



2023-yil. 3-son.

TIL VA ADABIYOT TA'LIMI

O'ZBEKISTON RESPUBLIKASI
MAKTABGACHA VA MAKTAB
TA'LIMI VAZIRLIGINING
ILMIY-METODIK JURNALI

Elektron jurnal

НАУЧНО-МЕТОДИЧЕСКИЙ
ЖУРНАЛ МИНИСТЕРСТВА
ДОШКОЛЬНОГО И
ШКОЛЬНОГО ОБРАЗОВАНИЯ
РЕСПУБЛИКИ УЗБЕКИСТАН

Я ПРЕПОДАВАНИЕ
ЗЫКА И ЛИТЕРАТУРЫ
Электронный журнал

LANGUAGE AND LITERATURE
TEACHING |
SCIENTIFIC-METHODOLOGICAL JOURNAL OF THE MINISTRY
OF PRESCHOOL AND SCHOOL EDUCATION
OF THE REPUBLIC OF UZBEKISTAN

Electronic journal

ISSN 2010-5584



2023-yil
3
son

«Til va adabiyot ta'limi»
«Преподавание языка и литературы»
«Language and literature teaching»

ilmiy-metodik jurnal / научно-методический журнал

Bosh muharrir

Bahodir JOVLIYEV

Tahrir hay'ati:

Baxtiyor Saidov
Dilshod Kenjayev
Nizomiddin Mahmudov
Nargiza Rahmonqulova
Yorqinjon Odilov
Nasirullo Mirkurbanov
Jabbor Eshonqulov
Valijon Qodirov
Baxtiyor Daniyarov
Abdurahim Nosirov
Tolib Enazarov
To'liqin Saydaliev
Ravshan Jomonov
Zulxumir Mirzayeva
Qozoqboq Yo'ldoshev
Tajixon Sabitova
Salima Jumayeva
Nilufar Namozova
Qayum Baymirov
Manzar Abdulkayrov
Lutfullo Jo'rayev
(bosh muharrir o'rinbosari)
Alijon Safarov (elektron nashr uchun)
Madina Nuriddinova (elektron nashr uchun)
Latifa Xudayqulova (elektron nashr uchun)
Barno Kadirova (elektron nashr uchun)

Muharrirlar:

Nilufar Namozova
Nigora Uralova
Emma Torosyan
Nargis Bobodjanova

Sahifalovchilar:

Akmal FARMONOV
Gulnoza VALIYEVA

Tahririyat manzili:

100038, Toshkent shahri
Matbuotchilar ko'chasi 32-uy.
Telefon: (98) 121-74-16,
(71) 233-03-10, (71) 233-03-45, (71) 233-03-67.
e-mail: til_adabiyot@umail.uz
vab-sayt: www.tilvaadabiyot.uz

M U N D A R I J A

TAHLIL

| | |
|--|----|
| Alijon Safarov. Front gazetasida til, uslub hamda mafkuraviy ta'sir vositalari | 3 |
| Saida Maksumova. O'zbek tilining amaliy uslubiyat darslarida matnlar bilan ishlash texnologiyasi | 4 |
| Oltoy Nurulloh. O'zbek tili sheva emas, o'zbek xalqining milliy tilidir | 6 |
| Nazokat Jiyanova, Shaxnoza Sharofova. Erkin Vohidov she'riyatida xalq maqollarining uslubiy o'rni | 8 |
| Gulabza Umarova. Adabiyot - ma'naviyatni yuksaltiruvchi vosita | 11 |
| Qayum Baymirov. Dars natijasi: ilmiy izlanish va ishonchli hamjihatlik | 12 |
| Sevara Jalalova. Speaking skills as one of the important problems of teaching and learning a foreign language | 13 |
| Nargiza Shirinova. Harbiy oliy ta'lim muassasalari kursantlarining bilish darajasi va ular yoshining o'ziga xos xususiyatlari | 15 |

TADQIQOT

| | |
|---|----|
| Abror Ochilov. Til - ma'naviyat komposi hamdir | 17 |
| Orzigul G'aniyeva, Nilufar Aminova. Jon Steynbekning "East of Eden" romanida oilaviy munosabatlar tasviri | 18 |
| Gulruh Bahodirova. O'zbek tilshunosligida sohaviy leksika tadqiqi va kashtachilik leksikasining tutgan o'rni | 20 |
| Maxbuba Qarshiyeva. "Hayrat ul-abror" dostonidagi hikoyatlarda adab, tavoze, vafo, qanoat kabi fazilatlar tarannumi | 24 |
| Qodirjon Mo'ydinov, Salomat Rustamova. Xalq og'zaki ijodidagi o'xshashliklar | 25 |
| Gulmira Zulaypoyeva. Iqbol Mirzo idios tilida qush nomlarining tahlili | 27 |
| Rashid Zohidov. Ilmiy-tanqidiy matn imkoniyatlari | 29 |
| Zilola Shukurova. Bayozlarning kelib chiqish tarixi va taraqqiyot omillari | 31 |
| Firuz Xalimova. Poetik matnda freym faollashuvi | 33 |
| Gulnoza Qurbonova. Gidronimlar va ularning nomlanish xususiyatlari | 35 |
| Omila Yuldasheva, Umida Nasirova. Methodology for developing discourse (spoken communication) skill among high school students | 37 |
| Saida Gazieva. Overcoming dyslexic obstacle in teaching english | 39 |
| Mohinu Anvarova. Bahodir Qobulning "Ena shamol" va "Otachiroq" hikoyalaridagi ayrim chegaralangan leksikaga oid so'zlarning lingvopoetik imkoniyatlari | 41 |
| Nozima Hamroyeva. Xurshid Davronning poetik uslubi | 43 |
| Dilnoza Mamirova. Adresant-adresat munosabatiga ko'ra reklamalar tasnifi | 44 |
| Mokhira Ziyadullayeva. Specific features of the addressing | 47 |
| Saodat Kambarova. O'quvchilarning obrazli va konseptual tafakkurini rivojlantirishda tizimli yondashuvlar | 50 |
| Шохида Холматова, Наргиза Сираджитдинова. Инновационные методы изучения русского языка в вузе | 52 |
| Umidjon Toshmamatov. Jamol Kamol she'riyatida janrlar rang-barangligi | 53 |
| I.Turdiyev. Ayrim ish yuritish hujjatlarining o'zbek va ingliz tili tarjima lug'atlarida berilishi, tafovutlar va muammolar | 55 |
| Ilxom Xolmuminov. "Alpomish" dostonida stilistik vositalar tahlili va ularni ingliz tiliga tarjima qilish muammolari | 56 |
| Дилноза Аминова. Контекстуальное определение полисемии в военной терминологии | 59 |
| Mahfuza Muxtorova. Surxon elining kuychisi | 62 |
| Farida Muminova. Tog'ay Murod qissalarida folklor tasviri | 64 |

| | |
|---|----|
| Nasiba Nasrulloeva. Ingliz kompyuter va internet jargonlarining yasash xususiyatlari | 66 |
| Mushtariy Vohidova. Jahon adabiyotshunosligi asarlarining yuksak mafkuraviy-tafakkur yo'nalishi bilan | 68 |
| I.S. Qilichev. Oliy ta'lim muassasalarida kredit-modul tizimi asosida o'qitish mexanizmini takomillashtirish | 70 |
| Zohida Tursinova. Maktab ingliz tili o'qituvchilarini pedagogik kompetentligini baholash | 72 |
| Fotima Ismoilova. Xurshid Do'stmuhammad hikoyalarida modernistik ohanglar | 73 |
| Maftuna Khasanova. Modern methods of teaching english in higher education institutions | 74 |
| Nasiba Mirzayeva. Non-traditional methods in EFL | 76 |
| Jayron Radjabova. The role of multilingualism and monolingualism In ESL teaching | 78 |
| Roza Turdieva. The role of transformative learning in uzbek higher education system | 79 |
| Dilfuza Toshpulatova. Ona tili ta'limida o'quv topshiriqlarning mazmuni va uni takomillashtirish jarayoni | 81 |

TILSHUNOSLIK

| | |
|--|----|
| Arofat Sharipova, Gulchekhra Tursunova. Implementation of the culture-oriented linguistics approach using role-playing games in efl classes | 43 |
| Aytkul Djalilova. Translating idioms from english into uzbek | 86 |
| Dilafroz Umarova. The role of pragmatic meaning in teaching english | 87 |
| Eldorbek Khamitov. Newspaper and magazine headlines | 89 |
| Go'zal Maxamatxo'jayeva, Iroda Siddiqova. O'zbek tiliga ingliz tilidan o'zlashgan va o'zlashayotgan so'zlar haqida ba'zi mulohazalar | 91 |
| Kamola Alautdinova. Nutqiy faoliyat muloqot negizi sifatida | 93 |
| Odina Arifjanova. Gamification as a tool to improve second language acquisition | 95 |
| Sitora Yadigarova. Kiyim nomlarining ingliz tilshunosligida o'rganilishi | 96 |
| Mukhlisa Kenjayeva. Types of evaluative adjectives in english and uzbek | 97 |

KICHIK TADQIQOT

| | |
|--|-----|
| Madina Ashirbayeva, Muhabbat Yusupova. Og'zaki nutqni rivojlantirishga qaratilgan WebQuest vazifalarini 11-sinf o'quvchilarida qo'llash | 99 |
| Eldorjon Shermatov. Elektron platforma xorijiy tillarga o'qitish vositasi sifatida | 101 |
| Laylo Alimjanova. Challenges in esp teaching: needs analysis in ESP | 104 |
| Mavluda Djurayeva. The choice of language in note-taking | 107 |
| Shohida Isakova. "Temur tuzuklari" ning fransuzcha va inglizcha tarjimalarida harbiy terminologiyaning ifodalanishi | 110 |
| Zanjiloy Abdusalamova. O'zbekning yuragidan joy olgan rus shoiri Faynberg | 112 |

ИСПОЛЬЗУЙТЕ ЭТИ МАТЕРИАЛЫ

| | |
|--|-----|
| Рануша Атаева. Русский язык как средство формирования зунув по специальности | 113 |
| Эльдар Гиздулин, Зухридин Нуридинов. Современные информационные технологии – важное средство повышения качества образования | 115 |

ЯЗЫКОЗНАНИЕ

| | |
|--|-----|
| Гулчехра Саримсакова. Развитие сравнительно-сопоставительной лингвистики в Узбекистане..... | 117 |
| Нилуфар Кахарова, Дилдорахон Хасанова. Синонимия фразеологизмов и другие единицы лексико-сематического уровня | 119 |

ЛИТЕРАТУРОВЕДЕНИЕ

| | |
|---|-----|
| Насиба Хайдарова. Особенности передачи восточного религиозного дискурса в прозе русскоязычных писателей Узбекистана..... | 122 |
|---|-----|

ПОЛЕМИКА

| | |
|--|-----|
| Махбуба Раимжанова. Современный подход к преподаванию русского языка как иностранного в неязыковом вузе | 124 |
|--|-----|

ПРОБЛЕМЫ. ПОИСКИ. РЕШЕНИЯ

| | |
|--|-----|
| Дилмура Умарова. Проблемы и перспективы современного урока русского языка в национальных школах | 126 |
|--|-----|

ОБРАЗОВАНИЕ: ОПЫТ, АНАЛИЗ, РЕЗУЛЬТАТЫ

| | |
|--|-----|
| Фарида Умарова. О взаимодействии обучающихся и преподавателей в совершенствовании лично-ориентированного обучения в военных вузах | 128 |
|--|-----|

ИННОВАЦИОННЫЕ ТЕХНОЛОГИИ

| | |
|---|-----|
| Гулжазира Утенбаева. Применение технологии «SMARTEF» при обучении русскому языку будущих офицеров ввоу | 131 |
|---|-----|

ФОРМЫ ОБУЧЕНИЯ

| | |
|--|-----|
| Индира Наркулова. Работа с песнями как средство мотивации в высших военных образовательных учреждениях..... | 133 |
|--|-----|

bosh muharrir o'rinbosari, bosh muharrir sifatida faoliyat ko'rsatdi. Xurshid Do'stmuhammad yapon adibi Akutagava Ryunoskening «Rasyomon darvozasi» hikoyasini, Temur Po'latovning «Yetti huzur-halovat va qirq qayg'u-alam» romanini o'zbekchalashtirgan.

Adibning dastlabki hikoyasi 1981- yili «Guliston» jurnalida, «Nigoh» nomli birinchi qissasi esa 1987- yili «Yoshlik» jurnalida e'lon qilingan. «Hovli etagidagi uy» nomli birinchi kitobi 1989- yili nashr etilgan. Shundan so'ng uning «Panoh», «Oromkursi», «So'roq», «Sof o'zbekcha qotillik», «Mahzuna», «Ibn Mug'anniy», «Yolg'izim – Siz», «Ko'z qorachig'idagi uy» asarlari e'lon qilinadi. Shuningdek, 1995- yilda «Jajman», 1996- yilda «Qazo bo'lgan namoz», 2000- yilda «Hijronim mingdir mening» qissa va hikoyalar to'plamlari, «Bozor» romani nashr etiladi.

Adib o'z qahramonlarining ruhiy holatlarini, fikriy izlanishlarini tahlil etishga, uning eng intim qatlamlarini tasvirlashga intiladi. Psixologik tasvirga moyilligi F.Dostoyevskiy, F.Kafka, F.Ryunoske, G.Markes singari jahon adabiyoti namoyandalari uslubidan ta'sirlanganini ko'rsatadi. Badiiy adabiyotda har qaysi janr o'z o'рни, fayzi, ahamiyatiga ega. Lekin, hikoya janriga xos bo'lgan imkoniyatlar tufayli hamisha u nisbatan ko'p yaratiladi, ko'p e'lon qilinadi, binobarin, har bir milliy adabiyotning o'ziga xos kundalik nafasi, qadam olishi, mavqeyi hikoyada ko'proq namoyon bo'ladi.

Hayotning har bir qadamida hikoya uchun mavzu bo'lishga arzigulik ming turli voqealar mavjud. Derazadan tashlangan oniy nigohdan hikoya tug'ilishi mumkin. Ammo, gap hikoyada aks etadigan voqeada emas, balki mana shu oniy nigoh natijasida yozuvchi yuragida, tasavvurida paydo bo'ladigan hayot haqiqatida, uni insoniy haqiqatga aylantiradigan ijodkor mahor-

atida, qolaversa, yozuvchining ijodiy jasoratida. Buyuk rus adibi Yuriy Kazakov ta'kidlaganidek, «Yozuvchining hayoti va faoliyati har kun, har daqiqa jasorat talab qiladi. Agar yozuvchi shijoatli bo'lmas ekan – tamom. U har qancha iste'dodli bo'lsa foydasi yo'q, iqtidori uni saqlab qololmaydi. So'nggi yillarda paydo bo'lgan ko'plab e'tiborga tushgan asarlar, o'zbek adabiyotida ham yozuvchilik matonati va mas'uliyatini anglagan adiblar mavjuddir degan gapga asos bo'la oladi. Bu adiblar, nazarimizda, Abdulla Qodiriy va Cho'lpon jasoratining davomchilari bo'lib ko'zga tashlanmoqda. Mana shunday ijodkorlarning biri Xurshid Do'stmuhammaddir.

Bugungi o'zbek adabiyotida kechayotgan yangilanish haqida gapirganda faqat modern tushunchasi yoki faqat G'arbdan esgan shamol ta'siri haqida emas, balki o'zbek adabiyotidagi muayyan adiblar yoki asarlar tajribasining davomi sifatida ham gapirish lozim. Bu yangilanish bugun boshlanmagan va u G'arbdan osmondan lop etib tushmagan. Turkiy adabiyotning muqaddimasi – O'rxon-Enasoy bitiklari bu tajribalarning ming yillardan buyon davom etib kelayotganini ko'rsatadi.

X.Do'stmuhammadning «Jajman» hikoyasida ushbu mulohazalarning o'ziga xos tasdig'ini ko'rish mumkin. Hikoyada bozorda yuz bergan voqealar asosida oddiydek tuyulgan faktlar, detallar mohiyatidan ma'naviy qadriyatlar mag'zini uqishga qaratilgan ramzli holatlar, kayfiyatlar, kartinalar chiziladi. Maishiy hayot realliklarini bitta-bitta, tasvirlab, ulardan badiiy umumlashmaxulosalar tariqasida yaratilgan ramzli obraz va ifodalarda psixologik tahlilning o'ziga xosligi ayonlashadi. Shafqatsiz realistlik idrok va ifoda adib hikoyalaridagi bosh estetik mezon sifatida ko'zga tashlanadi. Ularni ko'ngil bahridan terib jamlangan tuyg'ular, kechinmalar, o'y-fikrlar sintezi, deyish mumkin.

Foydalanilgan adabiyotlar

1. Xurshid Do'stmuhammad prozasining poetikasi - Adabiyot - Diplom ishlar
2. <https://arxiv.uz/uz/documents/diplom-ishlar/adabiyot/xurshid-do-stmuhammad-prozasining-poetikasi>
3. Xurshid Do'stmuhammad. Fikr shoirining hikoyalari | Xurshid Davron kutubxonasi
4. <https://kh-davron.uz/kutubxona/uzbek/xurshid-dostmuhammad-fikr-shoirining-hikoyalari.html>
5. Xurshid Do'stmuhammad hikoyalari romanlari. Tarjimai holi ijodi
6. <https://ilmlar.uz/xurshid-dostmuhammad-hikoyalari-tarjimai-holi/>

Maftuna Khasanova,

English teacher at Alisher Navoi Tashkent State
University of Uzbek Language and Literature

MODERN METHODS OF TEACHING ENGLISH IN HIGHER EDUCATION INSTITUTIONS

Annotation. The article discusses different methods of teaching foreign languages in universities. Particular attention was paid to the methods which are the direct method, grammar-translation, audio-visual, audiolingual, and communicative. It is concluded that the communicative method has started becoming the most dominant method of teaching English.

Key words. English as a foreign language, methods, and education in universities.

Annotatsiya. Maqolada universitetlarda chet tillarini o'qitishning turli usullari va metodlari muhokama qilinadi. To'g'ridan-to'g'ri usul, grammatika-tarjima, audio-vizual, audiolingual va kommunikativ usullarga alohida e'tibor qaratiladi. Maqolada ingliz tilini o'qitishda kommunikativ usul eng dominant usulga aylana boshladi, degan xulosaga keldi.

Kalit so'zlar. Ingliz tilini chet tili sifatida, metod, universitetlarda ta'lim.

Currently, there are many methods for learning a foreign language in higher educational institutions. Each of the methods has certain features, some are more popular and in demand, some are less. This article will discuss the main methods for students to acquire English language.

In the modern world, English is very popular, moreover, this language is the language of international communication, it is known all over the world. To date, there are a huge variety of methods for teaching English. In addition, new ones are regularly developed, so now every teacher can choose the best suitable method of work for themselves. Currently, when teaching a foreign language in higher education institutions, traditional methods are often used. They are:

1. Direct method.
2. Grammar-translation method.
3. Audiovisual and audiolingual method.
4. The communicative method.

In this article, we will explore and discuss each of these techniques in more detail.

Direct method of teaching a foreign language.

The essence of this technique is that the teacher pays more attention to the study of the spoken language itself, which is used in everyday life. The developers of this method considered that the intermediary language, that is, the language in which the teaching is conducted, slows down the learning of a foreign language. Thus, students are artificially introduced into the world of the language they are learning. The entire lesson is conducted in English, the teacher must also give explanations and new topics in English. Furthermore, all the coursebooks of the lessons must be in English.

While teaching English through this method, the role of the teacher in the successful assimilation of knowledge by students is the key. That is, their speech should be absolutely clear and correct, the pronunciation should be perfect and fluent, since the students will constantly repeat after the teacher.

Grammar-translation method. The grammar-translation method is the main one in the modern education system. This is a classic method that has been used for decades. This prevalence is also due to the fact that most of the teachers themselves were trained using this method. The purpose of the grammar-translation method is to learn to read and translate using grammatical rules.

The disadvantages of this method include the fact that not enough attention is paid to the lexical part. The study of vocabulary is reduced to the mechanical memorization of words. Reading and translation is performed in a strict form. In addition, the texts offered for reading usually relate to complex fiction, therefore, the

student studies only literary language. It will be very difficult for students to understand native speakers even with a good knowledge of the literary language.

Audiovisual and audio-lingual methods. The essence of both methods consists in the transmission of language through clear structures, memorization occurs with the help of audio and video recordings. The audiovisual teaching method involves illustrating speech with appropriate pictures, that is, students are shown fictional and documentary videos. In this case, the students have two parts of perception working simultaneously — visual and auditory, as a result of which associations arise in the students' heads, which allows them to better memorize the language. The purpose of the methods is the acquire spoken language by memorizing.

Both methods are based on induction — learning takes place from the rule to the example. Considering all of the above, it can be noted that for university students who do not specialize in language learning, audio-lingual and audiovisual methods are suitable only if they are used in cooperation with other education programs.

The communicative method. Currently, an increasing number of teachers are turning to the communicative method of learning English. The object of this method is speech itself, that is, such a technique primarily teaches communication. The communicative method implies a great activity of students. The task of the teacher in this case will be to involve everyone in the audience in the conversation. The importance of the communicative method is to create real communication situations. When recreating the dialogue, the student has the opportunity to put into practice all the knowledge gained. A very important advantage of the communicative method is that it has a huge variety of exercises: role-playing games, dialogues, simulation of real communication can be used.

At first, the communicative method was rejected, but now it again occupies a leading position along with the traditional grammatical translation method. Most teachers of modern universities prefer these two methods, and they are often used in combination. The direct method is rarely used in higher education institutions, partly due to the lack of real native speakers among teachers, and partly due to the fact that the level of training of students after school is too low. Audiovisual and audiolingual methods in their pure form are not used at all, however, many teachers of universities and institutes occasionally conduct classes based on these methods. This allows to diversify the general education program and make students to be interested in learning English.

References

1. Ahmad, S. and Rao, C. (2013) Applying Communicative Approach in Teaching English as a Foreign Language: a Case Study of Pakistan. *Porta Linguarum* 20
2. Krashen, S.D. (1981). *Second language acquisition and second language learning*. Pergamon Press.
3. Richards, J.C. and Rodgers T.S. (1997). *Approach and Methods in Language Teaching*. Cambridge, Cambridge University Press.
4. Richards J.C. and Schmidt R. (2013). *Longman Dictionary of Language Teaching and Applied Linguistics*. Routledge.