalan, - 이/가 (ega holi), - 을/를 (tus holi), - 예 (yo‘nalish holi), - 예서 (o‘rin holi) kabi qo‘shimchalar otga qo‘shilib, uning gapdagi funksiyasini belgilaydi. Ushbu tizim orqali so‘zlarning o‘zaro munosabati aniq belgilanadi va jumlaning grammatik tuzilishi tartibga solinadi.

Leksik jihatlar

Koreys tilida ko‘p so‘zlar xitoy tilidan olingan: 학교 (hak-kkyo) – maktab. Koreys tilida juda ko‘p so‘zlar tarixiy va madaniy aloqalar natijasida xitoy tilidan olingan bo‘lib, bunday so‘zlar koreys tilining lug‘aviy boyligida katta o‘rin tutadi. Xitoy tilidan kirib kelgan so‘zlar asosan ta‘lim, fan, madaniyat, siyosat va turli sohalar bilan bog‘liq bo‘lib, ular hanja (漢字) – xitoy ierogliflari asosida shakllangan. Masalan, 학교 (hak-kkyo) so‘zi "maktab" degan ma‘noni anglatadi va u xitoycha 學校 (xuéxiào) so‘zidan kelib chiqqan. Bu kabi so‘zlar koreys tilining muhim qismini tashkil etadi va hozirgi kunda ham keng qo‘llaniladi.

O‘zbek tilida esa arab, fors va rus tillaridan kirgan so‘zlar ko‘p: Maktab (arabcha), daftar (forscha), ruchka (ruscha). O‘zbek tilida arab, fors va rus tillaridan kirib kelgan so‘zlar juda ko‘p bo‘lib, ular tilimizning lug‘aviy boyligini oshirishda muhim ahamiyatga ega. Ushbu so‘zlarning aksariyati tarixiy, madaniy va ijtimoiy aloqalar natijasida o‘zbek tiliga singib ketgan. Masalan, maktab so‘zi arab tilidan o‘zlashgan bo‘lib, u ta‘lim muassasasi yoki o‘quv dargohini anglatadi. Daftar so‘zi esa fors tilidan kirib kelgan bo‘lib, yozuvlar saqlanadigan daftar yoki jurnallarni bildiradi. Ruchka so‘zi esa rus tilidan o‘zlashgan bo‘lib, yozish uchun ishlatiladigan qalam yoki ruchkani ifodalaydi. Bu kabi o‘zlashma so‘zlar o‘zbek tilida keng qo‘llaniladi va kundalik hayotda muhim o‘rin egallaydi.



Nafaqat leksik va grammatik jihatdan umumiylikka ega balki madaniy -marifiy tarixiy ildizlari chambarchas bog'liq hamdir. Aynqsa raqamlar va ularning madaniyatga ta'siri alohida ahamiyatga ega. Sonlar inson tafakkuri va madaniyatining ajralmas qismi bo'lib, har bir jamiyatda ularning o'ziga xos ma'naviy, diniy va mifologik ma'nolari mavjud. Har qanday tilda sonlar faqat hisob-kitob vositasi emas, balki madaniy, tarixiy va hatto mistik mazmun ham kasb etadi. Koreys va o'zbek tillarida sonlarning roli va ularning madaniy hayotga ta'siri qiziqarli o'xshashliklarga ega. Ikkala xalq ham ayrim sonlarga alohida e'tibor bilan qaraydi, ba'zilari esa omad yoki baxtsizlik belgisi sifatida qabul qilinadi. Har bir xalq o'z tarixiy tajribalariga asoslangan holda ma'lum sonlarga ramziy ma'no yuklaydi. O'zbek va koreys madaniyatlarida ham ba'zi sonlar **omad, baraka, muqaddaslik yoki baxtsizlik bilan bog'liq** hisoblanadi.

4 soni – baxtsizlik belgisi

- **Koreys madaniyatida** 4 soni (사, "sa") "**o'lim**" so'zi bilan bir xil talaffuz qilinadi. Shu sababli, Koreyada ko'plab binolarda 4-qavat raqami o'rniga "F" harfi ishlatiladi yoki butunlay tushirib qoldiriladi.
- **O'zbek madaniyatida** esa 4 soni bevosita baxtsizlik yoki yomonlik bilan bog'lanmaydi, lekin ayrim e'tiqodlarda bu son og'ir sinovlarni anglatishi mumkin. Masalan, ba'zi xalq ertaklarida qahramon 4 marta sinovdan o'tadi.

7 soni – muqaddaslik va baxt timsoli

- **O'zbek xalqida** 7 soni muqaddas hisoblanadi. "Yetti pir" tushunchasi, haftaning 7 kuni, "yetti iqlim" kabi iboralar buning isboti.
- **Koreys tilida** ham 7 soni **omad va baxt** ramzi hisoblanadi. Ba'zi koreysliklar lotereya o'ynaganda aynan 7 raqamiga ishonishadi.

9 soni – kuch va to'liq mukammallik

- **O'zbek tilida** 9 soni katta qiymatga ega. Masalan, "to'qqiz farzandli ota", "to'qqiz hunar egasi" kabi iboralar insonning mukammalligini ifodalaydi.
- **Koreys madaniyatida** ham 9 soni **mukammallik va kuch** ifodasi bo'lib, qirollik davrlarida bu son muhim sanalgan.



O‘zbek va koreys tillari grammatik va leksik jihatdan farqlansa ham, **madaniy va ma’rifiy tomondan o‘xshashliklari mavjud**. Sonlar har ikki xalq tafakkurida chuqur ma’naviy ahamiyatga ega bo‘lib, ularning tarixiy ildizlari madaniyat va urf-odatlar bilan chambarchas bog‘liq. Bu esa tillarning nafaqat aloqa vositasi, balki xalq tafakkuri va qadriyatlarini ifodalovchi muhim omil ekanligini yana bir bor tasdiqlaydi.

FOYDALANILGAN ADABIYOTLAR RO‘YXATI

- 1. O‘zbekiston va Koreya o‘rtasida madaniy-gumanitar sohadagi hamkorlik qanday?**
- 2. “Xohish bo‘lsa, 40 yoshdan keyin ham til o‘rganish mumkin” - koreys professori bilan o‘zbek tilida suhbat**
- 3. Koreya va O‘zbekiston ta’lim tizimi: farq va afzalliklar //**
<https://www.samdu.uz/uz/news/30182>
- 4. H.R.Zokirova. O‘ZBEK TILI MORFONOLOGIYASI O‘QUV-USLUBIY QO‘LLANMA. ANDIJON-2016. B-18**
- 5. Ko‘rsatilgan manba. – Toshkent. “Namangan”, 2018. – 97 b. 22**
- 6. THEPHONETICCONTRASTOFKOREANOBSTRUENTS Jonathan D. Wright. 2007. P-16**
- 7. A History of the Korean Language. Ki-Moon Lee S. Robert Ramsey. 2011. P-1-2**



**" THE CONCEPT OF BILINGUALISM IN HIGHER
EDUCATION: IMPLICATIONS FOR FOREIGN
LANGUAGE TEACHING."**

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Annotatsiya: Ikki tillilik oliy ta'lim landshaftlarini shakllantirishda, xususan chet tillarini o'qitishda hal qiluvchi rol o'ynaydi. Global o'zaro bog'liqlik o'sishda davom etar ekan, oliy o'quv yurtlari talabalarning lingvistik va madaniy vakolatlarini oshirish uchun ikki tilli ta'lim modellarini tobora ko'proq birlashtirmoqda. Ushbu maqola oliy ta'lim doirasida ikki tilli tushunchani o'rganadi, uning chet tillarini o'qitish metodikasi, o'quv dasturlarini loyihalash va talabalar natijalariga ta'sirini tahlil qiladi. Ikki tilli ta'lim bilan bog'liq muammolar va imkoniyatlarni hal qilish orqali ushbu tadqiqot turli xil ta'lim muhitida talabalar o'rtasida ko'p tilli malakani rivojlantirish uchun samarali strategiyalar haqida tushuncha berishga qaratilgan.

Аннотация: Двухязычие играет ключевую роль в формировании ландшафта высшего образования, особенно в преподавании иностранных языков. Поскольку глобальная взаимосвязанность продолжает расти, высшие учебные заведения все чаще внедряют модели двухязычного образования для повышения языковых и культурных компетенций студентов. В этой статье исследуется концепция двухязычия в контексте высшего образования, анализируется ее влияние на методику преподавания иностранных языков, разработку учебных программ и результаты обучения студентов. Рассматривая проблемы и возможности, связанные с двухязычным образованием, данное исследование направлено на то, чтобы дать представление об эффективных



стратегиях повышения уровня владения иностранным языком у учащихся в разнообразной образовательной среде.

Annotation: Bilingualism plays a pivotal role in shaping higher education landscapes, particularly in foreign language teaching. As global interconnectedness continues to grow, higher education institutions are increasingly integrating bilingual education models to enhance students' linguistic and cultural competencies. This article explores the concept of bilingualism within the context of higher education, analyzing its implications for foreign language teaching methodologies, curriculum design, and student outcomes. By addressing the challenges and opportunities associated with bilingual education, this study aims to provide insights into effective strategies for fostering multilingual proficiency among students in a diverse educational environment.

Keywords: bilingualism, higher education, foreign language teaching, cognitive benefits, sociocultural approach, multilingual competencies.

Ключевые слова: билингвизм, высшее образование, преподавание иностранного языка, когнитивные преимущества, социокультурный подход, многоязычные компетенции.

Kalit so'zlar: Ikki tillilik, oliy ma'lumot, chet tilini o'qitish, kognitiv foyda, ijtimoiy-madaniy yondashuv, ko'p tilli vakolatlar.

Introduction: Bilingualism, the ability to communicate fluently in two languages, has become an increasingly important competence in the modern world. In higher education, this concept transcends linguistic proficiency, encompassing cultural understanding and global awareness. The integration of bilingual education into higher learning institutions is not only a response to the demands of globalization but also a strategic approach to improving students' academic and professional prospects. Foreign language teaching in bilingual educational settings



offers unique opportunities to refine pedagogical methods, foster deeper language acquisition, and prepare students for real-world multilingual interactions. However, implementing effective bilingual programs in higher education comes with challenges such as resource limitations, resistance to change, and varying levels of language proficiency among students. This article examines the significance of bilingualism in higher education and its implications for teaching foreign languages, highlighting best practices, methodologies, and the role of cultural integration.

Main Part:

Bilingualism⁶ in higher education has become a cornerstone for fostering global competencies among students. As institutions aim to prepare learners for a world where cross-cultural communication is essential, bilingual education emerges as a transformative approach. By embedding bilingualism into foreign language teaching, higher education institutions can enhance not only students' linguistic abilities but also their cultural awareness and critical thinking skills. One of the most significant advantages of bilingual education in higher learning is its ability to immerse students in the target language and culture. Unlike traditional foreign language instruction, where students may rely heavily on their native language, bilingual programs encourage active use of the second language in academic and social contexts. This immersive environment helps students develop practical communication skills⁷ and confidence. Moreover, methodologies like Content and Language Integrated Learning (CLIL) provide a dual focus: students simultaneously acquire knowledge in various disciplines while improving their language proficiency. For example, a history class taught in Spanish not only enhances

⁶ Baker, C. (2011). Foundations of Bilingual Education and Bilingualism. Multilingual Matters

⁷ Cummins, J. (2008). BICS and CALP: Empirical and Theoretical Status of the Distinction. In Street, B., & Hornberger, N. H. (Eds.), Encyclopedia of Language and Education. Springer.



students' understanding of historical events but also improves their academic Spanish skills, fostering a deep and meaningful engagement with the language.

The integration of technology into bilingual education further revolutionizes foreign language teaching. Digital tools, such as language learning applications, online collaboration platforms, and virtual reality experiences, enable students to practice the target language in real-time scenarios. These tools cater to diverse learning styles and promote personalized learning experiences. For instance, virtual exchanges allow students to communicate with native speakers from different countries, offering authentic cultural insights and enriching their understanding of the language. Such practices make bilingual education dynamic, interactive, and highly effective. However, the journey to implement bilingual education is not without its challenges. One of the primary obstacles lies in designing a curriculum that balances both languages without compromising academic rigor. Institutions must ensure that bilingual programs align with their overall academic goals while meeting the needs of students at varying levels of language proficiency. Additionally, teacher training poses another significant challenge. Educators in bilingual settings must possess not only advanced proficiency in the target language but also the pedagogical skills to integrate language learning with subject-specific content. Addressing these issues requires substantial investment in professional development and curriculum design.

Despite⁸ these challenges, best practices in bilingual education have emerged as guiding principles for success. Cultural integration is a crucial aspect of effective bilingual programs. By incorporating cultural elements into the language curriculum, educators help students connect with the target language on a deeper

⁸ Lasagabaster, D., & Doiz, A. (2016). *CLIL Experiences in Secondary and Tertiary Education: Theory and Practice*. Cambridge Scholars Publishing.



level, fostering empathy and global awareness. Collaborative learning is another effective strategy, where students with different linguistic backgrounds work together on projects, encouraging mutual learning and support. Furthermore, innovative assessment methods that measure both linguistic and academic progress ensure that students' achievements are accurately evaluated. Looking ahead, the role of bilingualism in higher education is poised to expand as globalization intensifies. Institutions must embrace interdisciplinary approaches, leveraging research-driven practices to enhance bilingual foreign language education. By addressing challenges and adopting innovative strategies, higher education can harness the full potential of bilingualism, preparing students to thrive in an interconnected world.

Conclusion

Bilingualism in higher education is not merely a linguistic skill but a vital component of global competence in today's interconnected world. By integrating bilingual education into foreign language teaching, institutions equip students with the tools needed to navigate diverse cultural and professional landscapes. Through immersive methodologies, technological advancements, and culturally enriched curricula, bilingual education fosters linguistic proficiency, critical thinking, and cross-cultural understanding. Despite challenges such as curriculum design and teacher preparedness, the benefits of bilingual education far outweigh the obstacles. Institutions must prioritize innovative practices and continuous professional development to ensure the success of bilingual programs. Looking to the future, bilingualism in higher education will remain an essential element of fostering globally competent individuals ready to excel in an increasingly multilingual world.

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ГРАММАТИЧЕСКИЕ СХОДСТВА И РАЗЛИЧИЯ
ГЛАГОЛОВ В АНГЛИЧЕСКОМ РУССКОМ И
УЗБЕКСКОМ ЯЗЫКАХ

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Annotatsiya: Ushbu maqola Fe'l mavzusini boshqa tillar bilan qiyosiy tahlil qilish .Uch tilda yuritiladi.Fe'lning shakllari va uning turlari qisqacha ya'ni ilmiy-nazariy, qiyosiy tahlil qilinadi

Аннотация: Эта статья Сравнительный анализ предмета глагола с другими языками.Проводится на три языках кратко, то есть научно-теоретически и сравнительно анализируются формы глагола и его виды.

Annotation: Comparative analysis of the subject of verb with other languages.It is conducted in Three languages. Forms of the verb and its types are briefly analyzed scientifically, theoretically and comparatively.

Ключевые слова: Глаголы, правила, структура, формы, виды, примеры, времена, грамматические особенности, структура, отношение.

Kalit so'zlar: Fe'l, qoidalari, tuzilishi, shakllari, turlari, misollar, zamonlar, grammatik xususiyatlari,struktura,ravishdosh.

Key words: Verbs, rules, structure, forms, types, examples, tenses, grammatical features, structure, attitude.

Родной язык

Что сделать, чтобы выразить действие и состояние? Что быть? Слова, которые отвечают на вопросы, называются глаголами. например; прибежал, пришел, приготовил, Глаголы делятся на глаголы действия и состояния. Глаголы, выражающие выполнение действия, называются, например, глаголами действия; идти, приходиться, учиться, готовить и т. д.



Глаголы, выражающие состояние и чувство, называются глаголами состояния. Например; думать, ненавидеть, любить, спать, волноваться и т. д.

Глаголы имеют определенные формы, такие как переходно-непереходный, причастно-инфинитив, соотношение, время, категории настроения, прилагательное, наречие, существительное действия.

Образование глаголов Глаголы образуются морфологическим и синтаксическим способами.

Морфологический метод; образование слов путем добавления суффиксов *-la: gulla, o'yla, -a (-y) yasha, qoray; -r (-ar) oqar; -ik (-iq): yo'liq, hayiq.*

Сложные и двойные глаголы образуются синтаксическим способом: сообщил, обрадовался, купил, пришел.

Времена глагола

Времена глаголов выражают отношение действия в момент речи. Действие можно выполнять до, во время и после выступления. Соответственно, глагол имеет три времени.

1. Прошедшее время: *ketdi, o'qigan, yozibdi*
2. Настоящее время: *ketyapti, o'qimoqda, yozmoqda*
3. Будущее время: *ketadi, yozadi, boradi*

Времена глаголов выражают отношение к выполнению действия. формы – это наклонения глаголов. Добрая весть (*bordi*), Командное желание (*bor*), Состояние благоприятное(*borsa*), Цель в порядке (*bormoqchi*).

Русский язык

Глагол - это часть речи, которая обозначает действие и отвечает на вопросы что делать?, что сделать? Говорить писать, сберечь, таять, расти, привезти,

Переходные глаголы-сочетаются с существительным или местоимением в винительном или родительном падеже без предлога (рубить дрова, любить обозначают действие, переходящее на другой предмет.

Непереходные глаголы-все остальные (обедать, дышать, вздрогнуть) Сюда относятся также глаголы с суффиксом *-ся (-сь)* : учиться, добиваться, г



Глаголы имеют особые формы, показывающие, как протекет действие, Эти особые формы называются видами глагола.

Глаголы изменяются по наклонениям, которые показывают как говорящий оценивает действие т.е. его реальным, возможным при каком-либо условии или желательным.

Наклонения глагола

Изъявительное показывает, что действие реально, на самом деле происходило или произойдет: строил, строю, буду строить.

Условное показывает, что действие возможно лишь при определенном условии: прочитал бы, добился бы, решил бы

Повелительное указывает на приказ, просьбу: принести книгу, расскажите-ка об этом. Окончания, указанные в таблице, называются личными окончаниями глаголов. По своим личным окончаниям глаголы делятся на два спряжения первое и второе.

Английский язык

Глагол — это мир, который описывает, что делает субъект предложения. Глаголы могут обозначать (физические или умственные) действия, явления и состояния бытия.

EXAMPLE : Anita is builds a house

В каждом предложении должен быть хотя бы один глагол. На самом базовом уровне предложение может состоять из глагола в повелительной форме. В примере подразумеваемым подлежащим является вы.

Оглавление

Спряжение глаголов, правильные и неправильные глаголы, переходные и непереходные глаголы, стативные и динамические глаголы, глаголы-связки, вспомогательные глаголы, модальные глаголы, фразовые глаголы, герундий, другие интересные статьи по языку, часто задаваемые вопросы о глаголах

Глаголы также спрягаются по времени. В английском языке есть три основных времени: ___ ПРОШЛОЕ (действие произошло) Я посмотрел на картину

- НАСТОЯЩЕЕ (действие – место разговора) Я смотрю на картину

- БУДУЩЕЕ (произойдет действие) Я ПОСМОТРЮ на картину



- АКТИВНЫЙ И ПАССИВНЫЙ ГОЛОС

В большинстве предложений может использоваться как активный, так и пассивный залог. Активное предложение — это предложение, в котором подлежащее выполняет действия

EXAMPLE: Lucas broke a chair

Пассивное предложение – это предложение, в котором происходит действие подлежащего. Пассивные предложения строятся с использованием формы вспомогательного глагола “be”(was, is , were) за которым следует причастие прошедшего времени основного глагола(eaten , taken) EXAMPLE: A chair was broken

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THE ROLE OF TRADITIONAL CRADLES (BESHIK) ON RISING CHILDREN

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Annotatsiya: Ushbu maqolaning maqsadi rivojlanayotgan bolalar uchun an'anaviy Osiyo beshigining rolini ko'rsatishdir, chunki u yangi tug'ilgan chaqaloqlarni sovuqdan, ochiq olovdan yoki uy hayvonlaridan himoya qilish va boshqalar kabi turli maqsadlarga ega, ammo ba'zi tadqiqotchilar va shifokorlar beshik o'sayotgan bolalarga xavfli ta'sir ko'rsatadi. O'zbekistonning Farg'ona viloyatida yashovchi o'zbek onalar o'rtasida an'anaviy beshiklardan foydalanishda qanday afzallik va kamchiliklarga duch kelganliklarini tahlil qilish maqsadida so'rov o'tkazildi.

Kalit so'zlar: An'anaviy beshik, sog'liqni saqlash, belkurak, ota-ona va bola munosabatlari, bolaning psixologik faoliyati.

Abstract: This thesis aims to show the role of the traditional Asian cradle board (beshik) on rising children because of different goals, such as preventing new born babies from cold, open fires or domestic animals and others, however some researchers and doctors claim that beshik has a hazardous effects on rising children. Survey has been taken among uzbek mothers who live in Fergana region of Uzbekistan in order to analyze what kind of advantages and disadvantages they have faced, while using traditional cradles.

Keywords: Traditional cradle board, beshik, healthcare, swaddling, parent-child relationship, child's psychological functioning.



Аннотация: Цель данной работы показать роль традиционной азиатской колыбели для растущих детей, поскольку она преследует различные цели, такие как защита новорожденных от холода, открытого огня или домашних животных и другие, однако некоторые исследователи и врачи утверждают, что колыбел оказывает опасное воздействие на растущих детей. Был проведен опрос среди узбекских матерей, проживающих в Ферганской области Узбекистана, с целью анализа того, с какими преимуществами и недостатками они столкнулись при использовании традиционных колыбелей.

Ключевые слова: Традиционная колыбельная доска, бешик, здравоохранение, пеленание, детско-родительские отношения, психологическое функционирование ребенка.

What should parents consider when raising children? In this section the work of other researchers and authors are provided to show the attitudes of experts towards the usage of beshik on growing infants. Child is precious blessing and the person who continues the lineage, hence first and foremost, it also related to their parents to make them healthy, intelligent and successful in the future. It is undeniable fact that, in this competitive and technological period, keen-witted youngsters govern the world. Over the last few decades have seen dramatic increase in rising children properly, as today's modern and educated mothers are making effort to collect sufficient data on childcare by reading and learning more about this realm, because every parent aspire their kids to make their dreams come true. This scientific article aims to give clear data on Central Asian cradleboards (beshik), because in some nations it is considered as crucial thing and new mothers received beshik as a gift when they give birth their first child



Traditional cradle (beshik) is very common in use amid uzbek families as well, but mothers do not know exactly what are the pros and cons of it to their infants. Jake

Zawlacki and Matthew Derrick⁹ state in their article that when kyrgyz mothers have been asked about how they learned this skill, majority of them said that they have learned from elders and the people around them. It is clear that, there is strong influence of elders and surrounding on generations. In their article it is mentioned that even terrible cause has been observed because of cradle such as sudden death of infants and lung infection. This scientific article portrays data on the reasons for using beshik among uzbek.

Research conducted by Lana B.Karasik¹⁰ indicates that according to the prevailing view among pediatricians and psychologists, severe movement restriction in infancy could have deleterious effects, especially across the first two postnatal years, a critical period in children's health and development. Their research aims to learn deeply about gahvora (it is called like that in Tajikistan) with the help of tajik mothers and experts. Author said that: "The drapes limit exposure to sunlight, which may be a factor associated with vitamin D deficiency reported in this region."

Zakirjan Ibragimov¹¹ said in his scientific article that: "A thousand-years-old tradition is putting the lives of uzbek babies at risk, warn doctors in Tashkent." It is not prohibited among inhabitants, because beshik shows the cultural identity of some countries. " A person who loves their child will never put him/her in a beshik, " said professor Rishat Osmonov, who heads the department for children's traumatology, orthopaedy and neurosurgery at the Andjan state medical institute. Myriad of

⁹ Jake Zawlacki and Matthew Derrick. " The Persistence of traditional cradle board(beshik) usage among Post-soviet Central Asian Mothers: Survey analysis from Southeren Kyrgyzstan. Published: 8 October 2020

¹⁰ Lana.BKarasik, Catherine S.TamisLeMonda. The ties that bind: Cradling in Tajikistan. Published 2018 on October 31

¹¹ ³Zakirjan Ibragimav. Uzbekistan: Cot Hzards Ignored. Published 21 february, 2005



researches show that the disadvantages of using traditional cradles outweigh advantages.

Materials and Methods

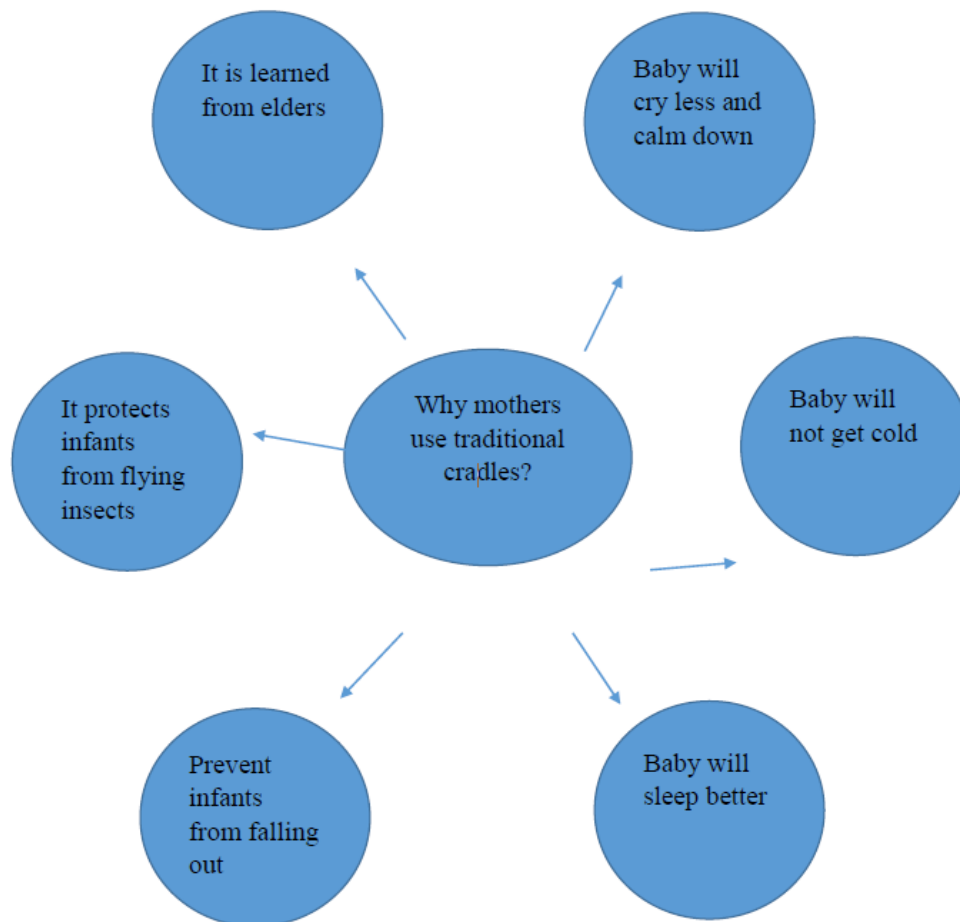
Quantitative survey research is the most common types of research in the field of healthcare and childcare. Here quantitative research is used to find out myriad of details about the usage of beshik among uzbek families and the reasons why they are used while growing infants. In the questionnaire 200 mothers participated and the results are showed. Furthermore, in order to explore broad information about this sphere the work of other researchers has been learned as well and by relaying on secondary method and primary method is organized among uzbek mothers in order to comparing the results and reasons of using cradles among kyrgyz and tadjik families according to the research of other authors. Here questions are showed that have been given to mothers

- 1.How have you learned cradling?
- 2.What kind of benefits are you taking by it to your infants?
- 3.Have you ever faced with harmful effects due to cradling?

As a Result Almost in each nation which traditional cradles are utilized has the same purpose from the usage of it. While learning the work of other authors that has been conducted among tajik and krgyz mothers, it became clear that uzbek mothers are somehow look like them as well. According to survey among 200 uzbek mothers, most of them said about disadvantages that have been observed in their children as well. 25% of mothers claimed that because of unproper cradling, legs of their kids developed irregularly and other 55 % said that it was my big mistake that I did to my child due to my inexperience. Because lying on beshik during the long hours influenced to the back side of infants so that the head shaped unproperly and came to ugly position. They feel stressed when their children complain about their head.



Especially, for girls the fabulous shape of back side of head is important as hairstyles may not be well-matched in some cases. Fortunately, amid uzbek participators sudden death has not been observed during the usage of beshik, but 11% krgyz mothers said that they lost their babies due to fatal accidents by cradling(Jake Zawlacki and Matthew Derricks) As a result of regular rocking of the cradle, the child's head shakes and it is difficult for him/her to move because of bound limbs. Other 20% uzbek mothers have not witnessed any negative sides of beshik, because the body shape of their infants developed properly.



Discussion

To begin with, this discussion is framed around the conclusions of medical researchers, but only countable mothers receive the advice of specialists. Among the



participants of Jake Zawlacki and matthew Derrick only 11.4 (55 of 481) received a doctor's consultation about the beshik. "Thirty of the consultations explicitly advised against using the cradle board, yet only six participants reported complying with that recommendation", said authors. It is clear that, some people do not want to confer about this field with doctors and prefer to do ongoing traditions that are passing from their mothers. The movement of infants is rejected in beshik so that Rishat Osmonov said that: "A child's development is in its movement, movement is life." Not only traditional cradles influence the appearance of children, but also forcefully rocking a child in a beshik can effect cerebral haemorrhages, brain tumours and fractures to the fragile skull of an infant. Why mothers put their infants to beshik instead of spending more time and enjoying each minute of this contemporary childhood, also it is very low compared to maturity? There is one question that are other tasks such as career or household chores are important compared to the great blessing of life? Children need enough vitamins that provide their development, especially vitamin D that is taken from Sun. Lying on the dark beshik during the long hours without any movement had deleterious effects on developing language skills and beginning how to walking. Children should see the environment and learn anything by touching that they are interested and asking from parents. However, the usage of beshik can not be banned, because aformentioned factors promote that there are some positive sides of these cradles and each parents has promotion to decide for their children. For example, many uzbek families know the beshik as the inseparable part of their life. It is undeniable fact that estimating that 8 out of 10 uzbek children born today are vulnerable and sickly. Professor Osmonov believes that beshik's main problem is that it immobilises the child. " Additionally, children who are put in beshiks are more likely to develop abnormal hip bones and sacral bones', said Osmonov. As a result of expertise on parents about



how to rise children properly, children can rise without ant struggles on their bones or outfit, even though they are not tied to the cradles.

Conclusion

While tying to cradles can be convinient in some situations, it presents numerous disadvantages that should be carefully considered. Tying to cradles can limit children's mobility and independence, especially when they are trying to move around or complete tasks. Additionally, it can be uncomfortable and restrictive, leading to physical discomfort and potential health issues. Therefore, alternative solutions that support freedom of movement and preserve outonomy should be explored to mitigate these disadvantages.

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PLASTIK CHIQINDILARNI PARCHALAYDIGAN MIKROORGANIZMLAR

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Paxtachi Abu Ali ibn Sino nomidagi
jamoat salomatligi texnikumi o'qituvchisi

Annotatsiya: Plastik chiqindilar bugungi ekologik muammolarning eng dolzarblaridan biri hisoblanadi. Ularning parchalanish muddati o'ta uzoq bo'lgani sababli, atrof-muhitga zarar yetkazadi. Shunday sharoitda plastik materiallarni biologik yo'l bilan parchalay oladigan mikroorganizmlarni o'rganish va amaliyotga joriy etish muhim yo'nalishga aylandi. Ushbu maqola plastik chiqindilarni parchalay oladigan mikroorganizmlar haqida umumiy ma'lumotlar va ularning ahamiyatini tahlil qiladi.

Аннотация: Пластиковые отходы являются одной из самых острых экологических проблем сегодня. Поскольку они разлагаются очень долго, они наносят вред окружающей среде. В таких условиях важным направлением стало изучение и практическое применение микроорганизмов, способных биологически разлагать пластиковые материалы. В статье представлена общая информация о микроорганизмах, способных разлагать пластиковые отходы, и анализируется их значение.

Annotation: Plastic waste is one of the most pressing environmental problems today. Due to their extremely long decomposition time, they cause harm to the environment. In such circumstances, the study and implementation of microorganisms that can biologically decompose plastic materials has become an important direction. This article provides general information about microorganisms that can decompose plastic waste and analyzes their importance.



Kalit soʻzlar: Plastik chiqindilar, bioparchalash, mikroorganizmlar, *Ideonella sakaiensis*, ekologik muammo, zamburugʻlar, gen muhandisligi, bioplastik, polimerlar, fermentlar.

Ключевые слова: Пластиковые отходы, биodeградация, микроорганизмы, *Ideonella sakaiensis*, экологическая проблема, грибы, генная инженерия, биопластик, полимеры, ферменты.

Keywords: Plastic waste, biodegradation, microorganisms, *Ideonella sakaiensis*, environmental problem, fungi, genetic engineering, bioplastic, polymers, enzymes.

Plastik materiallar past narx va uzoq muddatli foydalanish imkoniyati tufayli sanoat va kundalik hayotda keng qoʻllaniladi. Ammo bu materiallar tabiiy sharoitda juda sekin parchalanadi. Natijada, millionlab tonna plastik chiqindilar tuproq, suv havzalari va okeanlarni ifloslamogʻda. Bu esa ekotizimga va organizmlarga salbiy taʻsir koʻrsatadi.

Plastikni parchalaydigan mikroorganizmlar bugungi kunda muhim masalalardan biri hisoblanadi. Bioparchalash plastikni ekologik xavfsiz usulda qayta ishlashning asosiy yoʻnalishlaridan biri hisoblanadi. Parchalash jarayonida bakteriyalar, zamburugʻlar va boshqa mikroorganizmlar ishtirok etadi. Quyida ushbu mikroorganizmlarning baʼzilari keltiriladi: Xususan, **bakteriyalar** - *Ideonella sakaiensis* bakteriyasi PET (polietilentereftalat) materiallarini fermentativ parchalay olishi aniqlangan. U plastikni ozuqa manbai sifatida ishlatadi. **Zamburugʻlar** - *Aspergillus niger* va *Penicillium simplicissimum* kabi zamburugʻlar plastik materiallarni fermentlar yordamida qayta ishlashga qodir. **Aktinomitsetlar** - bu mikroorganizmlar kuchli fermentativ faollikka ega boʻlib, polietilen kabi materiallarni parchalaydi.

Ilmiy izlanishlar va kelajak istiqbollari

Hozirgi vaqtda plastik chiqindilarni parchalaydigan mikroorganizmlarni aniqlash va ularni sanoat miqyosida qoʻllash boʻyicha tadqiqotlar olib borilmoqda. Gen muhandisligi yordamida mikroorganizmlarning fermentativ faoliyatini kuchaytirish ustida



ishlanmoqda. Shuningdek, mikroorganizmlar asosida bioplastik ishlab chiqarish texnologiyalari rivojlanmoqda. Olimlar 5 yil avval Yaponiyadagi plastik chiqindilarni qayta ishlash zavodi hududidagi tuproqdan olingan namunalarda mikroblarning yangi turini kashf qilishdi – ular plastik bilan oziqlanar ekan. Hozirda bunday mikroorganizmlarning yashash makoni tobora kengayib boryapti.

Mikroblar o‘zidan chiqaradigan fermentlar yordamida plastikni chiritishga qodir. Olimlar okeanlar, dengizlar va quruqlikdagi bunday mikroblar DNKsini fermentlar xossasini o‘rganish uchun tadqiq qildilar. O‘rganishlar natijasida 10 turdagi plastikni yemira oladigan 30 mingga yaqin ana shunday fermentlar borligi aniqlandi. Olingan namunalar bunday fermentlar mavjudligi, zichligi va miqdori quruqlik yoki suv havzasining qanchalik zararlanganligiga bog‘liq ekanligini ko‘rsatdi. O‘rta yer dengizi va Tinch okeanining janubiy sohillarida bunday fermentlar ko‘pligi aniqlangan, chunki aynan shu hududlarda plastik chiqindilar ko‘lami juda katta.

Biroq olimlar faqatgina bioorganizmlarga tayanib qolmaslik zarurligini ta’kidlashmoqda. 2018-yilda amerikalik tadqiqotchilar plastmassani 20 foizga ko‘proq va tezroq chiritib yuboradigan sun’iy fermentni ixtiro qilishgandi. Oradan ikki yil o‘tib, ular fermentni yanada kuchaytira olishdi – endilikda bu sun’iy organizmlarning foydalilik koeffitsiyenti 6 baravarga ko‘proq, ya’ni ular plastik chiqindilarni avvalgidan tezroq «yeb qo‘yishadi».

Shri-Lankadagi Kelaniya universiteti olimlari kesilgan daraxtlarni yo‘q qiladigan qo‘ziqorinlardan plastik chiqindilarga qarshi kurashda foydalanish mumkinligini aniqladi. Tadqiqot natijalari PLOS One jurnalida chop etildi.

Ushbu mikroorganizm yog‘ochga qattqlik beradigan juda bardoshli organik polimer bo‘lgan ligninni parchalash uchun fermentlarni ishga soladi. Tadqiqot uchun olimlar chirigan qattiq daraxtlardan 50 ta qo‘ziqorin namunalarini ajratib olishdi. Keyin ular



namunalarni ikkita asosiy guruhga bo'lishdi: birinchisi past zichlikdagi polietilenga, qolganlari esa daraxtlar va plastmassa aralashmasiga qo'yilgan. 45 kundan keyin ma'lum bo'ldiki, ikkala tajribada qo'ziqorinlar polietilenni yemirgan.

Dunyoda insonlar har yili 300 million tonnadan ortiq chiqindi "ishlab chiqaradi". Bu chiqindilarning ko'pi biologik ravishda parchalanmaydigan materiallardan iborat. Ular yer yuzasidagi ekotizimlarni ifloslantirib, tuproq, suv va havoning sifatini buzadi. Keling, qaysi chiqindi qancha muddatda chirishini bilib olaylik:

- Oziq-ovqat – 4-6 hafta;
- Qog'oz – 1 oydan 2 yilgacha;
- Sigaret qoldig'i – 10-20 yil;
- Plastik paket – 10-20 yil;
- Plastik stakan – 50 yil;
- Batareya – 100 yil;
- Alyumin banka – 80-200 yil;
- Plastik baklajka – 450 yil;
- Bir martalik taglik – 550 yil;
- Shisha – taxminan 1 million yil.

Bu raqamlar chiqindilarni boshqarish naqadar muhimligini va har birimizning atrof-muhitga mas'uliyatimizni anglash zarurligini anglatadi. Plastik materiallar uzoq vaqt davomida mikroplastiklar shaklida atrof-muhitga tarqalib, oziq-ovqat zanjiriga kirib boradi. Bu esa inson salomatligi uchun ham jiddiy xavf tug'diradi. Afsuski, ko'plab chiqindilarni qayta ishlash tizimlarining yo'qligi va beparvolik natijasida ular muhitda uzoq yillar qolib ketadi. Bunday holat esa ekologik inqirozga olib kelishi mumkin: tuproq, suv va havo ifloslanadi, hayvon va o'simliklar zarar ko'radi va bioxilma-xillikga salbiy ta'sir qiladi.



Chiqindilar belgilangan joylarga tashlanganida ham ularni to'plash va maxsus maydonlarga olib ketish uchun maxsus xodim va texnikalar ishlatiladi. Agar chiqindilar ajratilmasdan tashlansa, organik va noorganik chiqindilar katta-katta chiqindi tog'larini hosil qiladi. Organik chiqindilar chirib, metan gazini hosil qiladi va bu gazni ajratib olish imkoniyati bo'lmaganligi sababli vaziyat yanada yomonlashadi. Oxir-oqibat, chiqindilar shunchaki ko'milib, yer ostiga joylashtiriladi, ammo ularda tabiiy parchalanish jarayoni yuz bermaydi.

Birinchi qadam – chiqindilarni saralab tashlashni oddiy amaliyotga aylantirishdir. Plastik, shisha, metall va organik chiqindilar alohida yig'ilsa, ularni qayta ishlash osonlashadi. Misol uchun, plastik materiallarni qayta ishlash orqali yangi mahsulotlar ishlab chiqarish mumkin, shisha idishlar esa to'liq qayta ishlanadi va yana foydalanishga yaroqli holga keltiriladi. Organik chiqindilar kompostlanib, o'g'it sifatida foydalanilishi mumkin, bu esa tuproqni boyitadi va tabiiy resurslardan samarali foydalanishga yordam beradi.

Chiqindilarni kamaytirishning yana bir yo'li iste'mol odatlarini o'zgartirishdir. Masalan, bir martalik plastik idish va paketlar o'rniga qayta ishlanadigan material yoki ko'p marta ishlatiladigan sumkalardan foydalanish mumkin. Har birimiz o'z kundalik hayotimizga kichik o'zgarishlar kiritish orqali chiqindilarni kamaytirish, ularni to'g'ri boshqarishga hissa qo'shamiz. Qirg'izistonning barcha hududlarida polietilen paketlar o'rniga qog'oz paketlarga o'tilishi ancha oldin rejalashtirilgandi. Ayrim hududlar bu borada qonunchilik o'zgarishini kutib ham o'tirgani yo'q. Iyun oyidayoq Issiqko'l viloyatida prezident farmoniga asosan polimer paketlarni ishlatish allaqachon taqiqlangandi.

Joriy etilgan tartibga ko'ra, viloyat hududida plastik paketlarni ishlab chiqarish, sotish va ulardan foydalanish mumkin emas. Bundan ko'zlangan maqsad: mashhur



Issiqko'lni saqlab qolish, ko'l akvatoriyasida yildan yilga yomonlashib borayotgan ekologik muhitni yaxshilashdan iborat. Qozog'iston 2025-yildan plastik paketlardan butunlay voz kechishi e'lon qilingan. 2019-yilda Qozog'iston ekologiya, geologiya va tabiiy resurslar vazirligi, "Otamakon" tadbirkorlar milliy palatasi hamda ekologik muassasalar assotsiatsiyasi tomonidan imzolangan memorandumda polietilen paketlardan foydalanishni bosqichma bosqich qisqartirish ko'zda tutilgan.

Tojikistonda ham plastik paketlarni butunlay taqiqlash masalasi muhokama qilinmoqda. Qayd etilishicha, mamlakatimizdagi eng yirik gipermarketlardan birida har oyda 1,5 tonna polietilen paket ishlatiladi. 1 kg plastmassadan taxminan 220 ta paket chiqishi inobatga olinsa, respublika aholisi bir oylik iste'moli uchun qancha plastmassa sarf bo'lishini taxmin qilish qiyin emas. 2022-yilning 17 oktabr kuni tojikistonlik ekologlar Sirdaryo qirg'oqlaridan 50 qop chiqindi yig'ishdi, ularning 95 foizi plastik chiqindilar edi.

Ochiq manbalardagi ma'lumotlarga ko'ra, Turkmanistonda ekologik tashkilotlar va ko'ngillilar tomonidan fuqarolar sayr qilish uchun boradigan tabiiy hududlarda plastik chiqindilarni yig'ish bo'yicha aksiyalar o'tkazib kelinadi.

Shu bilan birga, mamlakatda oziq-ovqat, meva-sabzavot mahsulotlarini qadoqlash va tashish uchun ishlatiladigan plastik mahsulotlarni ishlab chiqarish faoliyati kengayib bormoqda. Natijada respublikada yiliga 500 tonna chiqindini qayta ishlash zarurati yuzaga kelgan, ularning katta qismi polietilendan ishlab chiqarilgan mahsulotlarning chiqindilaridan iborat. Shu sababli Turkmanistonda Chiqindilar bilan ishlash sohasida milliy strategiya ishlab chiqilgan.



Plastik chiqindilar bugungi ekologik inqirozning asosiy sabablaridan biri bo'lib, ularni bioparchalash muhim yechimlardan biri hisoblanadi. Mikroorganizmlar, ayniqsa bakteriyalar va zamburug'lar, plastik materiallarni fermentlar yordamida parchalay olishi aniqlangan. Ushbu biologik usul nafaqat atrof-muhitni plastikdan tozalashga, balki chiqindilarni qayta ishlash orqali iqtisodiy samaradorlikka ham erishishga imkon beradi.

Xulosa qilib aytadigan bo'lsak, plastik chiqindilarni parchalaydigan mikroorganizmlarni o'rganish ekologik muhitni toza saqlash va chiqindilarni kamaytirishda muhim ahamiyatga ega. Ushbu yo'nalishdagi tadqiqotlarni rivojlantirish orqali atrof-muhitga salbiy ta'sirni kamaytirish va barqaror rivojlanishga erishish mumkin. Kelajakda gen muhandisligi va mikrobiologik tadqiqotlarni rivojlantirish orqali plastikni parchalaydigan mikroorganizmlarning samaradorligini oshirish, ularni sanoat darajasida qo'llash va ekologik muvozanatni tiklash mumkin. Ushbu yo'nalishda davom etadigan izlanishlar atrof-muhitni himoya qilish va barqaror rivojlanish yo'lidagi muhim qadam bo'ladi.

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Qonunchilik palatasi deputati // [Chiqindilarni boshqarish va mavjud muammolar yechimi borasida amalga oshirilayotgan ishlar](#)

5. Jamshid Niyozov, journalist. Kun.uz.news. Qirg'iziston polietilen paketlardan voz kechmoqda. Markaziy Osiyoning boshqa davlatlarida vaziyat qanday?



**PR VA KONFLIKT VAZIYATLARDA OMMAVIY AXBOROT
VOSITALARINING ROLI**

O'zbekiston jurnalistika va ommaviy kommunikatsiyalar
universiteti Axborot xizmati va jamoatchilik bilan
aloqalar yo'nalishi 5-bosqich talabalari

Abduraxmanova Sevinch, Charos Fayziy

Annotatsiya: Mazkur ilmiy maqolada PR (public relations) va ommaviy axborot vositalarining konfliktli vaziyatlardagi roli tahlil qilinadi. Konfliktli vaziyatlarda PR va OAVlar o'rtasidagi o'zaro aloqalar, jamoatchilik fikrini shakllantirish, krizislarni boshqarish va ijtimoiy barqarorlikni saqlashdagi ahamiyati ko'rib chiqiladi. Maqolada real hayotdagi misollar orqali PR va OAVlarning samarali yoki nojo'ya ishlash holatlari tahlil qilinadi.

Аннотация: В данной научной статье анализируется роль PR (Public Relations) и СМИ в конфликтных ситуациях. Рассматривается значение взаимодействия PR и СМИ в конфликтных ситуациях, формировании общественного мнения, кризисном управлении и поддержании социальной стабильности. В статье на примерах из реальной жизни анализируются случаи эффективной или неблагоприятной работы PR и СМИ.

Abstract: This scientific article analyzes the role of PR (Public Relations) and the media in conflict situations. The article considers the importance of interaction between PR and the media in conflict situations, shaping public opinion, crisis management and maintaining social stability. The article uses real-life examples to analyze cases of effective or unfavorable PR and media work.

Kalit so'zlar: PR va OAV, krizis va konflikt, axborot tarqatish va manipulyatsiya, Volkswagen kompaniyasi, Yaponiya tsunamisi.



Ключевые слова: PR и СМИ, кризис и конфликт, распространение информации и манипуляции, компания Volkswagen, японское цунами.

Keywords: PR and media, crisis and conflict, information distribution and manipulation, Volkswagen company, Japanese tsunami.

Har qanday **PR kampaniyaning** (va shu jumladan media-kampaniyaning) asosi muqarrar ravishda bir xil aloqalardan iborat: ob'ekt ma'lumotni keng auditoriyaga etkazishi kerak. U mustaqil ravishda yoki PR agentligi vakili bo'lgan vositachi orqali harakat qilishi mumkin. Bu, o'z navbatida, axborot uzatish kanallari, ya'ni ommaviy axborot vositalari, maqsadli auditoriya orqali ob'ektning xabariga murojaat qiladi. Ob'ektning murojaati tomoshabinlar va o'quvchilar yo'lida iloji boricha kamroq to'siqlarga duch kelishi uchun ma'lumotni segmentlash printsiptini hisobga olish kerak. Boshqacha qilib aytganda, xabar ma'lum bir auditoriya uchun tuzilishi kerak, u uchun maxsus tayyorlangan, etarli ma'lumot kanallari orqali amalga oshirilishi kerak. Eng umumiy shaklda har qanday PR-kampaniyaning texnologiyasi **RACE** formulasiga mos keladi, bu erda R-tadqiqot (tadqiqot: muammoni tahlil qilish va shakllantirish), A-harakat (harakat: dasturni ishlab chiqish), C-aloqa (axborot strategiyasini tuzish), E-baholash (baholash: natijalarni aniqlash, tuzatishlar kiritish)dan iboratdir.

Konfliktli vaziyatlarda PR va ommaviy axborot vositalarining roli, zamonaviy kommunikatsiya nazariyasining muhim jihatlaridan biridir. Ommaviy axborot vositalari va PR sohalari o'rtasidagi o'zaro ta'sir, ijtimoiy barqarorlikni ta'minlash va konfliktlarni boshqarish nuqtai nazaridan katta ahamiyatga ega. Konfliktli vaziyatlarda ular nafaqat jamoatchilikni to'g'ri axborot bilan ta'minlash, balki jamiyatdagi munosabatlarni boshqarish, qarama-qarshiliklarni kamaytirish va krizislarni yumshatish vazifasini ham bajaradilar.



PR, shuningdek, ijtimoiy aloqalar va kommunikatsiya boshqaruvi sifatida, jamoatchilik fikrini shakllantirish va tashkilotlar bilan jamiyat o'rtasidagi munosabatlarni boshqarish vazifasini bajaradi. Konfliktli vaziyatlar, tashkilot yoki hukumat uchun imidjni saqlash va zararli ta'sirlarni kamaytirish maqsadida, PR faoliyatining asosiy sohalaridan biridir.

PR mutaxassislari konfliktli vaziyatlarda esa **krizisni boshqarish** ya'ni krizisning boshlanganidan boshlab, ommaviy axborot vositalari va jamoatchilik bilan samarali aloqalar o'rnatadi. Ular, o'z navbatida, **tashkilotning imidjini saqlash** va ijtimoiy ta'sirni boshqarish uchun reja tuzishadi. So'ng, axborotning boshqarilishi: Konfliktli vaziyatda PR mutaxassislari, to'g'ri va ishonchli axborot tarqatish, yolg'on va noto'g'ri xabarlarining oldini olish uchun mas'uliyatni o'z zimmasiga oladilar. **Ijtimoiy aloqalar va muvozanatni saqlash:** PR, tashkilotning ijtimoiy mas'uliyatini va ochiqligini ta'minlashga harakat qiladi, shu orqali jamoatchilikda ishonchni tiklashga yordam beradi.

Ommaviy Axborot Vositalarining Konfliktli Vaziyatlardagi Roli

OAV bu PR mutaxassislarning aloqa ishlarini aks ettiruvchi oyna. Ko'zgu, shubhasiz, ko'p qirrali, aks ettirish imkoniyatlari juda ko'p-tuman miqyosidagi gazetalardan tortib Markaziy telekanallar va Internetgacha. Ommaviy axborot vositalari bizning hayotimiz fonini yaratadi: ufqimizni kengaytiradi, odatlarni o'zgartiradi, turli muammolarni muhokama qilishga jalb qiladi, ijtimoiy ongini shakllantiradi. Va ommaviy axborot vositalari texnik jihatdan ham, mazmunan ham rivojlanishda davom etmoqda. Zamonaviy dunyoning umumiy tendentsiyasi - hech narsa axborot makoniga va axborot tarqatish kanallariga qaraganda tezroq rivojlanmaydi.



Ommaviy axborot vositalarining konfliktida o'ziga xos o'rni bor. OAVlar nafaqat ma'lumot tarqatadi, balki ijtimoiy va siyosiy jarayonlarga ta'sir ko'rsatadi. Xususan, konfliktli vaziyatlarda axborot tarqatish va manipulyatsiya asosiy omillardir, ya'ni OAVlar, jamoatchilikka turli nuqtai nazarlardan axborot yetkazib, umumiy fikrni shakllantirishda katta rol o'ynaydi. Biroq, ba'zida OAVlar siyosiy yoki iqtisodiy manfaatlarga xizmat qilishi mumkin, bu esa axborotning manipulyatsiya qilinishiga olib keladi.

Shuningdek, OAVlar, ma'lum bir **krizis yoki konfliktni qanday yoritishi**, o'sha vaziyatning jamoatchilik tomonidan qanday qabul qilinishiga bevosita ta'sir qiladi. Agar OAVlar xolis va adolatli axborot taqdim etmasa, bu jamiyatda qo'zg'olonlar, isyonlar yoki jamiyatdagi yanada chuqurlashgan inqirozlarga olib kelishi mumkin.

Ammo yoritish davomida **jurnalistik etika va mas'uliyat** ham muhimdir. Konfliktli vaziyatda, OAVlar axborotni haqqoniy yoritish va manipulatsiyalashdan saqlanishi zarur. Jurnalistik etikaning bu holatda qanday qo'llanilishi, jamoatchilikni noto'g'ri tushuncha yoki tasavvurga solib qo'ymasligi uchun muhimdir.

Konfliktli vaziyatlarda **PR va OAV o'rtasidagi samarali hamkorlik** zarur. PRning asosiy maqsadi – tashkilot yoki davlatni ijtimoiy nuqtai nazardan yaxshilash bo'lsa, OAVlar, o'z navbatida, axborotni jamoatchilikka etkazishda mustahkam vosita hisoblanadi. Bu ikki sohaning o'zaro aloqasi quyidagicha amalga oshiriladi:

- PR tashkiloti OAVlarga axborot taqdim etadi, shu bilan birga OAVlar PR faoliyatiga doir xabarlarni yoritishda muvozanatni saqlashga harakat qiladi.
- PR mutaxassislari, agar zarur bo'lsa, OAVlar bilan tezkor va samarali aloqalar o'rnatib, krizis holatini yumshatish uchun kerakli axborotni taqdim etadilar.



Biroq, bu hamkorlikni yaxshi tashkil etish uchun har ikki tomon ham o'z mas'uliyatlarini yaxshi anglab, axborotning xolisligini va to'liqligini ta'minlashga intilishlari zarur.

Xulosa qilib aytadigan bo'lsak, konfliktli vaziyatlarda PR va ommaviy axborot vositalarining o'zaro faoliyati jamiyatdagi ijtimoiy barqarorlikni saqlash va krizislarni boshqarish uchun juda muhimdir. PR tashkilotlari tashkilotlarning imidjini saqlash, krizislarni boshqarish va jamoatchilikka axborot yetkazishda mas'uliyatni o'z zimmasiga olishadi, OAVlar esa axborotni tarqatish va jamiyatdagi fikrni shakllantirishda muhim rol o'ynaydi. Shu bilan birga, bu ikki sohaga nisbatan mas'uliyatli va xolis yondoshuv, jamiyatning barqarorligini va o'zaro ishonchini ta'minlash uchun zarurdir.



Yuqoridagi ma'lumotlarni amaliyotda sodir etilganlardan ko'rib chiqadigan bo'lsak, **2011-yilning mart oyida Yaponiyada sodir bo'lgan tsunami** va uning natijasida Fukushima yuzaga kelgan yadro inqirozi global media va PR sohalarida katta jarayonlarni yuzaga keltirdi. PR

mutaxassislari va OAVlar tomonidan bu voqea yoritilishi, jamoatchilikni xavfsizlik choralariga tayyorlash va hukumatning javobgarligini ko'rsatishda katta ahamiyatga ega bo'ldi.

Yapon hukumatining **PR strategiyasi boshida notog'ri axborot tarqatdi**, bu esa jamoatchilikda qo'rquvni kuchaytirdi. Ammo, tez orada PR vakillari hukumatning ishonchliligini tiklash uchun axborot tarqatishda o'zgarishlar kiritishdi. O'z navbatida, hukumat o'z strategiyasini qayta ko'rib chiqdi va ijtimoiy



tarmoqlardan ham foydalanib, jamoatchilikni xavfsizlik choralaridan xabardor qilishni boshladi.

OAVlar esa bu ofatni darhol yoritishga kirishdi va yadro inqirozi haqida ayrim noaniq va manipulyatsion xabarlar tarqatildi.

OAVlar orasida Fukushimada yuzaga kelgan tahdid haqida tahlil qilishning turli usullari mavjud edi. OAVlar oxir-oqibat axborotlarni yaxshilash va tekshirish orqali jamoatchilikka xavf darajasi haqida **to'g'ri ma'lumot** berishga intildilar.



Yana bir misolni aynan tadbirkorlar olamida mashhur bo'lgan **Volkswagen kompaniyasini** oladigan bo'lsak, kompaniyaning dizel vositalarining iflos chiqindilarni kamaytirish borasidagi yasalgan sinovlari

va ularga **qo'llanilgan manipulyatsiya o'rtasida katta krizi yuz berdi.** Kompaniya, mahsulotlarini sinovlardan o'tkazishda firibgarlik qilishda ayblandi, bu esa uning global miqyosdagi obro'siga katta putur yetkazdi.

Volkswagen kompaniyasi dastlab skandalni inkor etdi va ommaviy axborot vositalariga noto'g'ri ma'lumotlarni taqdim etdi. Biroq, PR mutaxassislari oxir-oqibat kompaniyaning og'ir ahvolini tan olish va javobgarlikni o'z zimmlariga olish zaruriyatini angladilar. Shu orqali kompaniya ta'sirni kamaytirish uchun PR kampaniyalarini o'zgartirdi va ta'minotlaridagi ishonchlilikni qayta tiklashga harakat qildi.



OAVlar Volkswagenning manipulyatsiyasini katta hajmda yoritdilar va kompaniyani qattiq tanqid qilishdi. Ushbu yoritish, kompaniyaning jamoatchilikdagi ishonchni yo'qotishiga olib keldi. OAVlar shuningdek, hukumat va iste'molchilar tomonidan Volkswagenga qarshi ko'rsatilgan bosimlarni ham yoritdilar, bu esa kompaniya uchun yanada yomonroq natijalarni keltirib chiqardi.

Konfliktli vaziyatlarda PR va ommaviy axborot vositalari o'rtasidagi hamkorlik va muvofiqlik, ijtimoiy, siyosiy, iqtisodiy va korporativ jarayonlarda muhim o'rin tutadi. PR mutaxassislari tashkilot yoki harakatning imidjini saqlash va boshqarishda, OAVlar esa jamiyatda jamoatchilik fikrini shakllantirishda asosiy rolni o'ynaydi. PR va OAVlarning o'zaro faoliyatini samarali boshqarish, konfliktlarni yengillashtirish va jamiyatdagi muvozanatni saqlashda zarurdir.

FOYDALANILGAN ADABIYOTLAR RO'YXATI:

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**KOREYS TILIDAGI SO'ZLARNING
ETIMOLOGIYASI VA ULARNING XALQ TABIATIGA
BOG'LIQLIGI**

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Annotatsiya: Ushbu maqola Koreys tilidagi so'zlarning etimologiyasini va Koreys xalqi tilining tabiatga bo'lgan munosabati bilan bog'liqligini o'rganishga bag'ishlangan. Shuningdek, maqolada, koreys xalqining tabiatga bo'lgan munosabati tilida qanday aks etganligi o'rganiladi.

Аннотация: Данная статья посвящена изучению этимологии слов корейского языка и связи языка корейского народа с его отношением к природе. Также в статье рассматривается, как отношение корейского народа к природе отражается в их языке.

Annotation: This article explores the etymology of Korean words and the relationship between the language of the Korean people and their relationship to nature. The article also examines how Korean people's attitude to nature is reflected in their language.

Kalit so'zlar: Hangul(한글), Han(한), Jeong(정), Koryo(고려), Sijo(시조)

Ключевые слова: Хангыл(한글), Хан(한), Чон(정), Корё(고려),
Сиджо(시조)

Keywords: Hangul(한글), Han(한), Jeong(정), Koryo(고려), Sijo(시조)



Koreys tili – koreyslar so‘zlashuvda foydalanadigan tildir. Bu til Oltoy tillariga ba‘zan esa to‘ngus-manjur tillariga kiradi, degan taxminlar bor. KXDR (ShimoliyKoreya) hamda Janubiy Koreyaning rasmiy tili. Bu tilda 66.3 mln. Kishi so‘zlashadi. Uning genetic jihatdan boshqa tillar bilan bog‘liqligi aniqlanmagan.

Koreys tilining shimoli-sharqiy, shimoli-g‘arbiy, markaziy, janubi-sharqiy, shimoliy va janubiy shevalari bor. Koreys tilida 40 fonema mavjud. Ulardan 19tasi undosh va 21tasi unli. Fe‘l zamonlari hozirgi, 2 ta o‘tgan va 2 ta kelasi zamon shakllaridan iborat. Sonlar birlik va ko‘plikka farqlanmaydi. Leksikasi va lug‘atida xitoy tilidan, mo‘g‘ul, sanskrit, va ba‘zi Yevropa tillaridan o‘zlashgan so‘zlar bor.

Koreys tili 1993-yilgacha „standart til“, 1966-yilda „madaniy til“ degan nom olgan. Bu tilning 2 turi ham KXDR hamda Koreya Respublikasida qo‘llanib kelinadi. KXDRda koreys yozuvi, Koreya Respublikasida xitoy-koreys aralash yozuvi qo‘llanadi. Koreyslarda o‘z yozuvlari yaratilmaguniga qadar ular boshqa ba‘zi bir Markaziy Osiyo davlatlari singari xitoyliklarning “Hanja” hamda “Hanzi” yozuvlaridan foydalanishgan. Ammo bu davrda Xitoy tilida yozib Koreys tilida o‘qish qiyin edi. Bundan tashqari Xitoy tilida iyerogliflar ko‘pligi sababli ko‘pchilik oddiy aholi uni o‘rgana olishmagan. Keyinchalik, 1443-yilda qirol Sejong tomonidan alifbo “Hangul” (한글) tuziladi.

Asosiy sababi: Oddiy xalq ham ilmi bo‘lishi, o‘qish va yozishni oson o‘rganishi uchun koreys alifbosi yaratilgan.

Bu Koreys tili rivoji uchun juda katta qadam bo‘ldi. 1446-훈민정음 (Hunminjeongim) deya nom berilgan. 1997-yilda YUNESCO jahon milliy merosi sifatida tan olindi. Yuqorida aytib o‘tilganidek, koreys alifbosi 19ta undosh va 21ta unlidan iborat. Qirol Sejong tuzgan vaqtlarda esa unda 28ta harf mavjud bo‘lgan. Biroq keyinchalik undagi xato va kamchiliklar o‘rganilib ba‘zi harflar olib



tashlangan ba'zilari esa qo'shilgan. Koreys tilidagi barcha harflar uchta belgi asosida yaratilgan. Bular: osmon(하늘)[●], odam(사람)[|], yer(땅)[—]. Har yili 9-oktabrda Koreyada Koreys alifbosi kuni keng miqyosda nishonlanadi.

Koreys tilining evolyutsiyasi haqida gapiradigan bo'lsak, tarixiy davrlarda asosiy ikki bosqichni: "Old Korean"(Qadimgi Koreys tili) hamda "Middle Korean"(O'rta davr Koreys tili) ni o'z ichiga oladi.

Old Korean, ya'ni qadimgi davr – Miloddan avvalgi 1-ming yillikdan to milodiy 10-11-asrlargacha davom etgan. Bu davrda ko'pchilik Koreyadagi qabilalar turli xil tillarda gaplashishgan bo'lsa-da, bu davr tilini deyarli hamma tushunishgan. Bu davrdagi tilda undoshlar unlilarga qaraganda ancha ko'proq bo'lgan. Xitoy yozuvi "Hanja" Koreyaga miloddan avvalgi 4-3-asrlarda kirib kelgan. Bu yozuv dastlab Koreyada faqatgina yozma til sifatida xizmat qilgan, ammo u juda ham murakkab va qiyin bo'lib, o'rganish uchun juda ham ko'p bilim talab qilingan. Qadimgi koreyslar ideogrammalardan foydalanishgan. Bu davrdagi yozma manbalar "SamgukSagi"(Uchqirolliktarixi) – unda Koreys tili haqida xitoy yozuvi asosida yozilgan. "SamgukYusa"(Uch qirolliklarning yodgorliklari) – u ham xitoycha yozuvda yozilgan. U koreys tarixiy voqealari va afsonalarini o'z ichiga oladi. Xitoy tilining ta'siri baribir Koreys tilida qolib ketgan. Masalan, ko'pchilik so'zlar ham haligacha ishlatiladi. Bu so'zlar Xitoy tilidan olingan bo'lib, lekin Koreyaning o'ziga xos talaffuzi va grammatikasi bilan uyg'unlashgan. Bu so'zlar ko'pincha ikki yoki uch bo'lakdan tashkil topgan. Misol uchun:

- **Koreyscha: hak** (학) - "ilm", **Xitoycha: 學** (xué)
- **Koreyscha: gwon** (권) - "boshqaruv", **Xitoycha: 權** (quán)



Bu soʻzlar Xitoydan kelgan boʻlsa-da, ular Koreyaning oʻz tilida talaffuz qilinadi va grammatik jihatdan Koreys tiliga moslashtirilgan.

Raqamlar borasida koreyslar ham Xitoyliklarnikini keng qoʻllashadi.

Xususan:

- **Rasmiy raqamlar:** Xitoycha sonlar, masalan, telefon raqamlari, yillar, sanalar va boshqalarda ishlatiladi. Misol uchun, "1999-yil" deyilganda Xitoycha sonlar ishlatiladi.
- **Sanalar va vaqt:** Xitoycha sonlar vaqtni koʻrsatishda ham ishlatiladi, masalan, soatni aytishda yoki sanani aytishda ishlatiladi.
- **Katta sonlar:** Xitoycha sonlar katta sonlarni ifodalashda ishlatiladi, chunki ular ancha rasmiydir.

Xitoycha sonlar Koreys tiliga taʼsiri asosan ikki jihatdan seziladi.

Birinchisi yozuvda – Koreyada rasmiy yozuvda Hanja sonlari ishlatiladi, bu esa Xitoy tilining taʼsirini koʻrsatadi. **Ikkinchisi talaffuzda** - Hanja sonlarining talaffuzi Koreys tilida Xitoy tili talaffuziga moslashgan boʻlsa-da, koreyscha talaffuzda baʼzi oʻzgarishlar mavjud.

Middle Korean (oʻrta davr) –10-15-asrlar oraligʻida, ayniqsa Goryeo sulolasi (918–1392) va Joseon sulolasi (1392–1897) davrida. Bu davrda Koreys tili ancha soddalashgan. Bu davrda ikki xil talaffuz tizimi mavjud boʻlgan: oʻqish tili hamda ogʻzaki talaffuzdir. Hangul ham aynan shu davrda yaratilgan. Oʻrta asrlarda asta-sekin Hangul alifbosiga oʻtilgan. Soʻzlashuvda ham turli darajalar va hurmat ifodalari (7xil) qoʻllanilgan. Oʻrta Koreys tilida yozma til, koʻproq yuqori ijtimoiy



sinf vakillari tomonidan ishlatilgan. Bu davrda Koreyada ilmiy va madaniy rivojlanishlar yuz berdi. Buning natijasida yozma adabiyotlar, diniy matnlar va tarixiy asarlar ko'paydi. Joseon sulolasi hukmronligi davrida, yozma adabiyot va san'atda katta taraqqiyot bo'ldi. Xususan, o'rta davr Koreys tilida yozilgan asarlar Koreya tarixining muhim qismiga aylandi.

Xo'sh shu o'rinda farqlari va o'xshashliklari borasida savol tug'iladi, ularga esa bir nechta misollar keltirishimiz mumkin:

- Yozuv tizimida Qadimgi davrda Hanja, O'rta davrda esa Hangul ishlatilgan
- Fonologiyada ham xuddi shunday, Qadimgi davr xitoy tiliga yaqin bo'lgan bo'lsa, o'rta davr Koreys talaffuziga yaqinlashgan.
- O'rta asrlarda ilm-fan, adabiyot va madaniyat ancha rivojlangan. Bu davr Koreys tili rivoji uchun poydevor bo'lgan.

Koreys tilidagi ayrim terminlar

Han(한) – atamasi koreys tilidagi keng tarqalgan va muhim so'zlardan biridir. Han koreys madaniyatida asosan qayg'u, g'amginlik yoki biror umid ortidan intilish his-tuyg'ularini ifodalovchi so'z sifatida foydalaniladi. Han koreys xalqining uzoq tarixiy umri davomida yuzaga kelgan qayg'uli kunlar, adolatsizliklar, ruhiy og'irliklarni bildiruvchi so'z sifatida paydo bo'lgan. Bu so'z azob-uqubatlarga qarshi kurash uchun kuchni ham anglatadi. Biror bir shaklda amalga oshmasa ham xafa bo'lish va kurashish hissiyotlarini anglatadi. Han ni turli xil filmlarda, musiqalarda yoki adabiyotlarda ko'rishimiz mumkin. U yanada mazmunliroq gapirishga yordam beradi. Bu so'zning yana bir necha ma'nosi bor:



Han (한) — bu **Koreyscha** son bo‘lib, u ko‘pincha "**bir**" yoki "**birinchi**" ma'nolarida ishlatiladi. Masalan, **Han-guk** (한국) — "Koreya" degan ma'noni anglatadi, bu so‘z Koreya xalqi yoki mamlakati haqida gapirganda ishlatiladi.

Han (한) — koreys tilida ba'zan "**katta**", "**yirik**" degan ma'noni ham anglatadi. Bu so‘z, odatda, ba'zi iboralar yoki nomlarda, masalan, **Han-gang** (한강) — "Han daryosi" (Koreyada joylashgan eng katta daryo) kabi ishlatiladi.

Han (한) koreys madaniyati va tilida juda kuchli ma'no kasb etadi. Bu so‘z Koreya xalqining tarixiy og‘riqlarini, ruhiy holatini, adolatsizlikka qarshi kurashini va amalga oshmagan orzularini ifodalovchi psixologik va madaniy tushuncha sifatida juda muhimdir. Bu holat nafaqat xalqning tarixi bilan bog‘liq, balki uning tilida ham chuqur iz qoldirgan.

Jeong(정) – koreys madaniyatidagi yana bir atama bo‘lib, u hamdardlik, sevgi, muhabbat, tinchlik kabilarni bildiradi. Bu so‘zning nozik ammo juda kuchli hissiy ma'nolari ham bor. Jeong shaxslar o‘rtasidagi mustahkam bog‘lanishni anglatadi. Bu uzoq vaqt davomida birga bo‘lgan insonlar orasida shakllanadi. Bu munosabatlardagi: samimiyat, hamdardlik, hamma yaxshi hislatlarni bildiradi. Koreyscha **Jeong** faqatgina romantik yoki oilaviy munosabatlarni bildirish bilan cheklanmaydi, balki **yana boshqa ijtimoiy aloqalarda**, misol uchun, qo‘shnilar o‘rtasida, yoki hatto uzoq vaqt davomida bir-birini bilgan notanish odamlar o‘rtasida ham bo‘lishi mumkin. Koreys filmlaridagi samimiy his-tuyg‘ularni yanada real namoyish etish uchun Jeong juda ham qo‘l keladi. Bunday filmlarda koreys madaniyati yanada chiroyli ekanligiga amin bo‘lishimiz mumkin.

Koryo (고려): bu koreys tili rivojlanishining eng muhim bosqichlaridan biri bo‘lgan. Koreys tili Oltoy til oilasiga mansub deb qaraladi. Ba'zi manbalarda



mongol, turkiy va tungus tillariga aloqador deyilsa-da, bu hali aniqlanmagan. Koryo davrida Xitoy tilining ta'siri juda ham katta bo'lgan. Aynan shu davrda ideogrammalardan foydalanilgan. Xitoyning Konfutsiylik va Buddaviylik ta'limotlaridan kelib chiqqan so'zlar va iboralar ham koreys tiliga kiritilgan. Koryo davrida koreys tilining o'ziga xos mahalliy shakllari ham rivojlanib borgan. Bular asosan **qishloq hududlarida**, kichik guruhlarda yoki maxsus ijtimoiy sinflarda qo'llanilgan. Xalq tili va oddiy odamlarning so'zlashuvi, yuqori ijtimoiy tabaqalarning foydalanadigan rasmiy yozuvi va so'zlari bilan farq qilardi. Koryo davrining oxirida ham Hangul hali yaratilmagan edi. Yozuv tizimida Hanja keng qo'llanilgan davr. Koryo davrida koreys tili, asosan, Xitoy ta'sirida bo'lib, ko'plab xitoycha so'zlar va yozuv tizimlari koreys tiliga kirgan. Shuningdek, xalq tili, mahalliy tillar va grammatik o'zgarishlar ham koreys tilining shakllanishiga katta hissa qo'shgan. Tilda evolyutsiya jarayonlarining davom etishi va o'zgarishi Koryo davridan keyingi Joseon davrida yanada kuchaygan, chunki Hangul yaratilishi bilan koreys tilining mustaqil yozuv tizimi paydo bo'lgan.

Madaniyatning tilga ta'siri

Sijo(시조) – bu Koreyaning eng qadimiy va mashhur she'riy janrlaridan biri bo'lib, Koryo davrida shakllangan. Sijo she'rlar asosan 3qatordan va 14-16 bo'g'indan iborat qilib yozilgan. Har bir qatorning aniq bir tuzilishi bo'lgan. **Bular:**
Birinchi qator - She'rning boshlanishi bo'lib, mavzu yuzasidan tanishtirish, voqea yoki asosiy fikr keltiriladi. **Ikkinchi qator** - Birinchi qatorning g'oyasi izohlanadi. Bu qatorda ko'p hollarda tahlil keltiriladi. **Uchinchi qator** - She'rning yakuniy qismi bo'lib, unda xulosa yoziladi yoki axloqiy saboq keltiriladi.



Sijo she'ri asosan, sevgi, tabiat, hayotning mazmuni va go'zallik kabi mavzularni yoritib bergan. Bunday she'rlarda asosan turli hikmatlarga bog'liq bo'lgan ramzlar beriladi. Bunday she'rlar qadimda juda ham muhim o'ringa ega bo'lgan, bugungi kunga kelib ham o'z ahamiyatini yo'qotmagan.

Afsona va eposlar – Koreya madaniyati, til haqidagi turli tushunchalarni avlod-dan-avlodga yetkazish uchun eng qulay vosita bo'lgan. Koreya afsonalari va eposlari ko'pincha tarixiy voqealarni, insoniyatning ma'naviy qadriyatlarini aks ettirgan. Koreya eposlari nafaqat xalq og'zaki ijodi sifatida shakllangan, balki rasmiy yozuvda ham ko'plab so'zlar yuritilgan. **“Samguk Yusa”** (삼국유사) Koreys eposlaridan biri bo'lib, unda 3ta qadimiy davlatning tarixi va afsonalari keltirilgan. Bu asar orqali ko'plab ibora va so'zlar Koreys tiliga kirib kelgan. Koreya afsonalaridan ayrim ramzlar ham kirib kelgan. **Masalan:**

“Cheong”(청, 청정) – tozalik va muqaddaslikni ifodalaydi.

“Baek”(백) – so'zi oq rangni, poklikni anglatadi.

“Sin”(신)–“xudo” yoki “kuch” kabi ma'nolarni anglatadi.

Koreya afsonalari va eposlari koreys tiliga katta ta'sir ko'rsatgan, chunki ular tilning leksikasini, grammatikasini va semantikasini boyitgan. Bu afsonalar va eposlar, faqat hikoyalar sifatida emas, balki madaniy va ma'naviy qadriyatlarni ifodalovchi vosita sifatida ham tilni shakllantirishda muhim rol o'ynagan. Ularning ta'siri, ayniqsa, so'zlarning ramziyligi, diniy va tabiiy tushunchalarga asoslangan ifodalarda va og'zaki adabiyotda namoyon bo'lgan.



Shunday qilib, Koreys tili bugungi kundagi ko'rishiga kelishi uchun juda ham uzoq davrlarni boshidan kechirgan va bu til bugungi kunda ham rivojlanib bormoqda. Boshqa chet mamlakatlarida ham keng miqyosda o'rganilayotgan tillar ro'yxatida turadi.

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**INTERCULTURAL COMMUNICATION:
DIFFICULTIES AND OPPORTUNITIES OF LEARNING A
FOREIGN LANGUAGE**

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Abstract: Intercultural communication: the topic of difficulties and opportunities in learning a foreign language is very interesting and relevant. This topic allows you to study not only the aspects of learning a foreign language in the process of language teaching, but also related to intercultural differences, difficulties and new opportunities. The thesis, on the other hand, presents some problems and thus suggestions.

Keywords: Cross-cultural, behavior and customs, semantic barriers, grammatical and syntactic differences, Intercultural competence, interactive learning, empathy

The biggest obstacles to learning a foreign language are the cross-cultural differences. Cross-cultural differences mean differences in values, customs, meanings of words and expressions in the language of a nation. In the relationship between culture and language, language is not only a means of speech, but it is also based on humanity's own worldview, social and cultural values, historical, geographical and economic conditions of each society. Therefore, in the process of learning a language, a language learner inevitably encounters cultural differences.

One of the important obstacles is **semantic barriers**¹². A language learner can often misunderstand the meanings of words in a language. This is caused by semantic barriers, i.e. the fact that words and phrases have different meanings in different cultures. For example, the word "dog" in English may have generally positive or neutral meanings in most cultures, but in some cultures this word may have negative, even offensive meanings.

¹² Inesh Gubaidullina. The ways to overcome the language barrier. 2021. № 34 (376). — Pp. 155-157.



The second problem is **behavior and customs**¹³. Cross-cultural differences also affect behavior, customs, and ethical standards. For example, in some cultures it is possible to recognize the right view or strict lifestyle, while in others such behavior may be seen as unexpected and wrong. A language learner who is not familiar with these aspects of culture may have difficulty learning the language.

It can be said that **grammatical and syntactic differences** are also one of the main problems. Grammatical and syntactic differences also play an important role in learning a foreign language. Each language has its own grammar rules that reflect the history, evolution, and worldview of the culture. For example, passive constructions in English are rarely used in some cultures, preferring sentences in the active state. This, in turn, creates additional problems in the process of language learning by students.

So what to do to overcome intercultural barriers when teaching a foreign language? There are a number of pedagogical approaches to overcoming these problems.

Intercultural competence¹⁴ is the ability to understand and appreciate other cultures. It involves having an open mind, being respectful, and communicating effectively with people from different backgrounds. To develop this skill, several methods can be employed:

- ✓ Intercultural learning: This involves learning about the values, customs, and social systems of other cultures in addition to the language. For example, when teaching English, teachers can provide detailed information about British or American culture, traditions, and social relationships.
- ✓ Cross-cultural events: These include exchange programs, learning processes, and conversations on online platforms that allow students to engage with people from other cultures. They help students understand the perspectives of others and develop a more nuanced understanding of cultural differences. By

¹³ PERSONALITY TRAITS AND SUCCESS IN FOREIGN LANGUAGE ACQUISITION. A.I. Krupnov, Yu.V. Kozhukhova. The Chair of Social and Differential Psychology Peoples' Friendship University of Russia. Miklukho-Maklaya str., 6, Moscow, Russia, 117198

¹⁴ DEVELOPMENT OF STUDENTS' INTERCULTURAL COMPETENCE IN THE PROCESS OF LEARNING A FOREIGN LANGUAGE. Shoir F. Ismailova. 2022.



incorporating these methods into the curriculum, students can develop intercultural competence and become more tolerant and accepting of diversity.

Another important method is **interactive learning**¹⁵, which provides students with the opportunity to experience cross-cultural differences in a real-life setting. These methods increase student engagement and help them learn the language within a cultural context. For example, students can participate in role-playing activities that simulate different cultural situations, allowing them to understand and appreciate cross-cultural differences more effectively. They can also engage in discussions about intercultural relations and values, which helps them gain a deeper understanding of other cultures and apply their language learning skills in practical situations.

But for taking classes in a foreign language, first of all, **intercultural competence of the teacher** is also an important factor. The teacher must understand not only language, but also intercultural differences and provide students with the necessary tools to overcome them. For example, a teacher should quickly identify and help students' intercultural problems. It is based on the experience of the teacher in working with different cultures. The teacher must have a good understanding of his culture and, through it, show students the guidance of overcoming intercultural differences.

If teachers themselves have cross-cultural competence, they can help students **learn empathy** to understand the opinions and views of individuals in other cultures. Through this, they perceive intercultural differences in a positive way.

Several pedagogical approaches can be used to help overcome cross-cultural barriers when teaching a foreign language. These include the development of intercultural competence, the use of interactive methods and information technology, as well as the development of empathy and cultural awareness. These approaches help students to better understand other cultures and enhance their ability to learn the language more effectively. By developing these skills, students can overcome cross-cultural differences and achieve success in their language learning journey.

Intercultural communication can present challenges in learning a foreign language, yet it also offers new opportunities. Benefits such as gaining an

¹⁵ Бободжонов, Х. М. Interactive technologies in language teaching . 2020. № 21 (311). С. 755-756.



understanding of cultural differences, developing global thinking, and establishing social connections can enhance the learning experience. By incorporating these aspects into the learning process, teachers and students can improve their intercultural communication skills. To foster intercultural understanding, it is essential for teachers and students to develop a deeper understanding of different cultures and apply a contextual approach in their learning. Additionally, creating psychological support systems can help alleviate the challenges associated with learning a foreign language. These strategies not only aid in overcoming obstacles but also enable students to thrive in intercultural interactions.

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KOREYS VA O'ZBEK TILLARINING GRAMMATIK O'XSHASHLIKLARI VA FARQLARI

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Annotatsiya: Ushbu maqola koreys va o'zbek tillarining grammatik o'xshashliklari va farqlari tahlil qilinadi. Shuningdek , maqolada fonetika , fe'l zamonlari va yozuv tizimi kabi farqli jihatlari ham o'rganiladi .

Аннотация : В данной статье анализируются грамматические сходства и различия корейского и узбекского языков. Также рассматриваются такие отличительные аспекты, как фонетика, времена глаголов и система письма.

Annotation: This article analyzes the grammatical similarities and differences between the Korean and Uzbek languages. It also examines distinctive aspects such as phonetics, verb tenses, and the writing system.

Kalit so'zlar: Agglyutinatív, Hangul alifbosi ,turkiy tillar , so'z tartibi ,aspiratsiyalangan undoshlar , tensiv undoshlar, xitoy iyerogliflari.

Ключевые слова: агглютинативный, алфавит Хангыль, тюркские языки, порядок слов, аспирированные согласные, тензивные согласные, китайские иероглифы.

Keywords: Agglutinative, Hangul alphabet, Turkic languages, word order, aspirated consonants, tensified consonants, Chinese characters.

Koreys tili – Koreys tili Shimoliy Koreya va Janubiy Koreyaning rasmiy tili bo'lib Xitoy, Yaponiya , AQSH va Kanadada ham koreys tilida so'zlashuvchi jamoalar mavjud . Koreys tili ba'zan oltoy tillariga yoki tungus-manjur tillariga kiritiladi, ammo uning genetik aloqasi hali aniq belgilanmagan. Bu tilda 60 mln. kishi so'zlashadi (1992). Uning genetik jihatdan boshqa tillar bilan bog'liqligi aniqlanmagan. Koreys tilida jami 40 ta fonema mavjud . Ulardan 19 undosh va 21 unli tovush.

• Morfologiya: Agglyutinatív til bo'lib, so'zlar qo'shimchalar orqali shakllanadi.



Agglyutinativ tillar - soʻz oʻzagi yoki negiziga qoʻshimchalar qoʻshilishi natijasida yangi soʻzlar hosil boʻluvchi tillar. Agglyutinativ tillarda soʻzning oʻzak yoki asosini oʻzgartirmagan holda qoʻshimchalar qoʻshish bilan maʼlum soʻz va shakl yasaladi, har bir qoʻshimcha muayyan maʼno va vazifada xizmat qiladi.

Turkiy tillar: Oʻzbek tili , koreys tili, yapon tili, moʻgʻul tili ,gruzin tili va shu kabilar agglyutinativ tillar hisoblanadi .

- Yozuv tizimi: Hangul alifbosi qoʻllaniladi, baʼzan xitoy ierogliflari (hanja) ham ishlatiladi.

Hangul alifbosi – Janubiy Koreyada Hangul (한글) va Shimoliy Koreyada Choson (조선글) nomi bilan tanilgan koreys alifbosi koreys tilining zamonaviy rasmiy yozuv tizimidir . Hangul 1443 yilda Buyuk Qirol Sejong tomonidan koreyslar tomonidan koreys tilini yozishda asosiy yozuv sifatida foydalanilgan. Alifbo Xitoy-Koreya xanja logografikiga toʻldiruvchi (yoki muqobil) sifatida xizmat qilib, savodxonlikni oshirish maqsadida yaratilgan . Beshta asosiy undoshlarning harflari ularni talaffuz qilish uchun ishlatiladigan nutq organlarining shaklini aks ettiradi va ular fonetik xususiyatlarni koʻrsatish uchun tizimli ravishda oʻzgartiriladi. Shunga oʻxshab unli harflar bir-biriga bogʻliq tovushlar uchun muntazam ravishda oʻzgartirilib, hangul tilini oʻziga xos yozuv tizimiga aylantiradi. U boʻgʻinli alifbo sifatida tavsiflangan, chunki u alifbo va boʻgʻin yozuvi tizimlarining xususiyatlarini oʻzida mujassam etgan. Zamonaviy hangul orfografiyasida 24 ta asosiy harf ishlatiladi: 14 ta undosh harf va 10 ta unli harf. Shuningdek, asosiy harflarning birlashishi natijasida hosil boʻlgan 27 ta murakkab harf mavjud: 5 ta zamon undosh harfi, 11 ta murakkab undosh harf, va 11 ta murakkab unli harflar. Asl alifbodagi toʻrtta asosiy harf endi ishlatilmaydi: 1 ta unli harf va 3 ta undosh harf. Koreyscha harflar alifbo harflari tartiblangan holda boʻgʻin bloklarida yoziladi.

Oʻzbek tili – bu til Oʻzbekiston respublikasining rasmiy tili boʻlib , qoʻshni davlatlarda ham oʻzbek tilida soʻzlashuvchi jamoalar mavjud . Turkiy tillar oilasiga mansub boʻlib , Qarluq guruhiga kiradi .

- Turkiy tillar – hozirgi va qadimgi turkiy ellar va elatlarning tillari . Asosan , Oʻzbekiston , Turkiya , Ozarbayjon , Qozogʻiston ,Qirgʻiziston, Turkmaniston va boshqa bir qancha mamlakatlarda tarqalgan. Oʻzbek tilining fonologik tizimi unli va undosh tovushlar majmuasidan iborat boʻlib, u oʻzining turkiy tillarga xos fonetik



xususiyatlari bilan ajralib turadi. O'zbek tilida jami 30 ta harf bo'lib ulardan 6 ta unli va 24 ta undosh tovush hisoblanadi. O'zbek tilining morfologiya: Agglyutinativ til bo'lib, so'zlar qo'shimchalar orqali shakllanadi. Yozuv tizimi: Hozirda lotin alifbosi qo'llaniladi, ilgari kirill va arab alifbolari ham ishlatilgan. Koreys va o'zbek tillari turli til oilalariga mansub bo'lsa-da (o'zbek tili — turkiy, koreys tili — izolyat yoki ba'zan oltoy tillariga bog'lanadi), ular orasida juda ko'p grammatik va leksik o'xshashliklar mavjud.

Koreys tili va O'zbek tilining o'xshash jihatlari grammatik tomondan juda ko'p uchraydi.

1. So'z tartibi (So'z tarkibi tilshunoslikda morfemika sohasi tomonidan o'rganiladi. Morfemika so'zlarning eng kichik ma'noli qismlarini tahlil qiladi) SOV – ega+to'ldiruvchi+kesim .

Har ikkala til ham ega + to'ldiruvchi + kesim (SOV) so'z tartibiga ega. Bu ularni ko'plab boshqa tillardan ajratib turadi. Misol uchun O'zbek tilida: Men kitob o'qiyapman. (Ega – to'ldiruvchi – kesim) Koreys tilida esa : 나는 책을 읽어요. (Naneun chaeg-eul ilgeoyo.) (Ega – to'ldiruvchi – kesim) Bu jihat boshqa tillarga nisbatan o'zbek tilida so'zlashuvchilarga koreys tilini o'rganishni biroz osonlashtiradi.

2. Agglyutinativ (qo'shimchalar yordamida so'z yasash) xususiyati . Bunda ikkala til ham agglyutinativ hisoblanadi, ya'ni so'z ma'nosi va grammatik funksiyalar qo'shimchalar orqali o'zgaradi. Misol uchun o'zbek tilida : bor-di-m (fe'lga qo'shimchalar qo'shish orqali zamon va shaxs belgilanadi) Koreys tilida: 갔다 (ka-ss-da) – bor-di (fe'lga qo'shimchalar orqali zamon qo'shiladi) Bunda o'xshashlik shundaki, har ikkala til ham so'zlarning ma'nosini o'zgartirish uchun old va orqa qo'shimchalar qo'llaydi.

3. Hurmat shakllari va darajalari koreys va o'zbek tillarida muhim ahamiyatga ega. Masalan, suhbatdoshingizning yoshi, maqomi yoki ijtimoiy mavqeiga qarab gapirish uslubi o'zgaradi. Misollar bilan ko'rsatib bersam o'zbek tilida: Siz keldingizmi? (Hurmat shakli) Sen keldingmi? (Norasmiy) Koreys tilida : 오셨습니까? (Oshyeotsseumnikka?) – Hurmat shakli, 왔어? (Wass-eo?) –



Norasmiy shaklKoreys tilida formal, norasmiy va juda rasmiy uslublar mavjud bo'lsa, o'zbek tilida bu jihat ko'proq "sen" va "siz" shakllari orqali ifodalanadi.

4. Ko'plik, egalik va kelishik qo'shimchalari tomonidan ham bu tillar o'zaro o'xshash hisoblanib, ikkala til ham egalik, ko'plik va kelishik qo'shimchalariga ega. O'zbek tilida bola-lar ko'plik shakli hisoblansa, koreys tilida ko'plik shakli 아이-들 (ai-deul) ham shu singari yasaladi. O'zbek tilida egalik shakli " mening kitob-im " shaklida bo'lsa koreys tilida : egalik 나의 책 (nae chaek) shaklida yasaladi. O'zbek tilida : kelishik shakli otga shu ko'rinishda qo'shilsa kitob-ni o'qidim, koreys tilida: kelishik otga o'zbek tilidagi singari qo'shiladi : 책-을 읽었어요

5. Fe'l zamon tizimi ham juda bir biriga yaqin hisoblanadi. Har ikkala til ham sodda va qo'shma zamon tizimiga ega. O'zbek tilida :Men maktabga bordim. (O'tgan zamon), Men maktabga boryapman. (Hozirgi zamon), Men maktabga boraman. (Kelasi zamon) Koreys tilida ham shu singari: 나는 학교에 갔어요. (Naneun hakgyoe gasseoyo.) (O'tgan zamon), 나는 학교에 가고 있어요. (Naneun hakgyoe gago isseoyo.) (Hozirgi zamon), 나는 학교에 갈 거예요. (Naneun hakgyoe gal geoyeyo.) (Kelasi zamon). Bu jihatdan har ikkala tilning fe'l zamon tizimi tuzilishi jihatidan o'xshashdir. Xulosa qilib aytganda koreys va o'zbek tillari turli til oilalariga mansub bo'lsa-da, ularning grammatik tizimida ko'plab o'xshashliklar mavjud. Xususan: SOV so'z tartibi, agglyutinativ til xususiyati, hurmat shakllari, ko'plik va egalik qo'shimchalari, fe'l zamon tizimi, sifatlarning ot oldidan kelishi va shu kabilar. Bu o'xshashliklar o'zbek tilida so'zlashuvchilar uchun koreys tilini o'rganishni biroz osonlashtiradi. Biroq, ayni paytda, koreys tilida fonetika, talaffuz va yozuv tizimi jihatidan o'ziga xos qiyinchiliklari va farqlari mavjud.

Koreys tilining O'zbek tilidan farqlanuvchi jihatlari bular koreys va o'zbek tillari turli til oilalariga mansub bo'lib, **ularning fonologiya, morfologiya, sintaksis va leksika kabi sohalarda sezilarli farqlari mavjud.** O'xshash tomonlari ko'p bo'lgani bilan farqlanuvchi tomonlari ham bor. Bulardan biri fonologiya (Tovush tizimi) hisoblanadi. O'zbek tilida 6 ta unli tovush bor Bular : /a/, /e/, /i/, /o/, /u/, /ö/. Koreys tili: 21 ta unli tovushga ega bo'lib, ular orasida oddiy va diftonglar mavjud



.O‘zbek tilida 24 ta undosh tovush bor ular ham o‘z turlariga ega . Koreys tilida 19 ta undosh tovush bo‘lib, ular orasida aspiratsiyalangan va tensiv tovushlar mavjud. Tovushlar o‘zaro har xil talaffuz qilinishi orqali ham farqlanadi .Koreys tilida ba‘zi tovushlar o‘zbek tilida mavjud bo‘lmagan talaffuz xususiyatlariga ega, masalan, aspiratsiyalangan va tensiv undoshlar.

Aspiratsiyalangan undoshlar — talaffuz qilinishida qo‘shimcha havo oqimi bilan hosil bo‘ladigan undosh tovushlardir. Bunday tovushlarni aytganda, undoshdan keyin qisqa “h” tovushiga o‘xshash nafas chiqarish eshitiladi. Tensiv undoshlar - kuchli yoki qattiq undoshlar deb ham ataladi, talaffuz paytida artikulyatsiya a‘zolarining kuchliroq tarangligi va siqilishi bilan hosil bo‘ladigan tovushlardir. Bu tovushlar ba‘zi tillarda, masalan, koreys tilida, muhim fonematik ahamiyatga ega bo‘lib, ma’no farqlashda xizmat qiladi. Koreys tilining leksika (so‘z boyligi) ham o‘zbek tilidan ancha farq qiladi . O‘zbek tili leksikasida arab, fors, rus va ingliz tillaridan o‘zlashgan so‘zlar ko‘p. Koreys tili leksikasida esa xitoy tilidan o‘zlashgan so‘zlar ko‘p. Sanoqda ishlatiladigan sonlar tizimi ham bur biridan farq qiladi .

- O‘zbek tili: Yagona sanash tizimiga ega.
- Koreys tilida ikki xil sanash tizimi bor. Bular : koreyscha va xitoycha.

Koreys tilini o‘zbek tilidan butunlay farq qiluvchi narsasi bu yozuv tizimi va tarixi hisoblanadi. **O‘zbek tili yozuvi** tarix davomida bir necha marta o‘zgargan:

Birinchi bo‘lib arab yozuvi: 11-asrdan 20-asr boshlariga qadar o‘zbeklar arab alifbosidan foydalanganlar. Bu yozuv tizimi arab tilidagi 28 ta harfga qo‘shimcha ravishda o‘zbek tiliga xos tovushlarni ifodalash uchun yana 4 ta harf qo‘shilishi bilan shakllangan. Ikkinchi bo‘lib lotin yozuvi: 1929-yilda o‘zbek tili uchun lotin alifbosi joriy etildi. So‘ng kiril yozuvi: 1940-yilda esa kiril alifbosiga o‘tildi. Hozirda esa lotin yozuvi: 1993-yilda O‘zbekiston mustaqillikka erishgach, yana lotin alifbosiga qaytildi va hozirgi kunda ham ushbu alifbo rasmiy yozuv tizimi sifatida qo‘llaniladi. Hozirgi o‘zbek lotin alifbosi 26 ta harfdan iborat bo‘lib, ba‘zi harflar ikki harfli birikmalar orqali ifodalanadi, masalan, “sh”, “ch”, “ng”. Yozuv yo‘nalishi esa o‘zbek tilida yozuv chapdan o‘ngga qarab amalga oshiriladi. **Koreys tili yozuv tizimi** Hangul deb ataladigan o‘ziga xos alifboga ega. Hangul fonetik asosda yaratilgan bo‘lib, har bir harf ma’lum bir tovushni ifodalaydi. Bu alifbo o‘rganish uchun juda qulay va tovushlarni aniq ifodalaydi . Koreys tili alifbosi xitoy



iyerogliflari bilan bog'liqdir .Hangul yaratilishidan avval, koreyslar yozuvda Xitoy iyerogliflaridan foydalanarlar. Hangulning joriy etilishi bilan koreys yozuvi soddalashdi va keng ommaga tushunarli bo'ldi. **Yozuv yo'nalishi** esa an'anaviy ravishda, koreys matnlari yuqoridan pastga va o'ngdan chapga yozilgan. Hozirgi kunda esa chapdan o'ngga yozish usuli keng tarqalgan.

Shunday qilib ,ushbu farqlar koreys va o'zbek tillarining o'ziga xosligini ko'rsatadi va har bir tilni o'rganishda e'tibor berilishi lozim bo'lgan jihatlaridir.Koreys tili boshqa tillar singari grammatikasida va tovushlar talafuzida o'zbek tilidan farq qiladi . Shunga qaramay koreys tili boshqa turkiy tillarga qaraganda O'zbek tiliga eng yaqin til hisoblanadi.

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"Bahor Kechasi" dan "muhabbat daryosigacha: Hamid Olimjon va Zulfiya ijodi orasidagi cheksiz muhabbat"

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Annotatsiya: Ushbu maqola Hamid Olimjon va Zulfiya o'rtasidagi adabiy va shaxsiy munosabatlarni chuqur tahlil etadi. Shoirlarning uchrashuvi, o'zaro ijodiy hamkorligi va muhabbati haqida so'z boradi. Zulfiya, Hamid Olimjonning ijodiy ustozligidan ilhomlanib, uning ta'sirida shoir sifatida o'sganini, shuningdek, ular birgalikda o'tkazgan baxtli va ijodiy yillarni eslaydi. Maqolada shuningdek, hamkorlikning o'zaro hurmat va sevgiga asoslanganligini, bu munosabatlarning ijodiy yuksalishga qanday ta'sir qilganligi haqida hikoya qilinadi.

Kalit so'zlar: Hamid Olimjon, Zulfiya, she'riyat, ijodiy hamkorlik, muhabbat, adabiyot, ustoz-shogird munosabati, o'zaro hurmat, baxtli yillar, shoirlarning munosabatlari, ijodiy maktab.

Аннотация: В этой статье подробно анализируются литературные и личные отношения между Хамидом Олимджаном и Зульфией. Речь идет о встрече, взаимном творческом сотрудничестве и любви поэтов. Зульфия, вдохновленная творческим наставничеством Хамида олимджана, вспоминает, как росла как поэт под его влиянием, а также счастливые и творческие годы, которые они провели вместе. В статье также рассказывается, как сотрудничество основано на взаимном уважении и любви, как эти отношения повлияли на творческий подъем.



Ключевые слова: Хамид Олимджан, Зульфия, поэзия, творческое сотрудничество, любовь, литература, отношения учитель-ученик, взаимоуважение, счастливые годы, отношения поэтов, творческая школа.

Abstract: This article analyzes in detail the literary and personal relationship between Hamid Alimjan and Zulfiya. It's about meeting, mutual creative cooperation and the love of poets. Inspired by Hamid Alimjan's creative mentorship, Zulfiya recalls growing up as a poet under his influence, as well as the happy and creative years they spent together. The article also describes how cooperation is based on mutual respect and love, and how these relationships have influenced creativity.

Keywords: Hamid Alimjan, Zulfiya, poetry, creative cooperation, love, literature, teacher-student relations, mutual respect, happy years, poet relations, creative school.

Hamid Olimjon va Zulfiya

Men o‘zinning yosh tuyg‘ularim bilan uning keng qalbini, buyuk iste’dodini his qildim.1934-yil edi. Hamid Olimjon Zulfiyani hozirgi “Mustaqillik” metro bekati oldidagi perronda kutib oladi. Bungacha ular bir-birlarini faqat adabiy kechalar orqali bilishardi. Hamid Olimjon tasodifiy uchrashuvdan mamnun va Zulfiya bilan uzoq suhbatlashdi.“Sening she’ringni o‘qidim”, deydi u yaqqol mehr bilan.

- Yaxshi.

-Ayting-chi, bu nima?

She’rda qalbing tasviri bor.

Bu shunchaki bir parcha bo'lsa ham.

Bu sizning ruhingiz.



Xuddi shunday davom etish kerak.

Haqiqat ritorikasiz yozilishi kerak...

O‘shanda Zulfiya “ritorika” so‘zini noaniq tushungan edi.

Ammo u bu haqda indamadi.

“O‘shanda, – deb yozadi shoira, – uyimizga piyoda emas, pashshada kelganman. Men his-tuyg‘ularimni qog‘ozga yozdim. Bu she‘rni shu qadar oson va oqizib yozdimki, go‘yo qalbinga afsonaviy bir kuch kirib, o‘ylaringa, qo‘llaringa quvvat bergandek bo‘ldi. (Bu mening "Bahor kechasi" deb nomlangan she'rim bo'lsa kerak.) Bu kutilmagan uchrashuv Svetlana Somovaning “Shoir haqida doston” asarida shunday tasvirlangan:

...Hali bular bir birini topib

Jamollarini ko‘rguncha ayon,

She'rlari gazetalarning

Betlarida turdi yonma yon

Bu tasodifiy uchrashuv va Zulfiyaning “Bahor kechasi” she‘rining o‘sha unutilmas oqshom soatlarida yozilishining bunday she‘riy talqini bejiz emas. Shu kuni Hamid Olimjon va Zulfiya do‘stlik va muhabbat saroyining muhtasham binosining birinchi g‘ishtlari qo‘yildi. Bu uchrashuvdan so‘ng Zulfiya tez-tez Hamid Olimjon haqida o‘ylardi, Hamid Olimjon esa yosh shoiraaning she‘rlarini diqqat bilan kuzata boshladi. Oradan ko‘p o‘tmay, Zulfiya universitetni tugatib, 1935 yilda O‘zbekiston Fanlar qo‘mitasi qoshidagi Til va adabiyot instituti aspiranturasiga o‘qishga kiradi. Har bir uchrashuv ularni yanada yaqinlashtirar, bir-birining qalbiga muhabbat urug‘ini separd.

09.1935 yil ularning hayotidagi eng baxtli kun edi. Joriy yilning 23 iyul kuni taqdir ikki shoirning bir-biridan hayotiy rishtalarini bir umrga uzdi. O‘shanda Hamid Olimjon 26 yoshli yigit, beshta she‘r va hikoyalar to‘plami muallifi, taniqli shoir,



tirishqoq olim, yosh shoirlarning ustozlari edi. U Zulfiya uchun nafaqat turmush o'rtog'i va do'sti, balki uning ijodiy taqdirida katta ahamiyatga ega shaxs edi. "1935-yilda turmush qurganmiz, – deb yozadi Zulfiya.

- Men baxtli yashadim. Agar inson chinakam sevsin va sevsin, uning atrofidagi barcha qiyinchiliklar kamroq ko'rinadi. To'rt fasl ham bahordek tuyuladi. Men o'sha paytda shunday kayfiyatda edim ... "

Zulfiya hali yoshligida Xadicha xola ipak qurti yetishtirib, pilladan tolalarni ajratib, ipakni turli rangga bo'yab, inson ko'zini qamashtiradigan ko'ylak tikdi. Hamid Olimjon nazdida palak xonadon a'zolariga o'zgacha fayz bag'ishlagandek edi. Cheksiz quvonchga to'lgan shoir Xadicha xolaning onasi bilan uchrashgani uchun o'zini baxt va saodat jannatida his qildi. O'sha paytdan e'tiboran ishq ifori jilvalanib turgan osmonda yarim tungacha she'riyatning qo'sh chirog'i o'chmasdi. Hamid Olimjon va Zulfiyaning to'yi o'zgacha bo'ldi: to'ydan o'n kun o'tib kelin-kuyov Oqtoshga borib, bokira tabiat qo'ynida "asal oyi"ni o'tkazdi. Hamid Olimjon "Bir tomoni tog', bir tomoni bog'" degan joyda o'tgan bolalik kunlarini esladi. U oqayotgan muzli suvda baliqdek suzib, toshlarni yorib, kumushsimon chang hosil qildi.

Suv oqardi
qo'ynida,
Ko'krak kerib
baliq kabi
Sho'ng'ib yotardik.
("Bolalik")

Hamid Olimjon qanchalik ulg'ayib, shoir, jamoat arbobi sifatida el-yurtga tanilib qolgan bo'lmasin, bu misralarda tasvirlangan quvnoq va shodon bolalik tabiatini tark etmadi. Tabiat bilan yuzma-yuz bo'lganida o'zini doim uning erkak



farzandidek his qilar edi. Zulfiya bilan birga bo‘lganda ham o‘zini go‘dakdek tutardi, zavqu shodlik, hayajonni qo‘msab yurardi. Zulfiya shoir bilan o‘tkazgan mana shu baxtli yillar davomida har qanday iste’dod tinimsiz mehnat bilan sayqallanishi, chinakam ijodkorda esa yuksak mehnat intizomi bo‘lishi kerakligini ko‘rdi. Har qanday sharoitda ham Hamid Olimjon erta tongdan soat 6 dan 11 gacha uyda ishladi, so‘ng siyoh ho‘l bo‘la turib o‘z asarini ovoz chiqarib o‘qidi, qanday ovoz berishini tekshirdi. Zulfiya o‘zining har bir she‘rini uning ko‘zidan o‘tkazdi, lekin Hamid Olimjon bu she‘rlarni yozmadi, balki ularning kuchli va zaif tomonlarini ko‘rsatib, tushuntirib berdi.

“Ikkinchi kitobni yozayotganimda, – deb yozadi shoira, – bir paytlar Hamid Olimjondan: “Nega she‘rlarimning oxiri yo‘q?” deb so‘raganim yodimda. Qaerda to‘xtamasin, davom etishi mumkin!”

U kulib dedi: “Chunki har bir she‘rda hamma narsani aytmoqchi bo‘lasiz, lekin bunday qilish yaxshi emas.

Keyin, bilasizmi, she‘rni oxirigacha yozish kerak... “Keyinchalik, uning nasihatlarini naqadar nozik va to‘g‘ri ekanini qandaydir muhim va samimiy fikrni aytish zarurligini sezganimda angladim”.

Zulfiya Hamid Olimjon bilan bo‘lgan ana shunday suhbatlardan so‘ng she‘r yozdi, she‘ri chop etilgan hamma ham shoir bo‘la olmasligini, shoir bo‘lish uchun dunyoni boshqacha ko‘rish, idrok etish zarurligini anglab yetdi. Ulug‘ shoir, nodir insoniy fazilatlar sohibi Hamid Olimjon Zulfiyaga har jihatdan o‘rnak edi. Zulfiya buyuk shoirdan fikrlashni, mehnat qilishni va she‘r yozishni, do‘stga mehribon, dushmanga zolim bo‘lishni o‘rgandi, uning ijodiy maktabida tahsil oldi. Shu ma‘noda Hamid Olimjon Zulfiya qalbiga hamroh, nozik maslahatchi, mehribon ustoz bo‘ldi. Ilhom burgutiga urilgan shoir stoliga o‘tirishi bilanoq she‘r daryosi



otilib chiqdi. Ko'nglidagi she'riyat manbasini hali kashf etmagan yosh shoira bu holatdan hayratlanib, ilhom tamg'asi qachon jiringlashi, she'r yozish sirlarini Hamid Olimjondan bilmoqchi bo'ldi.

"O'shanda men aytdim:" U stolga o'tirguncha yozadi.

Bu kuch va ilhom qayerdan keladi?

Men hayron bo'ldim.

Endi bilsam, jahon, rus va o'zbek mumtoz va zamonaviy adabiyotlarini o'qiyman, nafaqat o'qiyman, balki tahlil qilaman, o'z fikrlarimni daftarga yozaman, xalq og'zaki ijodi bilan mashaqqatli mehnat – bu faoliyatlarning barchasi shoir ijodi uchun doimiy ozuqadir.

Hamid Olimjon barcha ishlarda astoydil yordam berdi. Men yoshman, ba'zida sanoqsiz kitoblar va qog'ozlar bilan to'lib-toshganini yoqtirmasdim. Bunday paytlarda u meni ilhomlantirish yo'llarini topdi. Esimda, bir safar Samarqand safaridan Ra'no Uzoqova she'rlarini olib kelgan edi. O'sha kechasi u o'zining ta'sirli parchalarini o'qidi.

Keyin: "Ayollarimiz qanday yozishlarini ko'ryapsizmi?"

Faqat jasorat va iroda kerak, — dedi u sekin qo'shib.

"Bilasizmi, siz yaxshiroq yozasiz!"

Bu suhbat menga katta turtki berdi".

Hamma baxtli odamlar bir xil. Baxtli inson qalbining billur tuyg'ularini nozik sevgilisi yoki sevgilisiga ishonadi. Zulfiya ham, Hamid Olimjon ham o'sha yorug' yillarda bir-biridan qalbini, mehr-muhabbatini asramagan. Bu ikki shoirning o'zaro hurmat va muhabbatga asoslangan erkin ittifoqi edi. Bu davrda Zulfiya ijodi bahor faslining cho'qqisidan endigina paydo bo'lgan kichik jilg'a edi. Oradan kunlar, oylar va yillar o'tib, bu oqim muqarrar ravishda daryoga aylandi. Hamid Olimjon 1936-



yilda tatar she'riyati yetakchisi Xodi To'qtosh qalamiga mansub she'rlaridan biriga "Muhabbat – eski narsa, lekin har bir yurakda yangilanadi" deb so'zboshi qilgan. Bu so'zlar she'rning avtobiografik unsurlardan xoli emasligini bildiradi.

Darvoqe, shoir qalbining tarjimai holi she'rning g'oyaviy mazmunida ifodalangan:

Har bir yurakda bahor bor

Har bir qalbg muhabbat mehmoni,

Gullar - har bir yurakda sevgi,

Boston unga yetarli.

Shoirning o'z rafiqasiga bo'lgan muhabbati Farhod va Shirin sevgisi yanglig' beaded edi. Ana shu muhabbati tufayli u o'z baxtini yanada chuqur his etdi.

Bu sevgidan u o'z baxtini yanada chuqurroq his qildi: ...

Qarashlaring tinchimni olib,

Chertib ketdi qalbim torini

Shundan keyin sezdim yurakda

Shuncha kuchli o'tning borini

Aytib berchi shuncha sevganlar,

Bo'lganmikan mencha baxtiyor?...

Bu she'rlar 1936 yilning kuzida Sochida yozilgan. Hamid Olimjon xotiniga hamrohlik qila olmadi, chunki Zulfiya Qora dengizdagi kurortga borganida birinchi farzandiga homilador bo'lgan. Zulfiya bir kuni tush ko'rdi. Hamid Olimjon tushida va'dasidan qaytdi, boshqa oshiq topdi va Zulfiyadan yuz o'girdi. Uxlagan kuni shoira qorong'u xayollarga sho'ng'ib, tong otishi bilan Qora dengiz sohilida dam olayotgan eriga xiyonatda ayblab, og'riqli his-tuyg'ularga to'la maktub yo'lladi.



Hamid Olimjon bu maktubni kulib o‘qigan bo‘lsa-da, xotini turli shubhalardan xalos bo‘lishi kerakligini tushundi va javob xatiga “Xayoling-la ota tunlar...” deb nomlangan she‘r ilova qildi.

Bu orzu, behuda orzu
Axir, bu aldamchi tush.

Ehtimol sizning sevimli odamingiz

Siz va'dangizni buzganga o'xshaysiz?! O'sha ayriliq kunlarida nafaqat Zulfiya, balki Hamid Olimjon ham bir-birlarini sog'inish tuyg'ulari bilan yashadilar. Hamid Olimjon bu tuyg'ularni Zulfiyaga yetib borishi uchun qog'ozga tushiradi.

Eng gullagan yoshlik chog'imda,

Sen ochilding ko'ngil bog'imda.

Shunda ko'rdi ko'zim bahorni,

Shunda qalbim tanidi yorni.

1937 yil.

E'tibor bergan bo'lsangiz, Hamid Olimjonning qrim taassurotlari bilan qorishgan she'rlarida birinchi o'rinda qardon zaminiga sog'inch tuyg'usi mujassam. “Orzu-la ota tunlar...” deb nomlangan ana shunday she'rlardan yana biri nafaqat Hamid Olimjon, balki 20-asr o'zbek lirikasining eng yaxshi namunalaridan biridir. Bundan qariyb yetmish besh yil muqaddam yozilgan bu she'rni na o'tmish bo'roni, na o'zbek shoirlarining keyingi romanslari yuvib yubormadi. Bu she'rni o'qir ekanmiz, bir o'zi orzu-havasning o'zi shunday go'zal va abadiy asar yaratishiga hayron bo'lamiz. Sizningcha, bu she'rning paydo bo'lishiga boshqa ilohiy omillar sabab bo'lgan bo'lishi mumkinmi? Shoir qalbida ishq olovi yonmagan bo'lsa, birorta ham yuksak iste'dod bunday she'riyat asarini yarata olmasdi. Hamid Olimjon, aytganimizdek, mehnat intizomiga qattiq amal qilgan. Juda qiziqarli bo'lishidan tashqari, u ko'ngillilik qilishni, dam olishni va do'stlari bilan hazilkash suhbatlarni yoqtirardi.



“Matchoy sayil” tabiat bag‘riga kirib, qalbgga orom bag‘ishlashi, ranglar o‘yinini, tovushlar kaskadini singdirishi, bir so‘z bilan aytganda, tabiatning beqiyos inoyati bag‘riga sho‘ng‘ishi – cho‘g‘ olishi kerak edi. ijodkorlik. Tabiat go‘zalligini ko‘rishni, qadrlashni bilmagan odam qanday qilib Hamid Olimjondek she‘r qudrati bilan ifodalay oladi?! Yo‘q, umuman emas! Bunday shoir faqat Xamid Olimjondek hayotni, tabiatni cheksiz ishtiyoq bilan sevadigan inson bo‘lishi mumkin... Shubhasiz, Zulfiyasiz Hamidona she‘rlari o‘tmagan bo‘lardi. Hamid Olimjon va Zulfiyaning “tabiat bag‘riga” qilgan ana shunday sayohatlaridan biri 1936 yil bahorida lolazor edi.

Oradan bir yil o‘tib shoir o‘sha bayramlarning bo‘sh vaqtlarini eslab, o‘zining qiziqarli she‘rlaridan birini yozadi: Hamid Olimjon ham, Zulfiya ham uzoq bo‘lmasa-da, bu chinakam baxt va muhabbat ummonida yashadilar. Ulug‘ shoir bilan yashash, uning betakror she‘riy san‘ati sir-asrorlarini bilish Zulfiyaning shoiralik yuksak pog‘onasiga ko‘tarilishiga imkon berdi. O‘tgan asrning 60-90-yillarida Hamid Olimjon xayoliga ham kelmagan tarixiy o‘zgarishlar, Zulfiyaning bu o‘zgarishlardagi faol ishtiroki uning nafaqat shoir, balki yirik jamoat arbobi, atoqli siymolardan biri darajasiga ko‘tarilishiga yo‘l ochdi. ko‘p millatli adabiyot.

U hayoti va ijodining har ikki davrida ham Hamid Olimjonga bo‘lgan cheksiz mehriga, she‘riyat an‘analariga sodiq qoldi. Hamid Olimjonga bo‘lgan muhabbat uning she‘riyatiga ilhom berdi. Bu misralarni o‘qib, Zulfiya o‘zi uchun ham, marhum shoir uchun ham Hamid Olimjon qalami bilan ijod qilganiga amin bo‘lamiz. O‘zbek adabiyotida she‘riyatning ikki manbai biz, shoirlar qalbini o‘zining musaffo tuyg‘ulari bilan bahor shabadasiday, tiniq, gul bargidagi shudringdek, shirin, bulbul kuyiday, ehtirosli, tog‘ sharsharasiday tozalaydi. Bular Xamid Olimjon va Zulfiya chashmalaridir.

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**MILLIY QADRIYATLAR ASOSIDA SO‘Z BIRIKMALARINI
O‘QITISH METODLARI**

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Annotatsiya: Ushbu maqolada tilshunoslikning sintaksis bo‘limida o‘rganiluvchi so‘z birikmalarini milliy qadriyatlar asosida o‘rgatish metodlari va uni amalda qo‘llash haqida so‘z borib, uning tahlil va natijalari muhokama qilinadi. “Ta’rifdan top”, “Hashar”, “O‘zbekona izlanish”, “Qadriyatli juftliklar” nomli metodlarni qo‘llash ko‘rsatilib, natija va samaradorligi bayon e‘tiladi.

Kalit so‘zlar: sintaksis, so‘z birikmasi, moslashuv, boshqaruv, bitishuv, gap, egalik, qaratqich kelishigi, kelishik qo‘shimchalari, ohang, qadriyat, jamoaviylik, “Hashar”, “Qadriyatli juftliklar”, “O‘zbekona izlanish”, “Ta’rifdan top”.

Аннотация: В данной статье в разделе синтаксис языкознания рассматриваются методы обучения изучаемой лексике на основе национальных ценностей и ее практическое применение, обсуждаются ее анализ и результаты. Показано применение методов “Ta’rifdan Top”, “hashar”, “uzbekona izlanish”, “Valiyatli juftliklar” и дается заключение о результатах и эффективности.

Ключевые слова: Синтаксис, словарный запас, адаптация, управление, спряжение, предложение, притяжательное согласие, суффиксы согласия, тон, значение, общность, “Хашар”, “ценные пары”, “узбекский поиск”, “найти по определению”.



Abstract: In this article, in the section syntax of linguistics, methods of teaching vocabulary based on national values and its practical application are considered, its analysis and results are discussed. The application of the methods "tərifdan Top", "hashar", "uzbekona izlanılan", "Valiyatlı juarlarlar" is shown and a conclusion is given on the results and effectiveness.

Keywords: Syntax, vocabulary, adaptation, management, conjugation, sentence, possessive agreement, suffixes of agreement, tone, meaning, generality, "Hashar", "valuable pairs", "Uzbek search", "find by definition".

Mamlakatimiz ta'lim tizimining me'yoriy hujjatlarida tarbiya maqsadi O'zbekiston uchun vatanparvar, ozodlik, demokratiya, insoniylik, adolatni yuqori qo'yuvchi, milliy va umuminsoniy qadriyatlarni hurmat qiluvchi, o'z qiziqishlarini davlat, jamiyat, boshqa odamlar qiziqishlari bilan uyg'unlashtiruvchi, o'z milliy tarixini, tilini e'zozlovchi shaxsni shakllantirishdir deb belgilangan[1.119]. Har bir millat va elatning tarixini, madaniyatini, qadriyat va dunyoqarashini o'zida mujassam etuvchi oinayi jahon bu tildir. Tilni o'rganish faqat lingvistik tomonlama bo'lmay, milliy an'ana va qadriyatlar, milliy madaniyatni singdirish orqali boyitilishi lozimdir. Xususan, so'z birikmalarini o'rgatishda milliy qadriyatlarga tayangan holda o'qitish, nafaqat, til o'qitish samadorligini oshirib qolmay, balki, yoshlarimizning tilga bo'lgan hurmatini oshiradi, ularning milliy ongini yuksaltiradi. Tilshunoslik sohasida so'z birikmalari bo'yicha keng tadqiqotlar olib borilgan bo'lsa-da, ularni o'qitish jarayonida milliy qadriyatlarga tayanib o'rgatish asoslari hali yetarlicha yoritilmagan. So'z birikmalarini o'qitishda milliy qadriyatlar muhim rol o'ynaydi, chunki ular nafaqat til o'rganishni, balki milliy madaniyatni va an'analarga bo'lgan hurmatni ham rivojlantiradi. Madaniyat milliy xarakterga ega ekan, uning tildagi ifodasi ham milliylik belgisiga ega bo'ladi[2.210]. Milliy qadriyatlar so'z birikmalariga o'ziga xos mazmun, rang-baranglik va madaniy



xususiyatlar qo‘shadi. Misol uchun, o‘zbek tilidagi an‘anaviy so‘z birikmalari, masalan, “yurakdan so‘zlash”, “oshni yegandan so‘ng gapirish”, “ko‘zni ochish” kabi iboralar, milliy qadriyatlarni ifodalaydi va o‘quvchilarga o‘z millatining til va madaniyati haqida chuqurroq tushuncha beradi. Bundan tashqari, milliy qadriyatlarni inobatga olgan holda so‘z birikmalarini o‘qitish, o‘quvchilarda tilning boyligi va uning zamonaviy hayotdagi roli haqida ham yaxshiroq tasavvur uyg‘otadi. Bu jarayon nafaqat tilni o‘rganish, balki milliy ma‘naviyatni, tarixni va xalqning ko‘pgina qadriyatlarini mustahkamlashga yordam beradi.

ADABIYOTLAR SHARHI VA TADQIQOT METODLARI

Ushbu maqolamizni yoritib berishda Q.Xudoyberganovning “O‘zbek tili: nazariy va amaliy asoslar” nomli kitobidan foydalandik. Bu asar o‘zbek tilining grammatikasi va so‘z birikmalarining shakllanishi, ularning til tizimidagi o‘rni haqida batafsil ma‘lumot beradi. Muallif so‘z birikmalarini o‘qitishda milliy xususiyatlarni hisobga olish zarurligini ta‘kidlaydi. Shuningdek, milliy qadriyatlarning tilni shakllantirishdagi ahamiyatini yoritadi. Keyingi kitob “O‘zbek xalqining til va madaniyati” nomli M.Ergashev muallifligidagi adabiyot hisoblanadi. Kitobda o‘zbek xalqining tili, adabiyoti va madaniyati o‘rtasidagi bog‘lanishlar ko‘rib chiqiladi. So‘z birikmalarining madaniy va tarixiy ildizlarini, shuningdek, milliy qadriyatlarni til orqali o‘zlashtirish usullarini tahlil qiladi. Bu asar milliy qadriyatlarning til o‘rgatishdagi o‘rnini ko‘rsatadi. S.Rasulovning “Til va madaniyat” nomli kitobi ham maqoladagi kerakli o‘rinlarni yoritishda katta yordam beradi.” Milliy qadriyatlar va tilning o‘ziga xosligi” nomli kitobda S. Rahimov milliy qadriyatlarning o‘zbek tiliga va so‘z birikmalariga qanday ta‘sir ko‘rsatgani haqida muhim fikrlar bergan. M.Mirzayevga tegishli “O‘zbek tilida so‘z birikmalari va ularning o‘qitilishi” nomli asarida so‘z birikmalarini o‘qitish metodikasini tavsiflab, milliy qadriyatlar va ularning tildagi ifodasini ta‘kidlaydi. Undan tashqari O‘.J



Yoʻldoshev tahriri ostidagi “Umumiy pedagogika” oʻquv qoʻllanmasidan, “Til va adabiyot masalalari” ilmiy maqolalar toʻplamidan foydalanilgan.

Tadqiqot metodlari. “Hashar” metodi. Ushbu metod quyidagicha boradi: Oʻquvchilarga bugun maktab bogʻida hashar ekanligi aytiladi. Faqat hasharga mehnat qurollari bilan emas, bilim va aql bilan kelishlari soʻraladi. Maktab bogʻidagi mevali daraxtlar barglari kuz yaqinlashib qolgani sababli yerni qoplab, juda ham koʻp toʻkilib ketgan boʻladi. Doskaga bir necha daraxtlar chiziladi va atroflariga soʻz birikmasiga oid savollar yozilgan barg shaklidagi sticker-yopishqoq qogʻozlar yopishtirib qoʻyiladi. Oʻquvchilar oʻz bilim va salohiyatlarini ishga solgan holda, barglardagi savollarga javob berib, xazonlarni toʻplashlari kerak boʻladi. Birorta savolga javob topilmay qolsa, barg joyidan olinmaydi toki boshqa oʻquvchi javob bermaguncha.

“Qadriyatli juftliklar” oʻyini. Bu oʻyindan maqsad talabalarga soʻz birikmalarini juftlik shaklida oʻrgatish. Bilamizki, soʻz birikmasi 2 qismdan hokim va tobe qismdan iborat boʻladi. Bir qancha milliy qadriyatlarimiz aks etgan soʻzlar topamiz. Masalan: milliy liboslar, doʻppili bola, Navroʻz taomi...kabi. Bularning hokim qismini alohida kartochkalarga yozib bitta qutichaga solamiz. Tobe qismini esa doskaga yozib qoʻyamiz. Oʻquvchilardan esa qutichadan bitta kartochka olib, oʻqib 2-qismini doskadagi soʻzlar ichidan topish, soʻz birikmasi qaysi usulda birikkanligini aniqlash va ular asosida gaplar tuzishdan iborat boʻladi.

“Oʻzbekona izlanish”(qidiruv oʻyini)metodi. Bu metodda oʻquvchilar 3 guruhga boʻlinadilar. Doska ham 3 qismga boʻlinib, 1-guruh uchun “Toʻyanʼanalari” deb, 2-guruh uchun “Hunarmandchilik”, 3-guruh uchun “Milliy taomlar” deb yozib qoʻyamiz. Oʻquvchilardan shu 3ta mavzuga oid soʻz birikmalari topishlari talab qilinadi. Eng koʻp, soʻz birikmasi yozgan guruh gʻolib boʻladi.



“Ta’rifdan top” metodi. O‘quvchilar 6 guruhga bo‘linadi. Har bir guruh uchun maxsus so‘z beriladi. 1-Vatan, 2-Yaxshilik, 3-Alla, 4-Sumalak, 5-To‘y, 6-Do‘stlik. Har bir guruh qog‘ozga shu so‘zlarni yozib olishadi va keyin shu so‘zni ta’riflovchi so‘z birikmalarini yozishadi. Quyida na’mina keltirilgan:

- 1.Vatan: barchaga aziz, tug‘ilgan joy, muqaddas zamin, barchaga oshyon, jondan aziz.
2. Yaxshilik: savobli ish, hayotni go‘zallashtiradi, obro‘ni oshiradi, umrni uzaytiradi, yerda qolmaydi.
- 3.Alla: quloqqa yoqimli, mayin kuylanadi, bolalarga aytiladi, qadriyatlarimizdan biri, barchaga yoqadi.
4. Sumalak: milliy taom, bahorda tayyorlanadi, qizg‘ish rangli, bug‘doydan tayyorlanadi, bayram belgisi.
5. To‘y: bayramlardan biri, shodiyona kunlardan biri, karnay-surnay navosi, o‘yin-kulgu ovozi, kelin-kuyov raqsi, oq libos.
6. Do‘stlik: samimiy rishta, yaqin munosabat, ishonchli bog‘liqlik, ko‘ngil yaqinligini, mehr-oqibat aloqasi, abadiy bo‘ladi.

Yozib bo‘lingach, o‘qituvchi tomonidan tekshiriladi. Keyingi qilinadigan vazifa endi ushbu ta’riflarni 1-guruh 2-guruhga 2-si 3-ga , 3-si 4-ga , 4-si 5-ga, 5-si 6-ga, 6-si 1-guruhga berishadi va guruh a’zolari bu qaysi so‘z ekanligini topishlari kerak bo‘ladi.

TAHLIL VA MUHOKAMALAR

Bu o‘yinlar va metodlarning tahlili va muhokamasi o‘quvchilarga nafaqat so‘z birikmalarini o‘rgatishga, balki milliy qadriyatlarni o‘zlashtirishga yordam beradi. Har bir metod o‘zining maqsadi va foydaliligi bilan o‘ziga xosdir. Quyida har bir metodning tahlilini va uning afzalliklarini ko‘rib chiqamiz:



1. “Qadriyatli juftliklar” metodi tahlili: Bu metod talabalar uchun qulay va qiziqarli bo‘lib, ular o‘rganayotgan so‘z birikmalarini vizual tarzda tasavvur qiladilar. Milliy qadriyatlar asosida so‘zlarni juftlashtirish orqali ular bu so‘zlarning ma’nosini yaxshiroq tushunadilar.

Afzalliklar:

- 1) Talabalar uchun o‘yin shaklida, lekin ma’lumotli faoliyat.
- 2) So‘z birikmalarini eslab qolish osonlashadi.
- 3) Guruhda ishlash orqali talabalar o‘zaro fikr almashadilar.

Muhokama: Ushbu metodni sinfda ishlatish oson, lekin o‘yin davomida talabalar faqat so‘z birikmalarini o‘rganadilar, ular to‘liq jumla tuzish qobiliyatini rivojlantirishda yordam berishi uchun qo‘shimcha mashqlar talab qilinishi mumkin.

2. “O‘zbekona izlanish” (Qidiruv o‘yini)metodi tahlili: Talabalar o‘rganilgan so‘z birikmalarini kontekstda izlab, ularni qanday ishlatilishini tushunadilar. Bu metod talabalar uchun ta’limning interaktiv shaklini taqdim etadi, chunki ular o‘zlari faol tarzda izlanish olib boradilar.

Afzalliklar:

- 1) So‘z birikmalarining haqiqiy kontekstda ishlatilishini o‘rganish.
- 2) Talabalar o‘zlari yangi bilimlarni qidirish orqali mustaqil fikrlash qobiliyatini rivojlantiradilar.
- 3) Milliy qadriyatlarni kontekstda ko‘rish orqali ular chuqurroq tushuniladi.

Muhokama: Ushbu metodning salbiy tomonlari sifatida, har bir talaba yetarli vaqt va resurslarga ega bo‘lmasligi mumkin. Bu o‘yinda sinfdagi har bir talabaning o‘z qiziqishlari va bilim darajasiga mos keladigan materiallar tayyorlanishi kerak.



3. “Hashar” metodi tahlili:

Afzalliklar:

- 1) Metod orqali o‘quvchilar ham so‘z birikmalarini ham hashar milliy qadriyatlardan biri ekanini o‘rganadilar.
- 2) Faollikni oshiradi: Talabalar o‘yin shaklida bilimlarini mustahkamlashadi va diqqatlarini jamlashadi.
- 3) Ko‘p funksiyali yondashuv: O‘quvchilar jismoniy faoliyat bilan shug‘ullanib, shu bilan birga bilim olishadi. Bu, ayniqsa, bolalar uchun samarali metod bo‘lishi mumkin.
- 4) Interaktivlikni rivojlantiradi: Talabalar bir-biriga savollarni javob berish orqali yordam berishadi, bu esa guruhda ishlash ko‘nikmalarini rivojlantiradi.
- 5) Motivatsiya yaratadi: O‘quvchilar “bargni olish” orqali o‘zlarini mukofotlashadi va bilim olish jarayonida rag‘batlantiriladi.
- 6) Milliy qadriyatlarni singdirish: Savollar milliy qadriyatlar, madaniyat, urfodatlar bo‘yicha bo‘lishi talabalarni o‘zbek xalqining boy tarixiga yanada chuqurroq kirishga undaydi.

4. “Ta’rifdan top” metodi tahlili:

Afzalliklar:

- 1) Ijodkorlikni rivojlantiradi: O‘quvchilar ta’riflarni yaratishda o‘z ijodiy fikrlashlarini namoyish etadilar. Bu, ayniqsa, talabalar uchun ilmiy ishlashni o‘rgatishda foydalidir.
- 2) Milliy qadriyatlar bilan tanishtiradi: Bu metod orqali o‘quvchilar Vatan, Yaxshilik, Alla, Sumalak, To‘y va Do‘stlik kabi milliy qadriyatlar asosida o‘zlarining bilimlarini oshiradilar. Ular har bir tushuncha va qadriyatni turli so‘z birikmalari orqali izohlashni o‘rganadilar.
- 3) Hamkorlik va guruhda ishlashni rivojlantiradi: O‘quvchilar guruhda ishlashadi, bu esa jamoaviy faoliyatni va o‘zaro yordamni ta’minlaydi. Shu orqali talabalar bir-biridan o‘rganadilar va o‘z bilimlarini oshiradilar.



4) So‘z birikmalarini kontekstda o‘rganish: O‘quvchilar so‘zlarning ma‘nosini to‘g‘ri tushunish va ularni muayyan vaziyatlarda ishlatish ko‘nikmasini rivojlantiradilar.

5) Boshqalar bilan fikr almashish: Har bir guruh tomonidan taqdim etilgan ta‘riflar boshqa guruhlar bilan muhokama qilinadi, bu esa umumiy fikrni shakllantirishga yordam beradi.

Xulosa qilib aytadigan bo‘lsak, so‘z birikmalarini o‘rgatishda milliy qadriyatlarga tayanish metodlari talabalarga til o‘rganish jarayonida madaniy qadriyatlarni singdirishga yordam beradi. O‘quvchilarga so‘z birikmalarini o‘rganishda milliy qadriyatlar asosida metodlarni qo‘llash, nafaqat ularning til bilish ko‘nikmalarini rivojlantirishga, balki o‘z xalqining madaniyati, tarixi va urf-odatlarini bilan bog‘liq tushunchalarni chuqurroq anglashga ham xizmat qiladi.

Metodlar, masalan, "Hashar", "Ta‘rifdan top", va "O‘zbekona izlanish", "Qadriyatli juftliklar" kabi interaktiv va ijodiy yondashuvlar talabalar o‘rtasida hamkorlikni rivojlantiradi, ularga birgalikda ishlashni, o‘z fikrlarini aniq ifodalashni, va milliy qadriyatlarni amaliyotda o‘rganishni o‘rgatadi. Bu metodlar o‘quvchilarga bilimlarni faqat nazariy tarzda emas, balki amaliy va interaktiv shaklda o‘zlashtirishga yordam beradi.

Shuningdek, bunday metodlar o‘quvchilarga faqat tilni o‘rganishning texnik jihatlarini emas, balki til orqali milliy qadriyatlarni ifodalashni ham o‘rgatadi. Ular o‘z madaniyatiga, tarixiga, va qadriyatlariga hurmat bilan yondashishni, shu orqali til o‘rganish jarayonini yanada samarali va mazmunli qilishni o‘rganadilar.

Umuman olganda, milliy qadriyatlarga tayanish metodlari nafaqat o‘quvchilarning lingvistik ko‘nikmalarini oshiradi, balki ularning ijtimoiy va madaniy ongini ham shakllantiradi. Bu metodlar o‘quvchilarga til o‘rganish



jarayonida o‘z xalqining an‘analarini, madaniyatini va qadriyatlarini chuqurroq tushunishga va hurmat qilishga yordam beradi.

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**HOW PEER INTERACTION AND GROUP WORK FOSTER
ENGLISH LANGUAGE DEVELOPMENT IN YOUNG
LEARNERS**

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Annotatsiya: Ushbu tadqiqot tengdoshlarning o'zaro ta'siri va guruh ishlarining yosh o'quvchilarda ingliz tilini o'rganish ko'nikmalarini rivojlantirishga ta'sirini o'rganadi, ravonlikka, so'z boyligini egallashga, grammatik aniqlikka va o'quvchilarni jalb qilishga alohida e'tibor beradi. Tadqiqot vyotskiyning ijtimoiy-madaniy nazariyasi, Svaynning xulosa gipotezasi va Longning o'zaro ta'sir gipotezasini o'z ichiga olgan tilni o'zlashtirishning o'rnatilgan nazariyalariga asoslanib, birgalikdagi faoliyat ko'rinishidagi ijtimoiy o'zaro ta'sir tilni o'rganishga qanday hissa qo'shishini tahlil qiladi. Topilmalar ravonlik, so'z boyligi va o'ziga bo'lgan ishonchning sezilarli yaxshilanishidan dalolat beradi, shuningdek, grammatik aniqlikning bosqichma-bosqich yaxshilanishidan dalolat beradi, bu tengdoshlarning fikr-mulohazalari va tilni rivojlantirishda faol ishtirok etishning afzalliklarini ta'kidlaydi. Tadqiqot shuni ko'rsatadiki, guruhli ta'lim strategiyalari nafaqat til ko'nikmalarini yaxshilaydi, balki yosh o'quvchilarning kognitiv va ijtimoiy o'sishini qo'llab-quvvatlaydigan ijobiy, jozibali o'quv muhitini yaratadi.

Kalit so'zlar: Tengdoshlarning o'zaro ta'siri, guruh ishi, ingliz tilini rivojlantirish, yosh talabalar, ravonlik, so'z boyligini egallash, grammatik aniqlik, ijtimoiy-madaniy nazariya, xulosa gipotezasi, o'zaro ta'sir gipotezasi, hamkorlikda o'rganish, motivatsiya, tilni o'rganish strategiyalari.

Аннотация: В данном исследовании исследуется влияние взаимодействия со сверстниками и групповой работы на развитие навыков владения английским языком у молодых учащихся, особое внимание уделяется беглости речи, приобретению словарного запаса, грамматической точности и



вовлеченности учащихся. Исследование опирается на устоявшиеся теории овладения языком, включая социокультурную теорию Выготского, гипотезу вывода Суэйна и гипотезу взаимодействия Лонга, чтобы проанализировать, как социальное взаимодействие в форме совместной деятельности способствует изучению языка. Полученные результаты свидетельствуют о значительном улучшении беглости речи, словарного запаса и уверенности в себе, а также о постепенном повышении грамматической точности, что подчеркивает преимущества обратной связи со сверстниками и активного участия в развитии языка. В исследовании делается вывод о том, что стратегии группового обучения не только улучшают лингвистические навыки, но и создают позитивную, привлекательную учебную среду, которая поддерживает когнитивный и социальный рост молодых учащихся.

Ключевые слова: взаимодействие со сверстниками, групповая работа, развитие английского языка, молодые учащиеся, беглость, приобретение словарного запаса, грамматическая точность, социокультурная теория, гипотеза вывода, гипотеза взаимодействия, совместное обучение, мотивация, стратегии изучения языка.

Annotation: This study investigates the impact of peer interaction and group work on the development of English language skills in young learners, focusing on speaking fluency, vocabulary acquisition, grammatical accuracy, and learner engagement. The research draws on established theories of language acquisition, including Vygotsky's Sociocultural Theory, Swain's Output Hypothesis, and Long's Interaction Hypothesis, to analyze how social interaction in the form of collaborative activities enhances language learning. The findings reveal significant improvements in fluency, vocabulary, and confidence, as well as a gradual enhancement in grammatical accuracy, underscoring the benefits of peer feedback and active participation in language development. The study concludes that group-based



learning strategies not only improve linguistic skills but also foster a positive, engaging learning environment that supports the cognitive and social growth of young learners.

Keywords: Peer interaction, group work, english language development, young learners, fluency, vocabulary acquisition, grammatical accuracy, sociocultural theory, output hypothesis, interaction hypothesis, collaborative learning, motivation, language learning strategies

The process of learning a new language, particularly for young learners, extends far beyond traditional classroom instruction. Research in second language acquisition highlights the importance of social interaction in language development, emphasizing that language is best acquired in meaningful, communicative contexts rather than through isolated drills and memorization. One of the most effective ways to create such contexts in English language classrooms is through peer interaction and group work. These collaborative strategies encourage learners to use English in authentic situations, helping them develop fluency, confidence, and essential communication skills. Peer interaction provides young learners with opportunities to engage in real-time conversations, allowing them to practice new vocabulary, sentence structures, and pronunciation in a supportive, low-pressure environment. As they communicate with classmates, they naturally develop listening and speaking skills, learning not only from their teachers but also from one another. Through social negotiation, they refine their language use by clarifying meaning, making adjustments, and experimenting with linguistic forms. This interactive process fosters a sense of autonomy in language learning, as children take ownership of their communication and actively participate in knowledge construction.

Group work, on the other hand, promotes collaboration, problem-solving, and cooperative learning—skills that are essential not just for language development but also for overall cognitive and social growth. When young learners work together on



tasks such as storytelling, role-playing, or project-based activities, they engage in meaningful discourse that strengthens their ability to express ideas, ask questions, and listen actively. These interactions enhance not only linguistic competence but also critical thinking and interpersonal skills. Moreover, group activities help build confidence, as children feel more comfortable taking risks in a peer-supported setting rather than in teacher-dominated discussions. This research aims to explore the role of peer interaction and group work in fostering English language development in young learners. It will examine how collaborative learning environments enhance language acquisition, focusing on their impact on fluency, accuracy, motivation, and social engagement. By analyzing various classroom strategies and case studies, this study will provide insights into the benefits of integrating peer-based learning methods into early English education. Ultimately, the findings will offer valuable recommendations for educators seeking to create more effective, engaging, and inclusive language learning experiences for young learners.

Materials and methods

Peer interaction and group work play a significant role in English language development among young learners. Various strategies and assessment methods are employed to examine the ways in which collaboration enhances linguistic skills, fluency, and confidence in language use. These approaches include classroom-based activities, observations, recorded discussions, and structured assessments, all guided by established theories of language acquisition.

Theoretical Framework

Language development in social settings is explained through Vygotsky's Sociocultural Theory (1978), which emphasizes that children acquire knowledge through interaction with peers and more knowledgeable individuals. Within this framework, the zone of proximal development (ZPD) highlights how learners can



perform beyond their independent capabilities when supported by social collaboration. Additionally, Swain's Output Hypothesis (1985) stresses the importance of active language production, where learners refine their skills by engaging in meaningful conversations and group discussions.

Further insights are provided by Long's Interaction Hypothesis (1996), which suggests that learners acquire language through negotiation of meaning, adjusting their speech to clarify understanding. This process allows for modifications in output, reinforcing comprehension and production of new linguistic structures. Ellis (2003) extends this perspective by highlighting the role of task-based language learning, where group work encourages meaningful communication and problem-solving in real-life contexts.

Classroom Setting and Participants

Young learners aged 7–10 years old engage in structured classroom activities that promote active language use. The learning environment is arranged to facilitate peer collaboration, with students seated in small groups to encourage communication and teamwork. Various interactive tasks are incorporated to enhance both oral and written language skills.

Methods of Data Collection

1. Classroom Observations

The dynamics of peer interaction are observed through structured classroom monitoring, following the methodology outlined by Mackey and Gass (2005). Specific elements such as turn-taking, peer correction, negotiation of meaning, and willingness to communicate are noted. A checklist is used to systematically record instances of collaboration, language use, and problem-solving strategies.

2. Audio and Video Recordings

Selected discussions and activities are recorded to capture natural peer interactions in an authentic learning environment. These recordings provide insights



into fluency development, vocabulary expansion, and adjustments in speech patterns. By reviewing recorded dialogues, patterns of language modification and peer-assisted learning can be analyzed in greater detail.

3. Pre- and Post-Tests

Language proficiency is assessed through tests conducted before and after participation in group learning activities. These tests evaluate various linguistic components, including vocabulary range, sentence formation, and fluency, following the assessment models recommended by Lightbown and Spada (2013). Comparisons of results allow for an analysis of linguistic progress resulting from collaborative engagement.

4. Student and Teacher Interviews

Additional insights are gathered through semi-structured interviews with both students and teachers, guided by the principles of action research as discussed by Burns (2010). These interviews focus on perceptions of group learning, confidence in speaking English, and engagement levels in peer-based tasks. Teachers provide further observations regarding student participation, motivation, and progress in language use.

5. Learner Engagement Surveys

A survey is distributed to students to assess their comfort levels, enthusiasm, and preferences regarding peer interaction in language learning. Questions explore attitudes toward group discussions, perceptions of personal improvement, and the overall impact of collaborative activities on confidence and fluency.

Classroom Activities

A variety of communicative and interactive activities are implemented to foster language development through social engagement. These activities include:

- Role-playing exercises, where learners engage in scripted and spontaneous dialogues to practice fluency and expression.



- Collaborative storytelling and writing tasks, where small groups co-create narratives, reinforcing grammatical structures and vocabulary through discussion.

- Problem-solving activities, which encourage teamwork while integrating language use in practical and meaningful contexts.

- Educational board games and peer-led discussions, designed to enhance fluency and engagement in a playful, low-pressure setting.

Data Analysis

A mixed-methods approach is used to interpret the data collected from various sources. Quantitative data from pre- and post-tests are compared to measure measurable improvements in language proficiency. Meanwhile, qualitative data from classroom observations, interviews, and recorded interactions are analyzed thematically to identify patterns in peer collaboration, negotiation of meaning, and communicative confidence. By utilizing a combination of structured activities, assessments, and observational methods, peer interaction and group work are examined as effective tools for fostering English language development in young learners. Through engagement in meaningful social exchanges, learners refine their linguistic skills while building confidence in communication.

As a results the analysis of peer interaction and group work in young learners' English language development revealed significant improvements in various linguistic and cognitive areas. The findings are based on classroom observations, pre- and post-tests, recorded discussions, student and teacher interviews, and learner engagement surveys.

Improvements in Speaking Fluency and Confidence

Students who regularly participated in peer-based activities demonstrated notable improvements in their speaking fluency. Recorded discussions indicated increased sentence complexity, spontaneity in responses, and reduced hesitation over



time. Many learners exhibited greater confidence in expressing their thoughts, even when encountering unfamiliar vocabulary or grammar structures. According to teacher interviews, students who initially hesitated to participate in class discussions became more engaged when interacting in small groups.

Enhanced Vocabulary Acquisition and Usage

A comparison of pre- and post-tests revealed an increase in vocabulary range and diversity. Students exposed to collaborative storytelling, role-playing, and problem-solving tasks were able to recall and use contextually appropriate words more effectively than those who relied on individual learning. Observations also showed that learners frequently engaged in peer-assisted vocabulary learning, with stronger students naturally supporting weaker ones through explanations and demonstrations.

Development of Grammatical Accuracy and Sentence Structure

While fluency improved significantly, grammatical accuracy showed gradual progression rather than immediate gains. Learners engaged in negotiation of meaning adjusted their speech over time, incorporating corrections received from peers. Classroom observations highlighted self-correction and peer correction, particularly in verb tense usage, article placement, and subject-verb agreement. These adjustments were more noticeable in students engaged in task-based learning activities that required repeated interactions.

Positive Impact on Collaboration and Social Skills

Survey responses indicated that students generally enjoyed learning through group work. Many reported feeling more comfortable expressing their thoughts in peer settings than in whole-class discussions. Teachers observed greater willingness to participate, especially among students who were previously reluctant to speak in English. Additionally, students developed active listening skills, as they needed to understand, respond, and adapt to their peers' contributions during group tasks.



Influence on Error Correction and Self-Regulation

A key finding from recorded peer interactions was the natural emergence of corrective feedback. Peers provided corrections in a non-threatening and constructive manner, often through recasting (repeating an incorrect sentence correctly), clarification requests, and modeling correct usage. This aligns with Swain's Output Hypothesis, which suggests that learners refine their language skills when they notice gaps in their output. Over time, many students became more self-aware of their errors and started making independent corrections.

Engagement and Motivation in Language Learning

Students in collaborative settings demonstrated higher levels of engagement and motivation compared to those working individually. Observations showed that learners actively sought opportunities to interact, ask questions, and challenge each other's ideas. The game-based activities and problem-solving tasks contributed to maintaining high levels of interest and reduced anxiety related to language production. Survey data confirmed that most students preferred learning through interaction rather than passive listening or textbook exercises.

Comparison of Pre- and Post-Test Results

Quantitative results from the pre- and post-tests indicated:

- A 20–30% increase in vocabulary retention and usage.
- A 15–25% improvement in speaking fluency, measured by reduced pauses and increased word count per response.
- A 10–20% increase in grammatical accuracy, particularly in sentence structure and verb conjugation.

These improvements highlight the effectiveness of peer interaction and group work in enhancing young learners' English language proficiency in a natural and engaging manner.



DISCUSSION

The results of this article highlight the significant role that peer interaction and group work play in enhancing English language development among young learners. As observed, students who participated in group activities showed substantial improvements in fluency, vocabulary acquisition, grammatical accuracy, and overall confidence in using the language. These findings align with Vygotsky's Sociocultural Theory, which suggests that language development occurs most effectively through social interaction. Peer collaboration provides an opportunity for learners to engage in meaningful communication, allowing them to practice language in real-life contexts and refine their language skills through negotiation of meaning. The observed increase in fluency and vocabulary suggests that interactive tasks, such as collaborative storytelling and role-playing, promote not only language use but also language retention. This is consistent with Swain's Output Hypothesis, which posits that active language production helps learners internalize new vocabulary and structures. Furthermore, the gradual improvement in grammatical accuracy supports the idea that peer feedback—whether through self-correction or peer correction—plays a crucial role in learners' language development. This process aligns with Long's Interaction Hypothesis, which emphasizes the importance of negotiating meaning for enhancing linguistic skills. Additionally, the higher levels of engagement and motivation reported by students indicate that group work fosters a positive learning environment. Students felt more comfortable expressing themselves in peer settings, which is essential for reducing language anxiety and boosting confidence. This finding underscores the importance of creating supportive and interactive classrooms where learners feel safe to experiment with language without fear of judgment. Despite the positive results, it is important to acknowledge that improvements in grammatical accuracy were gradual. This suggests that while fluency and vocabulary can be enhanced relatively quickly through peer interaction,



more structured and focused activities may be necessary for more immediate gains in accuracy. Overall, this article reaffirms the benefits of peer interaction and group work in language development. By fostering a collaborative environment, educators can help young learners develop not only their linguistic skills but also their social and cognitive abilities, which are essential for lifelong language learning.

In conclusion this study demonstrates the significant impact of peer interaction and group work on the development of English language skills in young learners. The findings show that collaborative activities enhance speaking fluency, vocabulary acquisition, grammatical accuracy, and overall learner engagement. These results align with key language acquisition theories, such as Vygotsky's Sociocultural Theory, Swain's Output Hypothesis, and Long's Interaction Hypothesis, which emphasize the importance of social interaction in language learning. Moreover, peer feedback and self-regulation in group work foster a positive learning environment, boosting students' confidence and motivation. While improvements in grammatical accuracy were gradual, the overall benefits of peer collaboration in enhancing language proficiency are clear. These insights highlight the value of incorporating peer-based activities into language classrooms to support comprehensive language development.

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**EFFECTIVE METHODS FOR TEACHING ENGLISH TO
YOUNG CHILDREN: ENGAGING STRATEGIES FOR
BUILDING LANGUAGE SKILLS**

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Annotatsiya: Yosh bolalarga ingliz tilini o'rgatish muhim, ammo qiyin vazifa bo'lib, ularning rivojlanish ehtiyojlarini qondiradigan usullarni talab qiladi va o'rganishga bo'lgan muhabbatni rivojlantiradi. Ushbu maqola yosh o'quvchilarni jalb qilish va tilni o'rganishni targ'ib qilishning samarali strategiyalarini o'rganadi. Shuningdek, Vygotskiyning ijtimoiy konstruktivizmi kabi nazariyalarga asoslangan amaliy faoliyatning ahamiyati ham yoritilgan. Texnologiyani qo'shimcha vosita sifatida integratsiyalashuvi o'rganilib, uning ishtiroki va mavjudligini oshirishdagi roli ta'kidlangan.

Аннотация: Обучение детей младшего возраста английскому языку- важная, но сложная задача, требующая методов, которые удовлетворяют их потребности в развитии и развивают любовь к обучению. В этой статье рассматриваются эффективные стратегии привлечения молодых читателей и содействия изучению языка. Также освещается важность практической деятельности, основанной на таких теориях, как социальный конструктивизм Выготского. Была изучена интеграция технологий в качестве дополнительного инструмента и подчеркнута их роль в увеличении присутствия и доступности.



Abstract: Teaching English to young children is a significant but challenging task that demands methods that meet their developmental requirements and foster a passion for learning. This paper examines effective approaches for engaging young learners and promoting language acquisition. It also emphasizes the significance of practical activities grounded in theories like Vygotsky's social constructivism. Additionally, the integration of technology as a supplementary tool was explored, and its role in enhancing presence and accessibility was emphasized.

Ключевые слова: Игровое обучение, общая физическая реакция (TPR), рассказы, песни и рифмы, языковое погружение, изучение языка детей, интерактивные методы обучения, дошкольное образование

Kalit so'zlar: O'yin asosida o'rganish, jami jismoniy javob (TPR), hikoyalar, qo'shiqlar va qofiyalar, tilga cho'mish, bolalar tilini o'rganish, interfaol o'qitish usullari, erta bolalik ta'limi.

Keywords: Gamification, general physical response (TPR), storytelling, songs and rhymes, language submersion, learning the child's language, interactive teaching methodologies, preschool education.

INTRODUCTION

The teaching of English to young children is a crucial and rewarding endeavor in the field of second language acquisition. At a young age, children are highly capable of learning new languages, and research has shown that this period, often referred to as a "critical period" for language development, is the optimal time to introduce a second language. However, teaching English to young children presents unique challenges that require careful consideration of their developmental needs. Unlike adults, young children do not yet possess the cognitive maturity to understand abstract concepts, so language instruction must be both engaging and



developmentally appropriate. As young learners are in the early stages of language development, it is vital that educators employ strategies that are not only effective in building language skills but also foster a positive attitude towards learning. The classroom environment must encourage curiosity, creativity, and communication, while ensuring that children are comfortable using English as a tool for expression. This means that language instruction for young children should be interactive, engaging, and varied in approach, focusing on both the development of listening, speaking, reading, and writing skills.

Furthermore, the methods used should be informed by research in child development and second language acquisition. For example, theories such as Vygotsky's social constructivism emphasize the importance of social interaction and the role of the teacher in scaffolding children's learning. Similarly, theories of language immersion and cognitive load theory suggest that language should be learned through context, play, and repetition, without overwhelming the learner. Thus, teaching English to young children requires a balance between creating an environment that promotes natural language acquisition while also providing structured support to guide their progress.

This article aims to explore a range of effective methods for teaching English to young children, focusing on strategies that foster language acquisition in an engaging, meaningful, and developmentally appropriate way. By examining these methods—such as play-based learning, Total Physical Response (TPR), storytelling, and language immersion—this article provides an in-depth look at how educators can create an environment that supports the language development of young learners. Ultimately, the goal is not just to teach English, but to cultivate a love for learning and an intrinsic motivation to continue developing language skills as children grow older.



Methods and Practical strategies

1. Play-Based Learning: An Integral Approach to Language Acquisition

Play-based learning is not only an enjoyable experience for young children but also a highly effective pedagogical approach for teaching English. According to Vygotsky's social development theory, children learn best when they engage in social interactions that involve meaningful, context-rich activities. Play provides an ideal setting for this, as it encourages children to use language in authentic, spontaneous situations, which is essential for language acquisition. Through play, children can practice new words and language structures in a natural context, helping them internalize vocabulary, grammar, and communication skills.

Play-based learning can take many forms, but the key is to create opportunities for children to use language in dynamic, real-life scenarios. For example, role-playing activities, such as pretending to shop, cook, or travel, offer a rich linguistic environment where children can practice greetings, instructions, and requests. These activities provide a context for children to use functional language in real-world situations, making language learning purposeful and memorable. Additionally, games that involve turn-taking, such as board games or card games, allow children to practice conversational skills like asking questions, making polite requests, and responding appropriately. Even simple games like "*Simon Says*" or "*I Spy*" can reinforce vocabulary, sentence structure, and listening comprehension in an engaging way. A more structured form of play-based learning involves incorporating toys or props into lessons. For example, using a toy kitchen, a set of dolls, or a puppet theater allows children to practice language in context, offering them the opportunity



to engage in extended conversations using phrases such as “*What would you like to eat?*” or “*Where are we going today?*”

2. Total Physical Response (TPR): Combining Language and Action

Total Physical Response (TPR) is a teaching method developed by Dr. James Asher, which integrates physical movement with language learning. The approach is based on the understanding that children often learn more effectively when they can physically engage with the language they are acquiring. The idea is simple: by performing physical actions in response to verbal instructions, children create strong associations between the language they hear and the corresponding actions, thus reinforcing their understanding of new vocabulary.

TPR can be especially beneficial for young children, who are still developing their cognitive and motor skills. The method involves giving commands that children can act out, such as “*Jump,*” “*Clap your hands,*” or “*Touch your toes.*” Over time, teachers can increase the complexity of the commands by adding more verbs, nouns, or adjectives, such as “*Touch the big red ball*” or “*Sit down and look at the picture on the wall.*” This strategy not only reinforces vocabulary but also helps with listening comprehension, as children must process and understand the language before performing the action. For instance, when teaching prepositions of place (e.g., “under,” “on,” “next to”), a teacher might ask children to place objects in specific locations while giving verbal instructions like “*Put the book on the table*” or “*Place the pencil under the chair.*” As children physically manipulate the objects, they begin to internalize the meaning of the words, making it easier for them to remember and use them in context. TPR can also be extended to more interactive activities, such as storytelling. By incorporating gestures and actions into a story, the teacher



provides a multisensory experience that helps children visualize and understand the narrative while learning new language structures.

3. Storytelling and Literature: Developing Language through Narrative

Storytelling is an age-old pedagogical tool that has proven to be exceptionally effective for language development. Young children are naturally drawn to stories, and listening to or engaging with stories can provide rich opportunities to learn new vocabulary, understand grammatical structures, and develop listening skills. Stories offer a context for language use, making abstract concepts more concrete and accessible to young learners. Additionally, the repetitive nature of many children's stories helps children internalize language patterns and vocabulary over time.

Incorporating storytelling into English language lessons is an excellent way to introduce new language in a meaningful context. Teachers can read aloud from picture books, using expressive intonation, facial expressions, and gestures to bring the story to life. This not only engages children's attention but also exposes them to a wide range of vocabulary and sentence structures. Interactive reading sessions, where children participate by answering questions or predicting what will happen next, can further enhance comprehension and language retention. Beyond traditional books, digital storytelling tools, such as interactive apps or e-books with animations, can also be incorporated to captivate children's attention while offering a rich visual and auditory learning experience. By engaging with these tools, children can see the relationship between the written word, the spoken language, and the imagery associated with the story, helping them gain a deeper understanding of the language. Teachers can also use storytelling as a way to develop children's speaking skills. After reading a story, children can be encouraged to retell the story in their own words or create their own endings. By doing so, children practice constructing



sentences, using new vocabulary, and organizing their thoughts coherently in English.

4. Songs and Rhymes: Strengthening Pronunciation and Memory

Songs and rhymes have long been recognized as powerful tools in language teaching, particularly for young children. The repetitive and rhythmic nature of songs makes them ideal for reinforcing vocabulary and pronunciation. As children sing along, they internalize language structures, improve their pronunciation, and increase their confidence in speaking.

In the classroom, songs and rhymes can serve as both a warm-up activity and a central part of the lesson. For instance, songs like “*The Wheels on the Bus*” or “*Old MacDonald Had a Farm*” help reinforce animal names, action verbs, and basic sentence structures in a fun and memorable way. Teachers can encourage children to perform actions that correspond to the lyrics, such as pretending to drive a bus or making animal sounds, thus combining auditory and kinesthetic learning. Rhymes such as “*One, Two, Buckle My Shoe*” or “*Twinkle, Twinkle, Little Star*” offer repetitive and predictable patterns that help children develop their listening skills, improve their memory, and understand the flow of English sentences. Repetition in songs and rhymes is key to language acquisition, as it helps children familiarize themselves with word order, rhythm, and pronunciation. Teachers can also involve children in creating their own songs or rhymes based on vocabulary they are learning. This not only makes the language more personal and meaningful but also encourages creativity and active participation in the learning process.

5. Language Immersion: Creating an English-Rich Environment



Language immersion is one of the most effective methods for teaching young children a second language. Immersion involves surrounding children with English in a way that mimics their first language learning process, where they are constantly exposed to the language in natural contexts. By using English throughout the day for routine activities, teachers create an environment where children learn language organically, just as they did with their native language.

In an immersive environment, English is used consistently for instructions, social interactions, and daily routines. For example, teachers can use English during transitions, such as saying “*Please, line up*” or “*It’s time for snack.*” They can also create immersive environments by labeling objects in the classroom with their English names, using posters, charts, and visual aids to reinforce vocabulary. Children should be encouraged to use English as much as possible, even for simple requests and interactions. For example, a child might say “*Can I have the red crayon?*” or “*I need help with my puzzle.*” The more children hear and use English in meaningful ways, the more likely they are to internalize the language and apply it in different contexts.

6. Technology and Interactive Tools: Enhancing Engagement and Accessibility

In today’s digital age, technology can be a powerful tool to enhance language learning for young children. Interactive apps, educational games, and online videos provide children with additional opportunities to practice English outside of the traditional classroom setting. These tools can reinforce the language taught in class and offer a dynamic, interactive experience that keeps children engaged.

Digital resources such as language-learning apps, e-books, and videos can be particularly effective in helping children develop listening and reading skills.



Interactive games that involve word recognition, vocabulary building, and sentence formation provide children with immediate feedback, making learning both fun and informative. Many apps also use gamification techniques, which motivate children to progress through levels or earn rewards, creating an enjoyable and competitive learning environment. However, it is important that technology be used in moderation, as face-to-face interaction and real-world communication remain the most effective ways for children to acquire language. Teachers should balance the use of technology with more traditional, hands-on activities to ensure that children receive a well-rounded learning experience.

CONCLUSION

Effective methods for teaching English to young children involve creating a stimulating, interactive, and supportive learning environment. By utilizing strategies such as play-based learning, Total Physical Response, storytelling, songs, and language immersion, educators can foster a love for the language while ensuring that children develop the necessary skills to communicate effectively in English. Each method discussed here highlights the importance of engaging children in meaningful, hands-on activities that promote both language acquisition and personal growth.

Ultimately, the goal is not only to teach English but to empower young learners with the tools they need to communicate confidently and creatively as they grow.



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**KELISHIKLARNING ARAB VA O‘ZBEK TILLARIDAGI
O‘ZIGA XOS XUSUSIYATLARI**

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Annotatsiya: Mazkur maqolada kelishiklar haqida qisman ma‘lumot beriladi va ularning arab va o‘zbek tilida grammatik va leksik jihatdan o‘xshash va farqli jihatlari qisqacha yoritiladi.

Kalit so‘zlar: otning kelishik kategoriyasi, turlanish, otlashgan so‘zlar, ikki kelishikli otlar, gap bo‘laklari

Аннотация: В этой статье частично представлена информация о падежах и кратко освещаются их грамматические и лексические сходства и различия в арабском и узбекском языках.

Ключевые слова: категория падежа существительных, склонение, склоняемые слова, существительные с двумя падежами, члены предложения.

Annotation: This article provides partial information about cases and briefly highlights their grammatical and lexical similarities and differences in the Arabic and Uzbek languages.

Keywords: case category of nouns, declension, declensional words, nouns with two cases, sentence components.

O‘zbek va arab tillari 2 yirik ,turkiy va semit, oilalariga mansub bo‘lib, har biri tarixiy va lingvistik rivoj yo‘lini bosib o‘tgan. Bu til agglutinatив xususiyatga ega bo‘lib, so‘zlarga turli qo‘shimchalar qo‘shish orqali ma‘no va grammatik



shakllar hosil qilinadi. O'zbek tilida so'zlarning tarkibi sodda va tuzilishi aniq bo'lib, so'zlarning turli grammatik shakllari qo'shimchalar yordamida yasaladi.

Arab tili esa somiy tillar oilasiga mansub bo'lib, uning tuzilishi va so'z yasalishi boshqa tillarga qaraganda o'ziga xosdir. Arab tilida so'zlar, asosan, uchta undoshdan iborat o'zakka asoslanib yasaladi va bu o'zaklar yordamida turli grammatik shakllar hosil qilinadi. Arab tilining morfologik tizimi murakkab va rangbarang bo'lib, so'zlarning shakli va ma'nosi o'zgarishi o'zak va vaznlar yordamida amalga oshiriladi. Bu ikki tilning lingvistik xususiyatlari, ular orasidagi o'xshashlik va farqlarni o'rganish tilshunoslikda muhim ahamiyat kasb etadi. O'zbek va arab tillarining grammatik tuzilishi va so'z yasalishi usullarini chuqurroq tahlil qilish, tilshunoslik sohasida yangi bilimlar olishga yordam beradi.

Kelishik – ot yoki otlashgan so'zning boshqa so'zlar bilan aloqasini ko'rsatuvchi grammatik kategoriya. Kelishiklar soni turli tillarda har xildir. O'zbek tilida 6 ta kelishik bor. Ular:

1. Bosh kelishik (qo'shimchasiz)
2. Qaratqich kelishigi (-ning)
3. Tushum kelishigi (-ni)
4. Jo'nalish kelishigi (-ga, -ka, -qa)
5. O'rin-payt kelishigi (-da)
6. Chiqish kelishigi (-dan)

Shulardan qaratqich kelishigi ot tomonidan boshqarilib, hokim so'z egalik qo'shimchasini olib keladi. Masalan: kitobning varog'i kabi. Qolgan tushum, jo'nalish, o'rin-payt, chiqish kelishiklari qo'shilib kelgan otlar fe'l tomonidan boshqariladi. Masalan: olmani yedi, rasmga qaradi, shifoxonada ishlaydi, maktabdan qaytdi kabi.



Kelishiklar ot va otlashgan soʻzlarga qoʻshilib, ularni gapda biror gap boʻlagi vazifasida kelishiga xoslaydi. Soʻzlar bosh kelishikda ega vazifasida kelsa, qaratqich kelishigi soʻzlarni aniqlovchi, tushum kelishigi vositasiz toʻldiruvchi, joʻnalish kelishigi vositali toʻldiruvchi, oʻrin-payt kelishigi vositali toʻldiruvchi va hol, chiqish kelishigi vositali toʻldiruvchi va hol boʻlib kelishini taʼminlaydi.

- *Sport sogʻlik uchun juda foydalidir.* (ega)
- *Ahmadning nutqi barchani lol qoldirdi.* (aniqlovchi)
- *Kitobingni berib tur.* (vositasiz toʻldiruvchi)
- *Zarnigorda muammo koʻp.* (vositali toʻldiruvchi)
- *Akam Zarafshonda ishlaydi.* (hol)
- *Ustoz Dostondan uy vazifasini soʻradi.* (vositali toʻldiruvchi)
- *Qachon Turkiyadan qaytasiz, dadajon?!* (hol)

Kelishik – arab tilida إعرابٌ deyiladi, ular otni otga yoki otni feʼlga bogʻlab keladi. Arab tilida kelishiklar 3 ta.

Bosh kelishik – faqat ega va ot-kesimlarni ifodalash uchun ishlatiladi.

Qaratqich kelishigi – koʻmakchilardan keyin va moshlashmagan aniqlovchini ifodalash uchun ishlatiladi.

Tushum kelishigi – toʻldiruvchi ba hollarni ifodala sh uchun, bosh va qaratqich kelishigi ishlatilmaydigan hamma holatlarda ishlatiladi.

Kelishiklar	Noaniq holatda		Aniq holatda	
	Muzakkar	Muannas	Muzakkar	Muannas



Bosh kelishik	كِتَابٌ	مَجَلَّةٌ	الْكِتَابُ	الْمَجَلَّةُ
Qaratqich kelishigi	كِتَابٍ	مَجَلَّةٍ	الْكِتَابِ	الْمَجَلَّةِ
Tushum kelishigi	كِتَابًا	مَجَلَّةً	الْكِتَابَ	الْمَجَلَّةَ

Jadvalga izoh: Agar so‘z tanvin fathaga tugasa, uning oxiriga o‘qilmaydigan alif harfi yoziladi. Ammo “ta-marbuta” yoki yolg‘iz “hamza” so‘z oxirida tanvin fatha bilan kelsa, undan keyin bu alif yozilmaydi.

Yuqoridagi jadvaldagi turlanish uch kelishikli turlanish deyiladi va shu yo‘sinda turlanuvchi so‘zlar uch kelishikli so‘zlar deb ataladi. Arab tilida ot va sifatlarning asosiy qismi uch kelishikli so‘zlar hisoblanadi. Bular noaniq holatda kelganida tanvin qo‘shimchasi bilan tugaydigan birlik va siniq ko‘plikdagi so‘zlardir.

Ikkilik sondagi ismlarning kelishikda turlanishi quyidagicha bo‘ladi:

Kelishiklar	Noaniq holatda	Aniq holatda		
	Muzakkar	Muannas	Muzakkar	Muannas
Bosh kelishik	كِتَابَانِ	مَجَلَّتَانِ	الْكِتَابَانِ	الْمَجَلَّتَانِ



Qaratqich va tushum kelishigi	كِتَابَيْنِ	مَجَلَّتَيْنِ	الْكِتَابَانِ	الْمَجَلَّتَيْنِ
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Jadvalda ko‘rinib turganidek, ikkilik sondagi so‘zning qaratqich va tushum kelishiklari bir xil qo‘shimchaga ega. Shuningdek, aniq holda ham, noaniq holda, muzakkar va muannas so‘zlar bir xil qo‘shimcha oladilar.

Muzakkar va muannas to‘g‘ri ko‘plikdagi so‘zlar kelishiklarda quyidagicha turlanadi:

Kelishiklar	Noaniq holatda		Aniq holatda	
	Muzakkar	Muannas	Muzakkar	Muannas
Bosh kelishik	فَلَاخُونَ	فَلَاخَاتُ	الْفَلَاخُونَ	الْفَلَاخَاتُ
Qaratqich va tushum kelishigi	فَلَاجِينَ	فَلَاخَاتِ	الْفَلَاجِينَ	الْفَلَاخَاتِ

Jadvallarda ko‘rinib turganidek, muzakkar va muannas to‘g‘ri ko‘plikdagi so‘zlarda qaratqich va tushum kelishiklari bir xil qo‘shimchaga oladilar hamda aniq va noaniq holatlarda kelishik qo‘shimchalari o‘zgarmaydi.



Arab tilida qaratqich va tushum kelishigi bir xil qo‘shimchaga ega bo‘lgan qator so‘zlar mavjud. Bular ikki kelishikli so‘zlar deyiladi. Ikki kelishikli so‘zlarga asosan quyidagilar mansubdir.

1. ال artiklini olmaydigan, lekin aniq holatda deb hisoblanuvchi tanvin qo‘shimchasini olmaydigan so‘zlar

Masalan: مِصْرُ , فَاطِمَةُ

2. ال artiklini olishi mumkin bo‘lgan, tanvin bilan tugamaydigan birlik sondagi otlar yoki sifatlar noaniq holatda kelganida: صَحْرَاءُ , أَكْبَرُ

3. Noaniq holatda ham tanvin qo‘shimchasi bilan tugamaydigan va noaniq holatda kelgan siniq ko‘plikdagi ot va sifatlar. Masalan: جَرَائِدُ , أُمَّرَاءُ

Ularning qaratqich kelishigi shakli tushum kelishigi shakli bilan bir xil bo‘ladi.

Bosh kelishik	فَاطِمَةُ	أُمَّرَاءُ
Qaratqich va tushum kelishigi	فَاطِمَةُ	أُمَّرَاءُ

Shuni unutmash kerakki, ikki kelishikli ismlar “ال” artiklini olsa yoki izofa tarkibida kelsa, uch kelishikli bo‘lib qoladi.

الجَرَائِدُ	الأَكْبَرُ
الجَرَائِدَ	الأَكْبَرَ
الجَرَائِدِ	الأَكْبِرِ

Oxiri cho‘ziq “a” yoki cho‘ziq “u” bilan tugaydigan so‘zlar kelishikda turlanmaydi. Bular kelishikda turlanmaydigan so‘zlar deyiladi. Masalan: مَرَضَى , جَوْعَى

Xulosa qilib aytganda, kelishiklarning o‘zbek va arab tillaridagi xususiyatlari mazkur tillarning lingvistik tuzilishi bilan chambarchas bog‘liq. O‘zbek tilida kelishiklar ot va otlashgan so‘zlarga qo‘shilib, otni otga yoki otni fe’lga bog‘lashga



xizmat qiladi va soʻzlarni maʼlum gap boʻlagi vazifasida kelishiga xoslaydi. Arab tilida esa kelishiklar miqdori farq qilsa-da, bajaradigan vazifasi bir xil yaʼni soʻzlarni maʼlum gap boʻlagi vazifasida kelishiga xoslashdir. Ushbu maqolada taqdim etilgan tahlillar har ikkala tilning harakat nomlari tizimini qiyosiy nuqtai nazardan oʻrganish imkonini beradi va bu tillarning oʻziga xos morfologik va leksik xususiyatlarini aniqlashga yordam beradi. Bu kabi qiyosiy tahlillar, oʻz navbatida, tilshunoslik va grammatik tadqiqotlarda muhim ahamiyat kasb etadi.

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