SCIENCE
PROBLEMS.UZ

ISSN 2181-1342

Actual problems of social and humanitarian sciences
Актуальные проблемы социальных и гуманитарных наук

Ijtimoiy-gumanitar fanlarning dolzarb muammolari

Jild 3, Son 12/2
2023

ISSN: 2181-1342 (Online)
Сайт: https://scienceproblems.uz
DOI: 10.47390/SPR1342V3I12.1/2Y2023

SCIENCEPROBLEMS.UZ

ИЖТИМОИЙ-ГУМАНИТАР ФАНЛАРНИНГ ДОЛЗАРБ МУАММОЛАРИ

№ 12/2 (3)-2023

АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО-ГУМАНИТАРНЫХ НАУК

ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

ТОШКЕНТ-2023

БОШ МУҲАРРИР:

Исанова Феруза Тулқиновна

ТАҲРИР ҲАЙЪАТИ:

07.00.00-ТАРИХ ФАНЛАРИ:

Юлдашев Анвар Эргашевич – тарих фанлари доктори, сиёсий фанлар номзоди, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Мавланов Уктам Махмасабирович – тарих фанлари доктори, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Хазраткулов Аброр – тарих фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети.

08.00.00-ИҚТИСОДИЁТ ФАНЛАРИ:

Карлибаева Рая Хожабаевна – иқтисодиёт фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Худойқулов Садирдин Каримович – иқтисодиёт фанлари доктори, доцент, Тошкент давлат иқтисодиёт университети;

Азизов Шерзод Ўктамович – иқтисодиёт фанлари доктори, доцент, Ўзбекистон Республикаси Божхона институти;

Арабов Нурали Уралович – иқтисодиёт фанлари доктори, профессор, Самарқанд давлат университети;

Холов Актам Хатамович – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Шадиева Дилдора Хамидовна – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент в.б, Тошкент молия институти;

Шакаров Қулмат Аширович – иқтисодиёт фанлари номзоди, доцент, Тошкент ахборот технологиялари университети

09.00.00-ФАЛСАФА ФАНЛАРИ:

Ҳакимов Назар Ҳакимович – фалсафа фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Яхшиликов Жўрабой – фалсафа фанлари доктори, профессор, Самарқанд давлат университети;

Ғайбуллаев Отабек Мухаммадиевич – фалсафа фанлари доктори, профессор, Самарқанд давлат чет тиллар институти;

Ҳошимхонов Мўмин – фалсафа фанлари доктори, доцент, Жиззах педагогика институти;

Носирходжаева Гулнора Абдукаххаровна – фалсафа фанлари номзоди, доцент, Тошкент давлат юридик университети;

Турдиев Бехруз Собирович – фалсафа фанлари бўйича фалсафа доктори (PhD), доцент, Бухоро давлат университети.

10.00.00-ФИЛОЛОГИЯ ФАНЛАРИ:

Ахмедов Ойбек Сапорбаевич – филология фанлари доктори, профессор, Ўзбекистон давлат жаҳон тиллари университети;

Кўчимов Шухрат Норқизилович – филология фанлари доктори, доцент, Тошкент давлат юридик университети;

Салахутдинова Мушарраф Исамутдиновна – филология фанлари номзоди, доцент, Самарқанд давлат университети;

Кучкаров Рахман Урманович – филология фанлари номзоди, доцент в/б, Тошкент давлат юридик университети;

Юнусов Мансур Абдуллаевич –филология фанлари номзоди, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Саидов Улугбек Арипович – филология фанлари номзоди, доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси.

12.00.00-ЮРИДИК ФАНЛАР:

Ахмедшаева Мавлюда Ахатовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Мухитдинова Фирюза Абдурашидовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Эсанова Замира Нормуротовна – юридик фанлар доктори, профессор, Ўзбекистон Республикасида хизмат кўрсатган юрист, Тошкент давлат юридик университети;

Ҳамроқулов Баҳодир Мамашарифович – юридик фанлар доктори, профессор в.б., Жаҳон иқтисодиёти ва дипломатия университети;

Зулфиқоров Шерзод Хуррамович – юридик фанлар доктори, профессор, Ўзбекистон Республикаси Жамоат хавфсизлиги университети;

Хайитов Хушвақт Сапарбаевич – юридик фанлар доктори, профессор, Ўзбекистон Республикаси

Президенти ҳузуридаги Давлат бошқаруви академияси;

Асадов Шавкат Ғайбуллаевич – юридик фанлар доктори, доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Утемуратов Махмут Ажимуратович – юридик фанлар номзоди, профессор, Тошкент давлат юридик университети;

Сайдуллаев Шахзод Алиханович – юридик фанлар номзоди, профессор, Тошкент давлат юридик университети;

Ҳакимов Комил Бахтиярович – юридик фанлар доктори, доцент, Тошкент давлат юридик университети;

Юсупов Сардорбек Баходирович – юридик фанлар доктори, доцент, Тошкент давлат юридик университети;

Амиров Зафар Актамович – юридик фанлар бўйича фалсафа доктори (PhD), Ўзбекистон Республикаси Судьялар олий кенгаши ҳузуридаги Судьялар олий мактаби;

Жўраев Шерзод Юлдашевич – юридик фанлар номзоди, доцент, Тошкент давлат юридик университети;

Бабаджанов Атабек Давронбекович – юридик фанлар номзоди, доцент, Тошкент давлат юридик университети;

Раҳматов Элёр Жумабоевич - юридик фанлар номзоди, Тошкент давлат юридик университети;

13.00.00-ПЕДАГОГИКА ФАНЛАРИ:

Хашимова Дильдархон Уринбоевна – педагогика фанлари доктори, профессор, Тошкент давлат юридик университети;

Ибрагимова Гулнора Хавазматовна – педагогика фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Закирова Феруза Махмудовна – педагогика фанлари доктори, Тошкент ахборот технологиялари университети ҳузуридаги педагогик кадрларни қайта тайёрлаш ва уларнинг малакасини ошириш тармоқ маркази;

Тайланова Шохида Зайниевна – педагогика фанлари доктори, доцент.

19.00.00-ПСИХОЛОГИЯ ФАНЛАРИ:

Каримова Васила Маманосировна – психология фанлари доктори, профессор, Низомий номидаги Тошкент давлат педагогика университети;

Ҳайитов Ойбек Эшбоевич – Жисмоний тарбия ва спорт бўйича мутахассисларни қайта тайёрлаш ва малакасини ошириш институти, психология фанлари доктори, профессор

Умарова Навбаҳор Шокировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети, Амалий психологияси кафедраси мудири;

Атабаева Наргис Батировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети;

Қодиров Обид Сафарович – психология фанлари доктори (PhD), Самарканд вилоят ИИБ Тиббиёт бўлими психологик хизмат бошлиғи.

22.00.00-СОЦИОЛОГИЯ ФАНЛАРИ:

Латипова Нодира Мухтаржановна – социология фанлари доктори, профессор, Ўзбекистон миллий университети кафедра мудири;

Сеитов Азамат Пўлатович – социология фанлари доктори, профессор, Ўзбекистон миллий университети;

Содиқова Шоҳида Мархабоевна – социология фанлари доктори, профессор, Ўзбекистон халқаро ислом академияси

23.00.00-СИЁСИЙ ФАНЛАР

Назаров Насриддин Атақулович –сиёсий фанлар доктори, фалсафа фанлари доктори, профессор, Тошкент архитектура қурилиш институти;

Бўтаев Усмонжон Хайруллаевич –сиёсий фанлар доктори, доцент, Ўзбекистон миллий университети кафедра мудири.

ОАК Рўйхати
Мазкур журнал Вазирлар Маҳкамаси ҳузуридаги Олий аттестация комиссияси Раёсатининг 2022 йил 30 ноябрдаги 327/5-сон қарори билан тарих, иқтисодиёт, фалсафа, филология, юридик ва педагогика фанлари бўйича илмий даражалар бўйича диссертациялар асосий натижаларини чоп этиш тавсия этилган илмий нашрлар рўйхати (Рўйхатга) киритилган.

Ижтимоий-гуманитар фанларнинг долзарб муаммолари электрон журнали 1368-сонли гувоҳнома билан давлат рўйхатига олинган.
Муассис: “SCIENCEPROBLEMS TEAM” масъулияти чекланган жамият.

Таҳририят манзили:
Тошкент шаҳри, Яккасарой тумани, Кичик Бешёғоч кўчаси, 70/10-уй. Электрон манзил: scienceproblems.uz@gmail.com
Телеграм канал: https://t.me/scienceproblems_uz

М У Н Д А Р И Ж А

10.00.00 – ФИЛОЛОГИЯ ФАНЛАРИ

Axmedov Oybek Saparbaevich
ИНГЛИЗ ВА ЎЗБЕК ТИЛЛАРИДА СОЛИҚ-БОЖХОНА ТЕРМИНОЛОГИЯСИДА АНТОНИМИЯ ҲОДИСАСИНИНГ ЎРНИ 10-18

Нематова Мафтуна
ЛАКУНА И ТИПОЛОГИЯ ЛАКУН 19-24

Hamroyeva Shahlo Mirdjonovna, Matyakubova Noila Shakirjonovna
MOSLASHTIRISH JARAYONIDA O‘ZBEK VA INGLIZ TILIDAGI SODDA GAPLARNING SINTAKTIK TAHLILI 25-32

Jo‘rayeva Nilufar Sobirjon qizi
“SMILE” VA “TABASSUM” TUSHUNCHALARINING LINGVISTIK IFODASI (INGLIZ VA O‘ZBEK TILLARI MISOLIDA) 33-38

Sidiknazarova Zulfiya Mirsharapovna
BADIIY TARJIMA TAHLILINING NAZARIY ASOSLARI 39-43

Jumanova Shahnoza Ikromjonovna
IJTIMOIY – PSIXOLOGIK MOTIVNI ANGLATISHDA PEYZAJNING O‘RNI 44-50

Achilov Oybek Rustamovich
ILGAR SURISH VOSITALARINING BADIIY ASAR SARLAVHASIDA TASNIFLANISHI VA O‘ZIGA XOS XUSUSIYATLARI 51-57

Axmedova Madinabonu Maxmudjonovna
XALQ NASRI JANRLARINING O’ZARO MUNOSABATLARI 58-62

Isroilova Manzura Jamolovna
FRANSUZ KOMPARATIV FRAZEOLOGIZMLARINING USLUBIY XUSUSIYATLARI 63-68

Кенжабоев Шокир Абдулхалимович
ОСОБОЕ МЕСТО В ИЗУЧЕНИИ И РАЗВИТИИ МЕТОДИКИ ПРЕПОДАВАНИЯ ИНОСТРАННОГО ЯЗЫКА В ШКОЛАХ УЗБЕКИСТАНА 69-74

Fayziyev Bahodir Baxshullayevich
J. K. ROULINGNING “GARRI POTTER VA AFSONAVIY TOSH” ASARIDAGI TO‘QIMA NOMLAR VA REALIYALAR HAMDA ULARNING RUS VA O‘ZBEK TILLARIGA TARJIMASI 75-79

Mamatqulova Shoxsanam Isroil qizi
OLAMNING O‘ZBEK LISONIY TASVIRIDA “FIDOIYLIK” KATEGORIYASI 80-84

Тухтаева Фарида Исматуллаевна
ИССЛЕДОВАНИЕ СТЕРЕОТИПОВ РОМАНАХ ПЕРЛ БАК 85-90

Radjabova Dildora Raximovna
PIRIMQUL QODIROVNING "YULDUZLI TUNLAR" ASARI INGLIZCHA TARJIMASIDA BOBUR PSIXOLOGIYASI 91-96

Mansurova Shohista Ismailovna
BADIIY TARJIMANING MAQSADI, VAZIFALARI VA TARJIMA METODLARI 97-102

Ermatov Ixtiyor
SIRDARYO VILOYATI TOPONIMLARI 103-108

Axmedjanova Farida Djavairovna
GRAMMAR INSTRUCTION IN COMMUNICATIVE LANGUAGE TEACHING 109-114

Saitov Suxrob Djumaydillayevich
ARTISTIC INTERPRETATION AND RESOLUTION OF HUMAN
TRAGEDIES IN THE STORY 115-119

Тўрабоева Ҳакима Усмонжон қизи
ФИРДАВСИЙ ДАҲОСИГА МЕҲР 120-124

Toshpo'latova Xusniya Mamayusub qizi, Normamatov Farrux Komiljon o'g'li
INGLIZ REKLAMA SHIORLARI TARJIMASI JARAYONIDA
SHAKL VA MA'NO MUVOFIQLIGI 125-129

Абдуманнонов Хожиакбар Акмалжон угли
ОСВЕЩЕНИЕ ФРАЗЕОЛОГИИ В СВЕТЕ НАУЧНОЙ ЛИТЕРАТУРЫ (краткий обзор на примере учебных пособий и словарей узбекского языка).....130-136

Абдуллаева Раъно Хикматовна
РЕПРЕЗЕНТАЦИЯ КОНЦЕПТА «ДРУГ/ДРУЖБА» В РУССКОЙ И УЗБЕКСКОЙ ПОСЛОВИЧНОЙ ЯЗЫКОВОЙ КАРТИНЕ МИРА 137-144

Hamidova Sayyora Nurmatovna
TILSHUNOSLIKNI MENTALINGVISTIK BOSQICHIDA KOGNITIV TADQIQOTLAR.....145-151

Rustamova Dilrabohon
ATAMALAR LUG'ATINING UMUMIY VA FARQLI TOMONLARI 152-157

Khazratqulova Ozoda Abduganiyevna
EXPRESSION OF THE CONCEPT OF FORGIVENESS IN LEXICOGRAPHIC SOURCES AND ARTISTIC LITERATURE 158-162

Farmonov Nurbek Pulatovich
WEB OF SCIENCE MA'LUMOTLAR TIZIMIDAN FOYDALANISH 163-169

Xojiyeva Oynisa Shabonovna
ALISHER NAVOIY ASARLARIDA TURKIY XALQLAR MAQOLLARINING AKS ETISHI 170-176

Norqobilov Sanjar Rahmat ugli
COMPARING COMPUTATIONAL LINGUISTICS APPROACHES ACROSS LANGUAGES 177-182

Mamarasulova Iroda Jumanovna, Xojimetov Sa'dulla Jumanazarovich
ANGLIYA UYG'ONISH DAVRI ADABIYOTI 183-190

Xo'jamqulov Anvar Jozilovich
OMON MUXTOR ROMANLARIDA POETIK USLUB QIRRALARI.....191-196

12.00.00 – ЮРИДИК ФАНЛАР

Кутыбаева Елизавета Дуйсенбаевна, Аманиязова Света Байниязовна
ВОПРОСЫ ПОВЫШЕНИЯ ЭФФЕКТИВНОСТИ ОРГАНИЗАЦИИ
И ФУНКЦИОНИРОВАНИЯ СИСТЕМЫ ОРГАНОВ ИСПОЛНИТЕЛЬНОЙ ВЛАСТИ В РЕСПУБЛИКЕ УЗБЕКИСТАН 197-203

Мирзаабдуллаева Матлуба Рустамовна
СУВДАН ФОЙДАЛАНУВЧИ ВА СУВ ИСТЕЪМОЛЧИСИ ТУШУНЧАЛАРИНИНГ ҲУҚУҚИЙ АҲАМИЯТИ ХУСУСИДА АЙРИМ МУЛОҲАЗАЛАР.....204-209

Toshkanov Nurbek Bahriddinovich
BILIMLAR IQTISODIYOTI VA INTELLEKTUAL MULK: TIJORATLASHTIRISHNING BA'ZI HUQUQIY JIHATLARI VA MUAMMOLARI 210-216

Nishonov Abdulloh Ubaydulloh o‘g’li
ATOM ENERGIYASINI JOYLASHTIRISHNING XALQARO EKOLOGIK TALABLARI 217-223

13.00.00 – ПЕДАГОГИКА ФАНЛАРИ

Javliyeva Shaxnoza Baxodirovna
OLIY TA’LIM MUASSALARIDA TA’LIM SIFATINI OSHIRISHNING PEDAGOGIK SHART-SHAROITLARI 224-228

Sadullayeva Shahlo Azimbayevna, Parmankulov Farxodjon Nurali o‘g'li
TYUTORLAR ISH JARAYONIGA RAQAMLI TEXNOLOGIYALARNI TATBIQ ETISH METODIKASI 229-233

Pirimova Nargiza Adilovna
SPORT-TAYYORGARLIK MASHG‘ULOTLARIDA BALANDLIKKA SAKROVCHI QIZLARNING O‘QUV-MASHG‘ULOT JARAYONLARINI TAKOMILLASHTIRISH 234-239

Tangirqulov Elmurod Aliyarovich
BOSHLANG‘ICH SINF O‘QUVCHILARIDA ATROF-MUHITNI ASRASH ORQALI EKOLOGIK TARBIYA BERISH MEXANIZMLARINI TAKOMILLASHTIRISHNING O‘ZIGA XOS XUSUSIYATLARI VA “YASHIL MAKON” MODULLARI 240-244

Xayrov Rasim Zolimxon o‘g‘li
BO‘LAJAK TASVIRIY SAN’AT O‘QITUVCHILARINING KASBIY-METODIK TAYYORGARLIGINI TAKOMILLASHTIRISHDA TA’LIM TEXNOLOGIYALARINING QO‘LLANILISHI 245-258

Ahmadjonova Odina Anvarjon qizi
ZAMONAVIY TA’LIM MUHITIDA INGLIZ TILI DARSLARIDA STEAM TA’LIM TEXNOLOGIYASIDAN FOYDALANISHNING AHAMIYATI: STEAM KOMPETENSIYALAR TUSHUNCHASI 259-265

Valieva Xolida
AJDODLAR MEROSI - INSONIYAT BOYLIGI 266-271

Djumayeva Dildora Isroilovna
BOSHLANG‘ICH SINF O‘QUVCHILARIDA EKOLOGIK MADANIYATNI SHAKLLANTRISHNING PEDAGOGIK-PSIXOLOGIK XUSUSIYATLARI 272-277

Davlatova Nilufar Vosiljonovna
TA’LIM-ISHLAB CHIQARISH INTEGRATSIYASINI KUCHAYTIRISHDA ZAMONAVIY TA’LIMNING O‘RNI VA MOLIYALASHTIRISH MEXANIZMLARI 278-285

Mamaraimova Zebo Shafoatovna
YUQORI SINF O‘QUVCHILARINI OILAVIY HAYOTGA TAYYORLASHNING PEDAGOGIK TAMOYILLARI 286-290

Turayev Yolqin Sherzod o‘g’li
KATTA MAKTABGACHA TA’LIM YOSHDAGI BOLALARDA DALILIY ASOSLASH KO‘NIKMASINI SHAKLLANTIRISH YO‘LLARI 291-295

Abdurasulova Shoira Kushakovna
BO‘LAJAK BOSHLANG’ICH SINF O‘QITUVCHILARINING KASBIY KOMPETENTLILIGINI INTEGRATIV YONDASHUV ASOSIDA RIVOJLANTIRISH 296-305

Sottarov Abduvali Umirqulovich
UMUMIY FIZIKA KURSINI O‘QITISHDA NANOTEXNOLOGIYA FAN VA TEXNIKA SOHASI SIFATIDA 306-310

Xushnazarova Ma’mura Nodirovna
VOLONTYORLIK FAOLIYATINIG IJTIMOIY-PEDAGOGIK MUAMMOLARI 311-315

Xushvaqtov Umar Norqobilovich
AXBOROT TEXNOLOGIYALARIDAN FOYDALANIB O‘QUVCHILARDA IMPERATIV TAFAKKURNI RIVOJLANTIRISHDA KOMPETENSIYANING RO‘LI 316-320

Alimqulova Ra’noxon Gulmirzayevna
BO‘LAJAK BOSHLANG'ICH SINF O‘QITUVCHILARIDA NUTQ MADANIYATINI RIVOJLANTIRISHGA ZAMONAVIY YONDASHUVLAR 321-326

No‘monxonova Muattarxon Nosirxon qizi
BO‘LAJAK TILSHUNOSLARDA KOMMUNIKATIV KOMPETENSIYALARINI SHAKLLANTIRISHDA AXBOROT TEXNOLOGIYALARKOMMUNIKATIV KOMPETENSIYALARINING AFZALLIKLARI VA KAMCHILIKLARI 327-331

Xalikov Faroxidin
TA’LIM TIZIMIDA TESTOLOGIYADAN FOYDALANISHNING NAZARIY ASOSLARINI TAKOMILLASHTIRISH SAMARADORLIGI 332-339

Abduvaxidov Xusan Abdukulovich
OLIY TA’LIM TALABALARIDA INNOVATSION YONDASHUV ORQALI KOMPETENTSIYALARINI SHAKLLANTIRISH 340-345

Якубова Нафиса Одилжановна
ОЛИЙ ТАЪЛИМ МУССАСАЛАРИДА ЧИЗМАЧИЛИК ДАРСЛАРИДА ТАЛАБАЛАРНИ ИЖОДИЙ-КРЕАТИВ ФИКРЛАШГА ЎРГАТИШ МЕТОДИКАСИНИ ТАКОМИЛЛАШТИРИШ 346-354

Karimov Qayum Mamashayevich
TALABALARNI KOMPYUTERLI MATEMATIKA TIZIMLARINING GRAFIK IMKONIYATIDAN FOYDALANISH BO‘YICHA BILIMINI OSHIRISH 355-360

Yusupova Shoxista Alimjanovna
TO‘GARAK MASHG‘ULOTLARI ORQALI TASVIRIY SAN’AT FANIGA ASOSLANGAN XOLDA O‘QUVCHILAR IJODIY QOBILIYATINI RIVOJLANTIRISHNING O‘ZIGA XOS XUSUSIYATLARI 361-371

Касимов Ойбек Омилович
СПОРТДА АХЛОҚИЙ ҚОИДАЛАР ВА “FAIR PLAY” НОРМАЛАРИНИНГ АҲАМИЯТИ ...372-378

Abduraxmonov Akbar Abduxamidovich
MILLIYLIK VA UMUMINSONIYLIK TAMOYILLARI UYG‘UNLASHUVINING NAZARIY-METODOLOGIK JIHATLARI 379-386

Фазлиддинов Шухрат Фахриддинович
ПРИМЕНЕНИЕ ИННОВАЦИОННЫХ ПЕДАГОГИЧЕСКИХ ТЕХНОЛОГИЙ НА ЗАНЯТИЯХ ПРИ ИЗУЧЕНИИ КАТЕГОРИИ РОДА ГЛАГОЛА В ПЕДАГОГИЧЕСКИХ ВУЗАХ.....387-394

Jurayev Bobomurod Ramazonali o‘g‘li
TALABALARNING JISMONIY FAOLLIGINI OSHIRISH VA RIVOJLANTIRISH JARAYONINING SAMARADORLIK DARAJASI 395-400

Eshbekova Gulabahor Zafarboyevna
MAKTABGACHA YOSHDAGI BOLALARNING YOZISH KO‘NIKMALARINI SHAKLLANTIRISH MUAMMOLARI 401-406

Khidirova Malakhat Qazakhovna
ORGANIZATION AND EVALUATION OF THE EDUCATIONAL PROCESS BASED ON EUTAGOGICAL APPROACHES 407-413

Fayzullayeva Madina Abdumo‘min qizi, Xolbo‘tayeva Moxinur Temurboy qizi
MENEJMENT SOHASINI O‘QITISHDA RAQAMLI TEXNOLOGIYALARDAN FOYDALANISH 414-420

Achilov Nuriddin Abdugafforovich
AL-HAKIM AT-TERMIZIY TA’LIMOTINING ILMIY TADQIQI 421-426

Norinov Muxammadyunus Usibjonovich
JAMIYAT TARAQQIYOTIDA BO‘LAJAK MUHANDISLARNING KASBIY KOMPETENSIYALARINI TAKOMILLASHTIRISHNING AHAMIYATI 427-432

Begimqulov Zarif Axmadovich
JISMONIY TARBIYA YO‘RIQCHISINING IJTIMOIY-MADANIY KOMPETENTLIGINI RIVOJLANTIRISHDA MALAKA OSHIRISH JARAYONINING AHAMIYATI 433-438

Izbosarova Zuxro Anatoliy qizi
BO‘LAJAK BOShLANG‘ICh SINF O‘QITUVChILARINING KOMMUNIKATIV KO‘NIKMALARINI RIVOJLANTIRISh SAMARADORLIGI 439-443

Jumayev Sirojiddin Zafarovich
MOLEKULYAR BIOLOGIYADAN OQSILLARNING AMINOKISLOTA TARKIBI VA AMINOKISLOTALARNING TASNIFI MAVZUSINI O‘QITISHDA MASALA VA MASHQLARDAN FOYDALANISH 444-449

Pulatova Muxabbat Egamberdiyevna
BOSHLANG‘ICH SINF O‘QITUVCHILARIDA INNOVATSION KOMPETENSIYANI RIVOJLANTIRISHNING PEDAGOGIK-PSIXOLOGIK XUSUSIYATLARI 450-457

Yuldashev Mengali Ziyaduloyevich
BOSHLANG`ICH SINF O‘QITUVCHILARIDA MUSTAQIL ISHLASH KOMPITENSIYALARINI RIVOJLANTIRISH 458-463

Ижтимоий-гуманитар фанларнинг долзарб муаммолари. -№ 12/2 (3)-2023.
ISSN: 2181-1342 (Online)
https://scienceproblems.uz

10.00.00- Филология фанлари

Axmedjanova Farida Djavairovna
Faculty of the English language 1,
Department of the English history
axmedjanovafarida@gmail.com

GRAMMAR INSTRUCTION IN COMMUNICATIVE LANGUAGE TEACHING

Annotation. This article explores the role of grammar instruction within the framework of Communicative Language Teaching (CLT). As language educators strive to strike a balance between form-focused instruction and meaningful communication, this study aims to provide insights into effective approaches for integrating grammar into CLT. The article discusses the impact of grammar instruction on language proficiency, learner motivation, and communicative competence.
Key words: Grammar Instruction; Communicative Language Teaching (CLT); Language Proficienc.

Axmedjanova Farida Oavairovna
Ingliz tili fakulteti 1, Ingliz tili tarixi kafedrasi

KOMMUNIKATIV TIL O`QITISHDA GRAMMATIKA YO`L-YO`RIG`I

Annotatsiya. Ushbu maqola kommunikativ tilni o`rgatish (CLT) doirasida grammatika o`qitishning rolini o`rganadi. Til o`qituvchilari shaklga yo`naltirilgan ta'lim va mazmunli muloqot o`rtasida muvozanatni saqlashga intilayotganligi sababli, ushbu tadqiqot grammatikani CLTga integratsiya qilishning samarali yondashuvlari haqida tushuncha berishga qaratilgan. Maqolada grammatik o`qitishning tilni bilish, o`quvchilar motivatsiyasi va kommunikativ kompetentsiyaga ta'siri muhokama qilinadi.
**Kalit so`zlar:** Grammatika; Kommunikativ tillarni o`rgatish (CLT); Til bilimi.

Ахмеджанова Фарида Джаваировна
Факультет английского языка 1,
кафедра истории Англии

ГРАММАТИЧЕСКОЕ ОБУЧЕНИЕ ПРИ КОММУНИКАТИВНОМ ОБУЧЕНИИ ЯЗЫКУ

Аннотация. В этой статье исследуется роль обучения грамматике в рамках коммуникативного преподавания языка (CLT). Поскольку преподаватели языка стремятся найти баланс между обучением, ориентированным на форму, и осмысленным общением, цель этого исследования - предоставить представление об эффективных подходах к интеграции грамматики в CLT. В статье рассматривается влияние обучения грамматике на владение языком, мотивацию учащихся и коммуникативную компетентность.
Ключевые слова: Обучение грамматике; Коммуникативное преподавание языка (CLT); Знание языка.

DOI: https://doi.org/10.47390/SPR1342V3I12.2Y2023N17

Communicative Language Teaching (CLT) has gained prominence as an approach that emphasizes the use of language for meaningful communication rather than isolated language

forms. However, the role of grammar instruction within the CLT framework remains a subject of ongoing debate. This article seeks to address this discourse by delving into the intersection of grammar pedagogy and communicative language learning. By examining the theoretical underpinnings of CLT and the evolving landscape of language education, we aim to elucidate the nuanced relationship between grammar instruction and communicative competence. As educators navigate the challenge of balancing form-focused activities with communicative tasks, a deeper understanding of how grammar contributes to language proficiency and learner motivation becomes essential. This exploration aims to provide valuable insights and practical implications for educators seeking to enhance the effectiveness of grammar instruction in communicative language teaching settings [9, p.14].

The field of language education has undergone a significant paradigm shift over the years, with Communicative Language Teaching (CLT) emerging as a prominent approach that prioritizes the use of language for meaningful communication. In the context of CLT, the role of grammar instruction has been a subject of ongoing exploration and debate. This article aims to delve into the intricate relationship between grammar instruction and communicative language teaching, shedding light on the importance of striking a delicate balance between form-focused activities and the pursuit of meaningful communication [5, p. 504-506].

CLT, rooted in the communicative competence model proposed by Hymes (1972), places a strong emphasis on the ability to use language effectively in real-life situations. Unlike traditional approaches that isolated grammar instruction from communicative tasks, CLT seeks to integrate language forms into meaningful contexts. This integration is based on the belief that learners acquire language best when it is used for authentic communication, where the focus is not solely on accuracy but also on fluency and pragmatic appropriateness. While the communicative approach advocates for language learning through interaction, the question arises: where does explicit grammar instruction fit into this framework? Critics argue that an exclusive focus on communication may neglect the crucial role that a solid grammatical foundation plays in language proficiency. On the other hand, proponents of CLT contend that an overemphasis on explicit grammar instruction can stifle learners' creativity and hinder their ability to use language flexibly in diverse contexts. To address this dichotomy, educators must explore effective strategies for integrating grammar into the communicative language teaching paradigm. One approach involves incorporating grammatical structures into communicative activities, such as role-plays, debates, and collaborative projects. This not only contextualizes grammar but also provides learners with opportunities to use language authentically. Another strategy involves providing implicit feedback during communicative tasks. Rather than interrupting the flow of communication to correct every grammatical error, instructors can provide feedback that guides learners toward self-correction. This allows learners to develop a heightened awareness of language use without impeding the communicative process.

Research indicates that a judicious blend of grammar instruction within a communicative framework positively influences language proficiency. Learners who receive explicit instruction on grammar rules alongside opportunities for communicative practice often demonstrate a more nuanced understanding of language structures. Moreover, integrating grammar in a relevant context can enhance learner motivation, as students perceive the immediate applicability of language forms in real-life situations. Communicative competence, a cornerstone of CLT, encompasses not only grammatical accuracy but also sociolinguistic and

strategic competence [7, p. 41]. A well-designed grammar instruction component in CLT contributes to the development of all these facets. Learners exposed to varied communicative tasks with an integrated focus on grammar are better equipped to navigate diverse linguistic situations, understanding not only the linguistic norms but also the social appropriateness of their language use.

Communicative Language Teaching (CLT) is an approach to language teaching that emphasizes the importance of communication and interaction in the learning process. In CLT, grammar instruction plays a crucial role in helping students develop their language skills effectively. In CLT, grammar instruction is integrated into communicative activities and tasks that require students to use the language in meaningful contexts. This approach allows students to learn and practice grammar in a way that mirrors real-life communication, making the learning process more engaging and relevant. One of the key principles of CLT is the idea that language learning should focus on real communication rather than just rote memorization of grammar rules. This means that grammar instruction in CLT is not just about teaching students the structure of the language, but also about teaching them how to use it in authentic situations [1, p. 819-823].

When it comes to teaching grammar in a communicative way, teachers often use a variety of techniques and activities to help students internalize grammatical structures. For example, teachers may use role-plays, information gap activities, and problem-solving tasks that require students to use specific grammatical structures in order to communicate successfully. In addition, teachers may also incorporate authentic materials such as newspaper articles, advertisements, and videos into their lessons to expose students to natural language use and provide them with opportunities to practice using grammatical structures in context [3, p. 165]. Another key aspect of grammar instruction in CLT is providing feedback on students' language use. Teachers can do this by giving corrective feedback during communicative activities or by providing opportunities for reflection on language use after completing a task. This helps students become more aware of how they are using grammar in their speech and writing, leading to improved accuracy over time. It's important to note that while CLT emphasizes communication as the primary goal of language learning, this does not mean that accuracy is ignored. On the contrary, CLT recognizes the importance of accuracy but believes it should be achieved through meaningful communication rather than through isolated drills and exercises. Overall, grammar instruction in CLT aims to help learners develop their language skills by providing them with opportunities to use grammatical structures in meaningful ways. By integrating grammar into communicative activities and tasks, teachers can help students develop both fluency and accuracy in their language learning journey [2, p. 10-11].

Teaching grammar effectively to students is a critical component of language education. Proficiency in grammar is essential for effective communication, both in writing and speaking. By employing a variety of engaging and interactive teaching methodologies, educators can help students develop a strong grasp of grammar rules and usage. Before delving into the strategies for teaching grammar effectively, it's crucial to emphasize the importance of grammar instruction. Grammar forms the backbone of language, providing the structural framework that enables clear and coherent communication. A strong command of grammar enables students to express themselves more precisely, convey their thoughts with clarity, and effectively communicate their ideas. When teaching grammar, it is essential to start with the fundamental

building blocks of language. Introduce students to the basic elements of grammar, including parts of speech, sentence structure, and punctuation. Provide clear explanations, using relatable examples and visual aids to help students understand these foundational concepts [4].

To facilitate engagement and enhance comprehension, it is important to show students the relevance of grammar in their daily lives. Highlight how proper grammar is crucial in academic writing, professional communication, and even in digital communication platforms. By demonstrating the real-world implications of grammar, educators can help students appreciate its significance and motivate them to learn. Incorporating various teaching methods, such as visual aids, interactive activities, multimedia resources, and hands-on exercises, creates a multimodal learning experience that caters to diverse learning styles [6, p. 41]. Visual aids like diagrams, flowcharts, and infographics can help students visualize grammar rules, while interactive activities and multimedia resources make learning grammar more engaging and dynamic. Integrating grammar into context-based learning experiences can enhance students' understanding and retention. By using authentic language materials such as literature, news articles, advertisements, and digital media, educators can illustrate grammar concepts in real-life contexts. Relating grammar to everyday situations helps students connect theory with practice, making learning more meaningful and applicable [8].

Encouraging active participation is crucial for effective grammar instruction. Interactive activities, group discussions, role-playing exercises, and collaborative projects can create a dynamic learning environment where students actively engage with grammar concepts. Providing opportunities for students to apply grammar rules in practical situations helps reinforce their understanding and retention of the material.

Consistent and constructive feedback is essential for students to understand their strengths and areas for improvement. Offering specific guidance on grammar usage and writing skills empowers students to enhance their language proficiency. Constructive feedback fosters a growth mindset, where students view mistakes as opportunities for learning and growth.

First and foremost, it is crucial to emphasize the use of meaningful context when teaching grammar within a communicative language teaching framework. Rather than relying solely on traditional grammar exercises, instructors should incorporate real-life scenarios and authentic materials to demonstrate how grammar is used in natural communication. This may include using dialogues, role-plays, and authentic texts to illustrate the practical application of grammar in everyday situations. By grounding grammar instruction in meaningful contexts, students can better understand the relevance and utility of the target language structures. In addition to emphasizing meaningful contexts, form-focused tasks play a crucial role in teaching grammar within CLT. These tasks are designed to help students notice and understand the structure and patterns of the language. Form-focused activities may include error correction exercises, gap-fill tasks, and structured practice activities that reinforce the grammar rules. By engaging students in form-focused tasks, instructors can help learners internalize the grammatical structures of the language while also providing opportunities for practice and application. Furthermore, the use of authentic materials is instrumental in integrating grammar instruction within CLT. Authentic materials such as videos, songs, and articles naturally incorporate the target grammar points within genuine language use. By exposing students to authentic materials, instructors can help learners see grammar in a natural context and understand its usage in real communication. This approach not only enhances students'

language skills but also fosters an appreciation for the cultural and linguistic nuances of the language being studied. Moreover, providing ample opportunities for practice is crucial when teaching grammar within a communicative language teaching framework. Students should be encouraged to use the target grammar structures in speaking and writing activities. Pair and group work, discussions, and writing tasks that require the application of the target grammar facilitate meaningful practice. Through these activities, students can actively engage with the language and develop their proficiency in using the grammar structures to convey their thoughts and ideas.

Central to effective grammar instruction within CLT is the encouragement of meaningful language use. Instructors should emphasize the importance of using grammar to convey meaning and communicate effectively. By focusing on the message students want to convey, rather than solely on the correct grammar structure, learners are more likely to develop a natural and intuitive grasp of the language.

Finally, providing constructive and timely feedback is paramount in facilitating students' language development within a CLT approach. Instructors should offer feedback on students' use of grammar in their speaking and writing, focusing on both accuracy and fluency. By providing targeted feedback, students can identify areas for improvement, refine their language skills, and become more confident and proficient communicators.

In communicative language teaching, grammar instruction is an essential component of language learning. However, traditional grammar teaching methods often focus on rote memorization and drills, which can be less effective in promoting real communication skills. Therefore, it is important to consider how grammar instruction can be integrated into communicative language teaching in a more effective and engaging way.

In our opinion, for integrating grammar instruction into communicative language teaching, the following ways are of utmost importance:

1. Contextualizing grammar instruction: Rather than teaching grammar rules in isolation, integrating grammar instruction into meaningful contexts is more effective. We should use authentic materials such as dialogues, texts, and multimedia resources to present grammar structures in real-life situations. This approach helps learners to see the practical application of grammar rules in communication.

2. Using guided discovery: Instead of presenting grammar rules explicitly, it is better to scaffold learners' discovery of grammar through guided activities. Teachers should provide contexts where learners can infer grammar rules through guided practice and analysis of language patterns, which can enhance their understanding and retention of grammar structures.

3. Focusing on meaning and form: In communicative language teaching, the emphasis is on communication and meaning. However, it's important to also address accurate language use. We should balance meaning-focused activities with form-focused activities that draw attention to specific grammar structures ensures that learners develop both fluency and accuracy in their language use.

4. Offering corrective feedback: While promoting communication, teachers should provide timely, specific, and supportive feedback on language errors. This helps learners to notice and rectify their mistakes, fostering language accuracy while not inhibiting their willingness to communicate.

5. Personalized learning: Tailoring grammar instruction to learners' interests and needs is also highly recommended. We should allow opportunities for learners to relate grammar structures to their own experiences, opinions, and interests, which can increase their engagement and motivation to learn.

By incorporating these suggestions, teachers can effectively integrate grammar instruction into communicative language teaching, fostering a balance between effective communication and language accuracy. Ultimately, this approach can help learners develop practical language skills that they can confidently apply in real-life communication.

In conclusion, grammar instruction in communicative language teaching is essential for language learners to develop a solid foundation in the target language. While the focus of communicative language teaching is on communication and real-life situations, an understanding of grammar rules and structures is necessary for effective communication. By integrating grammar instruction within communicative activities, students can learn and practice grammar in context, making their learning experience more meaningful and practical. It is important for educators to strike a balance between teaching grammar explicitly and allowing for natural language acquisition through meaningful communication. Overall, incorporating grammar instruction in communicative language teaching can enhance students' linguistic proficiency and fluency in the target language.

Адабиётлар/Литература/References:

1. Akhmedjanova, F. D. (2022). COMMUNICATIVE LANGUAGE TEACHING APPROACH. Oriental renaissance: Innovative, educational, natural and social sciences, 2(1), 819-823.
2. Ахмеджанова, Ф. (1970). Творчество прогрессивных поэтов андижанской литературной среды конца XIX в. и начала XX в. Раджи, Мунтазир, Шавки). Автореферат канд. дисс. Ташкент, 10-11.
3. Шукурова, М. А. XVI-XVIII АСРЛАРДА ИНГЛИЗ ТИЛИДА ЭТИКА АТАМАЛАРИНИНГ РИВОЖЛАНИШИГА ДОИР БАЪЗИ МАСАЛАЛАР НЕКОТОРЫЕ ВОПРОСЫ РАЗВИТИЯ ЭТИЧЕСКИХ ТЕРМИНОВ В АНГЛИЙСКОМ ЯЗЫКЕ XVI-XVIII ВЕКОВ SOME ISSUES ON THE DEVELOPMENT OF TERMS OF ETHICS IN THE. ANIQ VA TABIIY FANLAR, 165.
4. Shukurova, M. A. Development Of The Informative Structure Of The Lexical-Conceptual Field Of Ethics In The 16th-18th Centuries.
5. Askarovna, S. M. (2021). General Linguistic Theories in English Linguistics of the Xvi-xvii Centuries and the Practice of Norms in Vocabulary. European Scholar Journal, 2(4), 504-506.
6. Шукурова, М. (2023). XVI-XVII ASRLAR INGLIZ TILI ETIKA TERMINLARINING STRUKTUR TAHLILI. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz), 41(41).
7. Шукурова, М. (2023). REVIEW OF LINGUISTIC THEORIES IN THE ENGLISH LANGUAGE OF THE RENAISSANCE PERIOD. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz), 41(41).
8. Uktamova, N. (2021). THEORETICAL ISSUES TO INCREASE THE EFFICIENCY OF EMISSION
9. OPERATIONS OF COMMERCIAL BANKS. International Finance and Accounting, 2021(4), 14.

ISSN: 2181-1342 (Online)
Сайт: https://scienceproblems.uz
DOI: 10.47390/SPR1342V3I12.1/2Y2023

SCIENCEPROBLEMS.UZ

ИЖТИМОИЙ-ГУМАНИТАР ФАНЛАРНИНГ ДОЛЗАРБ МУАММОЛАРИ

№ 12/2 (3) – 2023

АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО-ГУМАНИТАРНЫХ НАУК

ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

Ижтимоий-гуманитар фанларнинг долзарб муаммолари” электрон журнали 2020 йил 6 август куни 1368-сонли гувоҳнома билан давлат рўйхатига олинган.

Муассис: “SCIENCEPROBLEMS TEAM” масъулияти чекланган жамияти

Таҳририят манзили:
100070. Тошкент шаҳри, Яккасарой тумани, Кичик Бешёғоч кўчаси, 70/10-уй. Электрон манзил: scienceproblems.uz@gmail.com

Боғланиш учун телефонлар:
(99) 602-09-84 (telegram).