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THE ROLE OF INVESTMENTS IN THE DEVELOPMENT OF THE NATIONAL ECONOMY

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Abstract: *the article under discussion depicts the development of the national economy, factors influencing the economy's prosperity and the role of investments in enhancing the growth of the economy. The author of the article discusses four basic considerations which foster growth and bring opportunities for investments.*

Keywords: *economy, national, development, improve, politicians, industrialization, economists, westernization, concept, academic, industrial, investments.*

Economic development is the process in which a nation is being improved in the sector of the economic, political, and social well-being of its people. The term has been used frequently by economists, politicians, and others in the 20th and 21st centuries. The concept, however, has been in existence in the West for centuries. "Modernization, "westernization", and especially "industrialization" are other terms often used while discussing economic development. Economic development has a direct relationship with the environment and environmental issues. Economic development is very often confused with industrial development, even in some academic sources.

Whereas economic development is a policy intervention endeavor with aims of improving the economic and social well-being of people, economic growth is a phenomenon of market productivity and rise in GDP. Consequently, as economist O'Sullivan points out, "economic growth is one aspect of the process of economic development" [1, p.p. 34-58].

The scope of economic development includes the process and policies by which a nation improves the economic, political, and social well-being of its people. The University of Iowa's Center for International Finance and Development states that: "Economic development' is a term that economists, politicians, and others have used frequently in the 20th century. The concept, however, has been in existence in the West for centuries. Modernization, Westernization, and especially Industrialization are other terms people have used while discussing economic development. Economic development has a direct relationship with the environment". [2, p.p. 55-59].

There are many factors influencing the growth of the national economy, one of them is investments. Investment influences the rate of economic growth because it is a component of aggregate demand (AD) and more importantly influences the productive capacity of the economy (LRAS). Investment means expenditure on capital spending, e.g. buying new machines, building bigger factories, buying robots to enable automation.

Investment is a component of Aggregate Demand (AD). Therefore, if there is an increase in investment, it will help to boost AD and short-run economic growth. If there is spare capacity, then increased investment and a rise in AD will increase the rate of economic growth. If investment is effective then it should also increase the productive capacity of the economy. For example, investing in skills and education can increase labour productivity. Investment in new technology and capital can increase productivity and the productive capacity of the economy; this helps to shift long-run aggregate supply (LRAS) to the right. An increase in LRAS is essential for long-term economic growth; it can increase economic growth without inflation. If investment leads to a significant increase in productivity then – it can lead to an increase in the long run trend rate of economic growth. Investment can lead to higher real GDP without inflation [3, p.p. 61-67].

Evaluation of the role of investments in the development of the national economy:

- It depends on the type of investment. For example, misplaced government investment in improving industrial capacity could be inefficient and fail to increase productivity in the economy. Private sector investment or investment from overseas may be much more effective in actually increasing productivity as private firms have more knowledge about most effective types of investment.

- However, some countries may have supply-constraints in public goods – roads, bridges, infrastructure. These public goods will not be provided fully by the free-market; therefore, it may require government investment to overcome the supply bottlenecks. For example, congestion on the roads is a major constraint for business and economic activity.

- In the long term, investment is important for improving productivity and increasing the competitiveness of an economy. Without investment, an economy could enjoy high levels of consumption, but this creates an unbalanced economy. There will tend to be a current account deficit and little investment in future growth prospects.

Generally, there are four basic considerations which foster growth and bring opportunities for investments. These are legal safeguards, stable currency and existence of financial institutions to aid savings and forms of business organization.

Investment decisions have become significant as people retire between the age of 60 and 65. Also, the trend shows longer life expectancy. The earnings from employment should be calculated in such a manner that a portion is put away as savings. Savings by themselves do not increase wealth; these must be invested in such a way that the principal and income will be adequate for a greater number of retirement years.

The importance of investment decisions is enhanced by the fact that there is an increasing number of women are working in organizations. Men and women will be responsible for planning their own investments during their working life so that after retirement they are able to have a stable income. Increase in the working population, proper planning for life span and longevity have ensured the need for balanced investments.

Taxation is one of crucial factors in any country which introduces an element of compulsion in a person's savings. There are various forms of savings outlets in our country in the form of investments which help in bringing down the tax level. These are discussed under availability of investment media.

The level of interest rates is another aspect which is necessary for a sound investment plan. Interest rates vary between one investment and another. These may vary between risky and safe investments; they may also differ due to different benefit schemes offered by the investments.

These aspects must be considered before allocating any amount in investments. A high rate of interest may not be the only factor favouring the outlet for investment. The investor has to include in his portfolio several kinds of investments.

Every developing economy is phased with the problem of rising prices and inflationary trends. In India, inflation has become a continuous problem since the last decade. In these years of rising prices, several problems are associated coupled with a falling standard of living. Before funds are invested, erosion of the resources will have to be carefully considered in order to make the right choice of investments.

The investor will try and search an outlet which will give him a high rate of return in the form of interest to cover any decrease due to inflation. He will also have to judge whether the interest or return will be continuous or there is a likelihood or irregularly.

Investment decisions have assumed importance due the general increase in employment opportunities in India. The stages of development in the country have accelerated demand and a number of new organizations and services have increased. Jobs are available in new sectors like software technology; business processing offices, call centers, exports, media, tourism, hospitality, manufacturing sector, banks, insurance and financial services. The employment opportunities gave rise to increasing incomes.

More incomes have increased a demand for investments in order to bring in more income above their regular income. The different avenues of investments can be selected to support the regular income. Awareness of financial assets and real assets has led to the ability and willingness of working people to save and invest their funds for return in their lean period leading to the importance of investments.

Thus, the objectives of investment are to achieve a good rate of return in the future, reducing risk to get a good return, liquidity in time of emergencies, safety of funds by selecting the right avenues of investments and a hedge against inflation [3, p.p. 61-67].

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ДУХОВНО-ПРАВСТВЕННОЕ СТАНОВЛЕНИЕ ЛИЧНОСТИ УЧИТЕЛЯ

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Аннотация: вероятно, ожидается, что в данной работе будет говориться о том, как педагогические вузы и училища, а затем и сама практика работы в образовательном учреждении способствует развитию в педагоге чувства гуманности, все большей любви к детям и своей профессии, а заодно бескорыстности, честности, открытости и стремлению к совершенствованию в своей предметной области, и, разумеется, в области знаний психологии и педагогики.

Увы, знакомство с большим числом учителей, воспоминания о проведенных в школе годах и, наконец, откровенные беседы с учителями, уже ушедшими на заслуженный отдых либо сменившими свою профессию на менее нервную заставляет считать, что духовно-нравственное становление педагога идет совсем иным путем. Хотя, разумеется, нет правил, без исключений.

Учителя разные

Если провести официальный опрос, почему Вы выбрали профессию учителя, большая часть педагогов ответит, что с детства мечтали «сеять разумное, доброе, вечное», что педагогический вуз был их мечтой и они счастливы, что мечта реализовалась. Едва ли стоит доверять подобным словам. Учителя – люди осторожные, недоверчивые. Им не понаслышке известно, что каждое неосторожно сказанное слово может обернуться против них.

Впрочем, и ученики, и родители, и, конечно, сами учителя, знают, что очень многие педагоги пошли в школу и потому, что конкурсы в педагогические вузы далеко не самые высокие, и потому, что надеялись после окончания этого вуза уйти в какую-то другую сферу, но не срослось, и потому, что продолжительный летний отпуск очень важен для семьи. Наконец, чтобы там ни говорили, но сегодня зарплата педагогов в России не самая низкая. Часто учителям дают 1,5 – 2 ставки. Конечно, это очень большая и тяжелая нагрузка, но помимо того существуют доплаты за классное руководство, за кабинет (у некоторых учителей – предметников).

Разумеется, часть учителей работает в школе по призванию, но таких едва ли больше 30%.

Следует также учитывать, что отношение учителей как к своему труду, так к себе, к детям меняется и зависит от многих обстоятельств. Имеет место и профессиональное выгорание, и, наоборот, нахождение в школе своего места и своего призвания.

Факторы влияния на духовно-нравственное становление учителя

Духовно-нравственное становление – явление психологическое. Оно формируется под действием как врожденных факторов, так и внешней среды. Эти факторы внешней среды мы сейчас и обсудим.

На первое место поставим ситуацию в трудовом коллективе, в данном случае – в школе. Если в ней есть сложившийся коллектив со своими традициями, дружескими

отношениями, грамотным и сильным руководителем, то, как правило, этот фактор способствует становлению нового учителя, влившегося в данный коллектив и готового принять то, что можно назвать корпоративной культурой. При этом опытные учителя оказывают вновь прибывшим дружескую поддержку и советом, и примером, и делясь своими дидактическими находками и педагогическими методиками. Директор школы и его заместители обеспечивают возможности для профессионального роста. Бывают школы (в основном – специализированные), в которых учащиеся мотивированы, заинтересованы в получении знаний. В такой удивительной атмосфере у учителя вполне может сформироваться и позитивное отношение к своей профессии, и любовь и уважение к учащимся и коллегам, и желание постоянно совершенствовать все стороны педагогического мастерства.

Руководитель образовательного учреждения поглощен хозяйственными проблемами, среди коллег у него есть любимцы, которых он продвигает, которым верит и во всех ситуациях стоит на их стороне. Новые сотрудники, вливаясь в такой коллектив, либо замыкаются в себе, либо ищут свое место, воюют за него, адаптируясь к коллективу и становясь внешне покорными руководству и дружелюбными к коллегам, но всегда готовыми предать и руководителей, и учителей, и саму профессию. Обычно в таких коллективах формируются группы, которые не особенно дружат друг с другом, а в отдельных случаях и враждуют.

Следующий фактор внешней среды – сама образовательная система, которая требует от учителя выполнение ряда функций, не всегда соответствующих традиционным представлениям о педагогике. Так, учителям приходится участвовать в избирательных кампаниях, причем это их участие регламентировано и в ряде случаев отвечает не букве закона, а политическим целям властных структур. От учителей требуется решение ряда хозяйственных вопросов, для решения которых приходится собирать деньги с родителей. Это вызывает у родителей далеко не обоснованные подозрения в корыстных интересах учителей.

Руководитель образовательного учреждения, методист, инспектор отдела образования и другие требуют огромной отчетности. Особенно много информации приходится предоставлять классному руководителю. При этом не вполне понятно, кому и зачем нужны данные о среднем балле по классу, о числе отличников, хорошистов и т.д. Вообще борьба за высокий средний балл ведет в первую очередь к завышению оценок, а порой и к прямому обману. Ясно, что такой обман не приемлем с позиций морально-нравственных.

Разговор о том, что учитель обязан заинтересовать всех своим предметом, да еще так, чтобы эта заинтересованность вылилась в усвоение образовательного стандарта, представляется не отвечающим психолого-педагогическим реалиям. Едва ли можно заинтересовать 25-30 детей с разным темпераментом, разными способностями, разным культурным уровнем и разными семейными установками.

Из сказанного следует простой вывод: духовное становление учителя связано в первую очередь не со специальными курсами по их формированию, а с конкретной средой, в которую попадает учитель в те или иные годы своей работы. Причем от директора, его заместителей и всего школьного коллектива становление зависит больше, чем от государственной и региональной политики в области педагогики и других областях.

Не забудем, что не только учитель формирует нравственный облик детей, причем, главным образом не нравочениями и лекциями, а собственным примером, но и ученики, их родители тоже оказывают влияние на становление учителя. Это особенно заметно сейчас, когда от учителей нередко требуют потакать запросам родителей и детей (завышая оценки, не обращая внимание на поведение, в ряде случаев хамское и т.д.).

Сделаем определенные выводы:

1. Для формирования высоких духовно-нравственных качеств нужны не столько методики и специальные курсы, сколько позитивные личные примеры, в том числе – примеры преподавателей высшей школы и примеры педагогических коллективов, в которых будущие учителя проходят свою педагогическую практику

2. Ни в каком случае не следует рассматривать духовно-нравственное становление как какой-то конечный процесс. Это становление продолжается всю жизнь, по крайней мере, всю профессиональную жизнь. При этом с точки зрения профессионального развития может носить не только позитивный, но и негативный характер. Приходится признать, что последнее имеет место чаще.

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HISTORY OF ORIGIN OF INTERCULTURAL COMMUNICATION

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Abstract: *this article is about to analyze the extent to which social and cultural factors are used in teaching a foreign language. The effects, the positive and negative aspects of socio-cultural factors in education are illustrated through examples.*

Keywords: *intercultural communication, linguopragmatics, frazeological linguistics, cotseptology, lexicography, lingvodidactic linguistics, socio-economic class, regional group, linguoculturology.*

The aspects of intercultural communication in contemporary issues of modern linguistics. The emphasis has been on language linguistics and linguistic attribution (linguopragmatics) ever more than ever. As a result, the study of the language in the following three units has become one of the most urgent issues of today's linguistics. In this aspect of the study of human lively speech, there are areas such as ethnolinguistics and linguoculturology (linguistic sciences) emerging on the ground. Although linguistics is a new direction in linguistics, its new branches, such as: frazeological linguistics, cotseptology, lexicography, lingvodidactic linguistics, have emerged. All this is about studying human speech, living speech. The fact that the cooperation between the peoples of the world in different spheres is expanding requires such new areas and directions of linguistics. Because people of different nationalities can not communicate with people of different nationalities without knowing it. This is why people living in different regions of the world who speak foreign languages or one language are required to know the specificity of their interaction when learning communication behavior. Intercultural communication is a must-have in every foreign language lesson. Cultures can be compared in it. In this process, it is known that dialect study is aimed at studying the social features of social groups, which are distinguished from other members of society by their own language, but most sociologists are closely related to their field of dialectics in the form of images. It should be noted that dialectology differs greatly from modern sociology in terms of its main interest.

Dialectology and sociology are another place in the selection of the first unit of analysis. Dialectology interprets language and dialects as integral structures. These lines should have distinctive lines that are clearly visible: the isoglosses, ie, the lines that combine the same language features in the linguistic map, depend entirely upon this interpretation.

Sociology is focused on concentrating attention on social groups and fluent language fluid units, and involving these variables in social sciences: age, gender, particular socio-economic class, regional group, as well as traditional demographic units. At the same time, there are attempts to establish relationships between language forms and social functions at a macro level, interacting with groups, at a micro level, in addition to group interactions, language and social functions. It also regrets that the shortcomings and deficiencies in the field of dialectology, including the lack of theoretical overdoskedness, have long been pessimistic. As far as language is concerned, the communication process is related not only to the dialect, but also to the mentality.

In this context, the influence of the geographical environment in social life and the process of communication is influenced by ancient Greek scholars Democritus, Hippocrates, Geradot, Polybi, Strabo, Humbolt, in his works.

By the middle of the XIX century, in the XVIII century French thinker SH. The geographical environment of each country by Monteske is its morality and

the laws of the state of affairs, were revived and began to be expressed in public-political views. One of the geographical school trends at the turn of the 20th century, E.Hatington,

one of the American environmentalist educators, also affects the health, physical and ethical performance of the population, and labor productivity. that the increasing emphasis on environmental and human impact on human beings gradually creates a special science called Intercultural Communication. The first "Intercultural Dialogue", first used by American scientist Hull, was originally understood as an integral part of the sociology, but later a special science was formed, not only in the social sciences, but also in pedagogy, linguistics, and modern and began to engage in economics and law professionals.

The concept of "intercultural dialogue" has become a commonly used term in the pedagogical, psychological and didactic literature. Each of these fields examines and analyzes the phenomenon of intercultural communication from a variety of perspectives. Therefore, the concept of "intercultural dialogue" may change slightly from the point of view of one another. The concept of "intercultural communication" has its own attribute and place in the field of pedagogy.

The new field, called linguistics, philology, culture, pedagogy, is called the "Theory and Practice of Intercultural Communication" for a scientifically accurate representation of the notion of culture (Dialogue Communication, ing. Culturell communication), psychology, psychology, psychology, ethnology, and identifying their position. Nowadays foreign languages are intercultural communication.

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THE PLACE OF CULTURE IN THE PERSON AND SOCIETY

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Abstract: *this article is about to analyze the extent to which social and cultural factors are used in teaching a foreign language. The effects, the positive and negative aspects of socio-cultural factors in education are illustrated through examples.*

Keywords: *background, spiritual, obligation, interconnected, eloquence, community-like character, inconceivable, subjective factors, social affiliation, religious discrimination; racism.*

Relations between individuals and societies vary in different backgrounds, and the culture of the individual defines the culture of society, and the culture of the individual is formed in the culture of a particular society. Every society defines the values of the individual and provides the spiritual needs of the individual.

The relationship between the individual and the individual, the individual's freedom, his rights and obligations, and the question of human values are an important issue in all historical times. Human beings are the dominant nature of nature, and its significance is determined by a combination of all social relationships. Man is also the subject of historical development and its subject. Social relations transform the human body into a social body and shape the world. Human beings can not only create things but also create their own personality. In this process, a person is re-created and thus is a social being.

As the individual does not distinguish between society and social relationships, the development of society is inextricably linked to the functioning of human beings. Relationships between individuals and societies are interconnected and interconnected. Under the influence of social relations, there are many different features of personality. In the formation of a person social relations in the society play a decisive role. Everyone has a community, a nation, an eloquence, and a community-like character and character. A person receives the whole content of his life from society, from the people community. Any person is formed under the influence of an objective combination of objective conditions and subjective factors. Objective conditions of personality development play a decisive role. Factors such as family, education, public-political organizations, press, neighborhoods, and so forth are important in personal education. The impact of subjective factors on the individual is due to subjective factors.

The individual has certain freedom as a social being. His freedom is related to the social affiliation of the society and its property relations. Freedom is the natural right of every individual. The natural right of the individual. Restricting the human rights and freedoms of a person; national, religious discrimination; racism; to respect the language, traditions, history, cultural heritage, national values of the peoples, to discriminate against their rights and disadvantages.

Apart from the rights and freedoms of a person, he has a responsibility and responsibility to the community and to the general public. It is never possible to adhere to the principles, rules, moral and legal norms of a society in which human beings live, their problems and difficulties are. They also have responsibilities and responsibilities that are based on the general interests of each individual. These include nature conservation, curtailing its values, maintaining cultural-historical monuments, and maintaining friendship and friendship with other peoples and nations. It defines the nature, criterion and content of an entire civilization by intelligentsia. Intelligence means not only having extensive knowledge, but also initiative, responsibility, moral-esthetic courage, and dismissal.

Ensuring the well-being of the person is a component of culture and the role of culture in the development of the culture of work in the society, raising the political awareness of people, cultivating the moral and aesthetic genius. It is possible to speak of the world of intelligence, the social culture of a person, the culture of culture, the culture of the people, the culture of art, the culture of art and culture. Culture is a collection of scientific knowledge, ideologies, traditions and traditions. The following systems of civilization are important in forming people's culture:

Political culture is a set of political and legal ideas representing the political consciousness, interests, beliefs and intentions of people, a special system of values. This culture is closely linked to the political activities of the society, with the social stratum of society in the stages of historical development. Political culture is reflected in "political development" as a political activity, ie the process of rebuilding and educating people in the work of nature.

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WAYS OF TEACHING ENGLISH AS A SECOND LANGUAGE

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Language teaching methods, applied linguistic, new pedagogical technologies, new proposals, evaluate, second language, communicative practice activities, form-focused, theoretical proposals.

Every few years, new foreign language teaching methods arrive on the scene. New textbooks appear far more frequently. They are usually proclaimed to be more effective than those that have gone before, and in many cases, these methods or textbooks are promoted or even prescribed for immediate use. New methods and textbooks may reflect current developments in linguistic applied linguistic theory or recent pedagogical trends. Sometimes they are said to be based on recent developments in language acquisition theory and research. For example, one approach a set of correct sentences while another emphasizes the importance of encouraging ‘natural’ communication between learners. How is a teacher to evaluate the potential effectiveness of new methods? One important basis for evaluating is, of course, the teacher’s own experience with previous successes or disappointments. In addition, teachers who are informed about some of the findings of recent research are better prepared to judge whether the new proposals for language teaching are likely to bring about positive changes in students’ learning [1].

This article is about how English language can be learned at classrooms on the bases of new pedagogical technologies with having taking into consideration the equal teaching materials consisted of:

- 1) group work which created situations for the use of the conditional in natural communicative situations;
- 2) written and oral exercises to reinforce the use of the conditional in more formal , structured situations;
- 3) self – evaluation activities to encourage students to develop conscious awareness of their language use.

The contrasting results of the native language immersion program teaching experiments (focuses on grammar) may also be explained by potential differences in input. But in this case, it seems more likely that differences in the experimental teaching materials and technology may have contributed to the different results.

It is difficult to draw firm conclusions about the strength of the theoretical proposals until further research is completed. But it is possible to speculate on the ‘strongest contenders’ on the basis of the classroom research findings so far.

There is increasing evidence that learners continue to have difficulty with basic structures of the language in programs which offer no form- focused instruction. This calls into question the ‘Just listen’ proposal, which in its strongest form not only claims no benefit from form- focused instruction and correction, but suggests that it can actually interfere with second language development. However, we don’t find support for the argument that if second language learners are simply exposed to comprehensible input, language acquisition will take care of itself.

There are similar problems with the ‘Say what you mean and mean what you say’ proposal. As noted earlier in this chapter, there is evidence that opportunities for learners to engage in conversational interactions in group and paired activities can lead to increased fluency and the ability to manage conversations more effectively in a second language. However, the research also shows that learners in programs based on the ‘Say what you mean and mean what you say’ proposal continue to have difficulty with accuracy as well.

Because these programs emphasize meaning and attempt to simulate 'natural' communication in conversational interaction, the students' focus is naturally on what they say, not how to say it. This can result in a situation where learners provide each other with input which is often incorrect and incomplete. Furthermore, even when attempts are made to draw the learners' attention to form and accuracy in such contexts, these attempted corrections may be interpreted by the learners as continuations of the conversation. Thus, programs based on the 'Just listen' and 'Say what you mean and mean what you say' proposals are incomplete in that learners' gains in fluency and conversational skills may not be matched by their development of accuracy. Research has demonstrated that learners do benefit considerably from instruction which is meaning-based. The results of the native language immersion and intensive ESL program research are strong indicators that many learners develop higher levels of fluency through exclusively or primarily meaning-based instruction than through rigidly grammar-based instruction. The problem remains, however, that certain aspects of the linguistic knowledge and performance of second language learners are not fully developed in such programs. Teachers and researchers do not face a choice between form-based and meaning-based instruction. Rather, our challenge is to determine which features of language will respond best to form-focused instruction, and which will be acquired without explicit focus if learners have adequate exposure to the language. In addition, we need to develop a better understanding of how form-based instruction can be most effectively incorporated into a communicative framework. Continued classroom-centered research in second language teaching and learning should provide us with insights into these and other important issues in second language learning in the classroom.

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ОСНОВНЫЕ ОСОБЕННОСТИ ТЕХНИЧЕСКОГО ПЕРЕВОДА

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Аннотация: в статье раскрываются тонкости перевода и роль профессионализма переводчика в том, как передать все тонкости произведения, не исказив первоисточник. Особое внимание уделяется особенностям технического перевода.

Ключевые слова: тонкости иностранного языка, технический перевод, лингвистическое знание, научно-техническая терминология, кораблестроение, самолетостроение, инструкции по использованию бытовых электрических приборов, техническая документация, техническая область перевода, техническая терминология.

Перевод любого иностранного текста всегда сопряжен с массой трудностей, встающих на пути переводчика. Профессиональный специалист должен учитывать все тонкости иностранного языка, ведь качественный перевод – это не просто набор слов в предложении. Прочувствовать стиль статьи, книги, видео, передать все тонкости произведения, не исказив первоисточник – важнейшая задача квалифицированного переводчика.

Одним из сложнейших видов переводов, безусловно, является технический перевод, ведь для адекватного интерпретирования материала на другой язык требуются не только лингвистические, но и технические знания.

Что же такое технический перевод? Все узкоспециализированные материалы с научно-технической терминологией, будь то научные физико-математические доклады или технические разработки в области кораблестроения, самолетостроения, инструкции по использованию бытовых электрических приборов или полный комплект технической документации для тяжелого машиностроения все это прерогатива переводчика технических текстов.

Под техническим переводом мы понимаем обычно два вида перевода:

1. Письменный перевод книг по технике, статей в специальных технических и экономических, а также научно-популярных журналах, газетных статей по технико-экономическим вопросам, технической документации (технических условий, спецификаций, чертежей), патентов. Письменный технический перевод с иностранного языка на русский или с русского на иностранный выполняется на рабочем месте, в библиотеке или в домашних условиях с использованием словарей, общих и специальных, справочников и специальной литературы на русском и иностранном языках, что значительно облегчает труд переводчика.

2. Устный перевод осуществляется на конференциях, лекциях, беседах, выставках. Этот вид перевода чаще всего двусторонний: с иностранного языка на русский и с русского на иностранный. Устный перевод, в отличие от письменного, приходится выполнять в условиях, когда отсутствует возможность заглянуть в словарь или справочник. Устный перевод требует от переводчика кроме хорошего знания родного и иностранного языков, ещё и большой эрудиции, физической выносливости и находчивости, не говоря уже о знании терминологии в данной области.

Как правило, по внешнему виду английского слова нельзя определить, какой частью речи оно является. Одинаково звучащее слово может быть и существительным, и глаголом, и прилагательным. Сравните, например: clockface „циферблат“ (буквлицо часов) и facethewall „облицовывать стену“; horsepower „лошадиная сила“ и to power „снабдить двигателем, механизировать“; doctor „scar

„автомобиль доктора“ и *todoctorthecar* „произвести ремонт автомобиля“. Функцию слова в английском предложении можно определить по занимаемому им месту. Сравните: *boxswitch* „закрытый выключатель“ и *switchbox* „распределительная коробка“, *bigtraffic* „большая приезжая дорога“ и *bigroadtraffic* „большое дорожное движение“, *motoroil* „автокарное масло“ и *oilmotor* „нефтяной двигатель“.

Основными признаками независимого причастного оборота являются:

1. Слово или группа слов перед причастием, играющие роль подлежащего в причастном обороте.

2. Наличие запятой, которая определяет независимый причастный оборот от главного предложения.

A direct current motor being installed, could be controlled automatically.

Так как был установлен двигатель постоянного тока, регулирование числа оборотов можно было осуществлять автоматически.

В зависимости от места предложения и смысла, независимый причастный оборот переводиться:

Обстоятельством придаточным предложением, вводимым одним из союзов: *когда, так как, если, хотя, поскольку* (обычно, когда причастный оборот стоит в начале предложения):

A fault occurring, the interlock breaks the control circuit and stops the unit.

Когда возникает не исправность, блокировка разрывает цепь управления и останавливает агрегат.

Science having reached a high state of development, new production techniques become possible.

Так как наука достигла высокого уровня развития, стали возможными новые методы производства.

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УСЛОВИЯ ЭФФЕКТИВНОГО ПРИМЕНЕНИЯ НАГЛЯДНОСТИ

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Аннотация: в данной статье речь идет о роли применения наглядных методов в учебном и воспитательном процессах. Также здесь приводятся золотые слова известных людей об эффективности применения наглядных методов в процессе обучения и воспитания. Автор обращает особое внимание на две большие группы наглядных методов обучения: методы иллюстраций и демонстраций, и роль наглядных средств в воспитательном процессе.

Ключевые слова: принцип наглядности, методы иллюстраций, методы демонстраций, плакаты, кинофильмы, диафильмы.

Многолетний опыт и специальные психолого-педагогические исследования показали, что эффективность обучения и воспитания зависит от степени привлечения к восприятию всех органов чувств человека. Чем более разнообразно чувственное восприятие материала, тем более прочно он усваивается. Эта закономерность уже давно нашла свое выражение в дидактическом принципе наглядности, в обоснование которого внесли существенный вклад Я.А. Коменский, И.Г. Песталоцци, К.Д. Ушинский, а в наше время Л.В. Занков [1, 56-57].

Как Я.А. Коменский подтвердил, принцип наглядности является одним из важнейших принципов обучения, так как путь человеческого познания начинается с чувственного восприятия конкретных фактов и явлений. Он рассматривал чувственный опыт ребенка как основу обучения и считал, что обучение следует начинать «не со словесного толкования о вещах, но с реального наблюдения над ними». Особенностью наглядных методов обучения является то, что они обязательно предполагают в той или иной мере сочетание их со словесными методами. Тесная взаимосвязь слова и наглядности вытекает из того, что диалектический путь познания объективной реальностью предполагает применение в единстве живого созерцания, абстрактного мышления и практики. Наглядность обучения обеспечивается применением в учебном процессе разнообразных иллюстраций, демонстраций, лабораторно-практических работ. В последние годы виды наглядности значительно увеличились: создаются наборы учебных диафильмов, видео роликов, учебных плакатов, карт и других наглядных пособий, а также наборы для фронтальных опытов и наблюдений. Все эти средства обучения в условиях кабинетной системы непосредственно включаются в учебный процесс. Наглядные методы обучения условно можно подразделить на две большие группы: методы иллюстраций и демонстраций.

Метод иллюстраций предполагает показ ученикам иллюстративных пособий: плакатов, карт, зарисовок на доске, картин, портретов ученых.

Метод демонстраций обычно связан с демонстрацией приборов, опытов, технических установок, различного рода препаратов. К демонстрационным методам относят также показ кинофильмов и диафильмов.

При наглядных методах используются приемы показа, обеспечения лучшей видимости, обсуждения результатов проведенных наблюдений, демонстраций.

В последние годы практика обогатилась целым рядом новых средств наглядности. На уроках стали применяться зарисовки на листах ватмана с помощью широких фломастеров, позволяющие раскрывать динамику изучаемого явления. Применение метода демонстрации учебного кино стало обычным явлением в практике обучения. В учебном процессе применяют как полные фильмы по теме, так и кинофрагменты. Кинофрагменты посвящаются отдельным вопросам соответствующей темы. Практика

показывает, что при изучении новой темы особенно полезны кинофрагменты. Для закрепления всей темы эффективно используются полные фильмы по теме. Конечно, возможен вариант фрагментарного применения полных фильмов во время изучения новой темы, что и пытаются делать многие учителя. При подготовке к использованию фильма в учебном процессе преподаватель должен предварительно просмотреть его, составить основные вопросы, которые будут ставиться перед студентами по ходу демонстрации, вычленив фрагменты, которые будут показаны в соответствующий момент урока. Полезно наметить места, где будут даны реплика, акцентирующие внимание на самом главном. Наконец, надо наметить и план заключительной беседы по фильму.

Условия эффективного применения наглядности. Есть несколько методических условий, выполнение которых обеспечивает успешное использование наглядных средств обучения: 1) хорошее обозрение, которое достигается путем применения соответствующих красок при изготовлении подъемных столиков, экранов подсвечивания, рейтеров и указателей; 2) четкое выделение главного, основного при показе иллюстраций, так как они порой содержат и отвлекающие моменты; 3) детальное продумывание пояснений (вводных, по ходу показа заключительных), необходимых для выяснения сущности демонстрационных явлений, а также для обобщения усвоенной учебной информации; 4) привлечение самих студентов к нахождению желаемой информации в наглядном пособии или демонстрационном устройстве, постановка перед ними проблемных заданий наглядного характера. Мы считаем рациональным распространить принцип наглядности и на воспитательный процесс, так как хорошо известна большая роль средств наглядной агитации и пропаганды, применяющихся в воспитании: фотоиллюстраций, плакатов, выставок, кинофильмов, диафильмов, код позитивов. Поэтому вполне правомерно говорить о высокой роли наглядности и в воспитании. В заключении хотелось бы сказать, что рациональное применение средств наглядности позволяет достичь большего образовательного и воспитательного эффекта, создает благоприятные возможности для развития абстрактного мышления студентов.

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APPLYING CORPUS-BASED ACTIVITIES IN THE CLASSROOM

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Abstract: *the article under discussion depicts the importance of applying corpus-based activities in the classroom. The authors of the article described advantages and disadvantages of corpora after studying some research issues conducted in the target area.*

Keywords: *corpora, language, technology, corpus, facilitate, phenomenon, behavior, observation, study, collection, computerized.*

Since the middle of the last century, linguists have been using computerized corpora, or large principled collections of electronic texts, to facilitate descriptive analyses of language. In those early years, using corpora to study language (corpus linguistics) was little more than a technology. However, over the years, corpus linguists, as they have come to be called, have outlined principles to justify how and why this technology can be used by linguists. As a result, corpus linguistics has developed into a methodology within the field of linguistics. One of the primary principles which corpus linguists assert is that the study of language should be primarily an empirical endeavor and descriptions and theories of language should be based on the systematic observation of actual language behavior.

Collecting large amounts of text in order to analyze linguistic phenomena was not a new concept when corpus linguistics arrived as a methodology. As Meyer points out in a recent article, early dictionaries were based on a large body of published works and millions of citation slips of naturally occurring language. Furthermore, concordance lines (i.e., a word displayed within a surrounding context) as a format for displaying every instance of a word in a text or collection of texts has been around for centuries. In its original sense a concordance is a reference book containing all the words used in a particular text or in the works of a particular author (except, usually, the very common grammatical words such as articles and prepositions), together with a list of contexts in which each word occurs [1, p.p. 3-7].

Many EFL teachers find integrating corpus-based activities in their classrooms a challenging teaching practice. Moreover, some teachers avoid using corpora because they think that designing corpus-based activities is a challenging task. A lot of research has been conducted to examine the effectiveness of using corpus linguistics as a teaching technique to highlight how native speakers of English use certain language forms, vocabulary items, and expressions. Coxhead explains that the use of authentic and real-life examples with L2 learners is more beneficial than examples that are made up by the teacher and do not simulate real life use of language [2, p.p.213-238]. Another benefit of using corpora for language teaching is that it gives students the chance to actually work with language and analyze it.

Although corpora have started to be used in language classrooms, Varley argues that more research needs to be done to provide evidence that corpora are useful for language learning. Corpora is a relatively new trend in teaching, one can still find teachers who are skeptical with regards to corpora and whether they could be used to teach challenging language features such as modals and idioms. Simpson and Mendis (2003), on the other hand, investigated the usefulness of corpora in acquiring idioms. They wanted to explore whether idioms appeared in corpora or not. They examined a 1.7 million word corpus that included academic spoken English. They found that idioms are found in corpora and that corpora could be used to design teaching materials. Researchers also argued that corpora

provide students with information about the pragmatic use of idioms. Moreover, corpora provide students with authentic contexts, which means that students learn language in context and not in isolation [2, p.p. 213-238].

Many research issues were conducted to reveal the advantages of applying corpora in language teaching where Cobb highlighted that corpora provide both teachers and students the language in context. This will help students discuss language features more deeply in class. Beyer argued that after the training course, the teachers not only became familiar with using corpora, they became more aware of the language they teach and how to teach it. Corpora helped students to learn about certain language uses that were not available in any of the traditional tools. In addition, corpora allowed students to examine these language features in context. Another benefit was the fact that corpora helped students get a broader view of language. For example: corpora could compare spoken and written languages [3, p.p. 345-360].

On the other hand, corpora have their disadvantages as well as their benefits. One disadvantage is that some corpus software is not available for students. That is why the researcher recommended that teachers introduce their students to free corpora online. Another obstacle facing students is that when searching any corpus, students are confused because of the large amounts of search results. Therefore, Coxhead suggested that teachers need to simplify these findings for those students with limited experience using corpora. Research has proven that corpora could help improve students' language proficiency [2, p.p. 213-238].

To sum up, it becomes clear that corpora have a very big potential in language classrooms. It has been proven that corpus is beneficial but there are certain challenges that any teacher needs to keep in mind before using corpora. Both teachers and students need to be properly trained on how to use corpora. It is the role of the teacher to simplify corpus findings at the beginning until students get a better understanding of how to screen their corpus findings and analyze them. Otherwise, the process will become very confusing. One of the challenges that have been discussed in the previous review is the fact that designing corpus-based activities is difficult. In addition, it is very beneficial that teachers have ideas about these activities. According to Meyer, the teacher plays a very important role in using corpora to teach languages. However, this role has not been researched enough. Therefore, in her study, Breyer first investigates the role of the teacher in the use of corpora, and the challenges that face the teachers. She concludes that teachers have to be trained to use corpora in their classrooms. Moreover, teachers have to develop materials and activities using corpora because there are no 'ready-made' ones. They also need to make the activities suitable for their students' proficiency level and culture. In addition, teachers need to learn how to shift their role in the class to be monitors of the learning process [1, p.p. 3-7].

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VOCABULARY AND ITS IMPORTANCE IN LANGUAGE LEARNING

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Abstract: *the article under discussion depicts the role of vocabulary in learning a foreign language, exactly the English language. The authors of the article discuss the main features of vocabulary acquisition and suggest several effective strategies in teaching vocabulary.*

Keywords: *vocabulary, words, learners, language, practitioners, claim, teachers, enhance, mnemonic, analysis, acquire, recognize, research, view, importance.*

Words are the building blocks in a language. By learning the lexical items, we start to develop knowledge of the target language. Based on our experience of being a language learner, we seem to have no hesitation in recognizing the importance of vocabulary in L2 learning. Meara points out that language learners admit that they encounter considerable difficulty with vocabulary even when they upgrade from an initial stage of acquiring a second language to a much more advanced level. Language practitioners also have reached a high degree of consensus regarding the importance of vocabulary [1, p.p. 221-246]. The findings in Macaro's survey indicate that secondary language teachers view vocabulary as a topic they most need research to shed light on to enhance the teaching and learning in their classrooms. Therefore, it may be claimed that the role of vocabulary in L2 learning is immediately recognized and implications for teaching from substantial research are in great demand [2, p.p. 23-56].

Oxford and Scarcella propose a new research-based approach to vocabulary teaching after examining relevant research concerning student motivation and need, the complexity of knowing a word, as well as factors that affect L2 vocabulary acquisition. Compared with traditional approaches, in which vocabulary is often taught unsystematically in class and teachers tend to leave their students to learn vocabulary on their own without much instruction or guidance, teachers following this new research-based approach focus on words students are expected to meet frequently, and present words systematically based on a careful consideration of needs analysis. Vocabulary instruction is personalized according to learners' different learning needs, goals, and styles. Since most vocabulary learning takes place outside of the language classroom, learners are also trained to raise their awareness of the knowledge involved in knowing a lexical item and the process of learning a new word. Substantial emphasis on vocabulary learning strategies helps students become independent language learners inside and outside class. Among the numerous vocabulary learning strategies, guessing from context is held to be the most useful one [3, p.p. 231-243].

The arguments mentioned above are mostly supported by Sokmen, commenting that the skill of guessing/inferring from context is a useful strategy in vocabulary learning and should be covered in a language classroom. Nevertheless, some potential problems arise if learners mainly acquire vocabulary in this way. For example, acquiring vocabulary through guessing in context is probably a rather slow process given the limited amount of time learners can afford in class. In addition, guessing from context does not necessarily help learners commit the guessed words into their long-term memory. For example, a study of intermediate level adult ESL students by Wesche and Paribakht shows that learners who read and complete accompanying vocabulary exercises perform better in word acquisition

than those who only do extensive reading. As a result, scholars come to call for a greater need of an explicit approach to vocabulary instruction, such as word unit analysis, mnemonic devices, etc. This means that translating a text word-for-word or memorizing lists of words will not necessarily help students to learn new vocabulary that they can use when they speak and write in English. Students need to develop strategies to guess the meaning of new words when they encounter them. You can help them do this by:

- showing similarities to words they already know
- using pictures to help your students guess the meaning of words
- miming

Guessing from context is probably one of the most useful skills learners can acquire and apply both inside and outside the classroom. What's more, it seems to be one that can be taught and implemented relatively easily. It is also one that we all already use - perhaps unconsciously - when reading and listening in our mother tongue. So it is probably less a case of learning a new skill than transferring an existing one. The problem for most learners when guessing the meaning of words in a second language is that they are less confident about their understanding of the context than they would be in their L1. They therefore tend to rely on the context less. For this reason, vocabulary 'guesswork' should be integrated as often as possible into text-based activities, such as reading or listening for comprehension, and will be most effective after a global or gist understanding of the text has been established.

Besides, the article depicts one of good strategies, which is dictionaries - as we have seen - can be used as a last resort when 'guessing from context' strategies fail. But they can also be used productively, both for generating text and as resources for vocabulary acquisition. Their usefulness depends on learners being able to access the information they contain both speedily and accurately. Training learners in effective dictionary use is particularly important since many learners may not be familiar with dictionary conventions, even in their own language. Such training also provides them with the means to continue vocabulary acquisition long after their course of formal study has been completed.

Like other vocabulary learning skills, the keeping of vocabulary notebooks is a skill that usually requires some classroom training. At the same time, as with any mnemonic system, it is probably best if learners develop their own preferred method of recording vocabulary. But some exposure to different systems might help raise their awareness of the options available. Ask learners regularly to compare and comment on their vocabulary notebooks. Elicit any useful tips. Set an example yourself, by planning board work in such a way that it is easy for learners to copy and organize their own vocabulary record. If possible, reserve one section of the board for new words. Mark word stress and any other problematic features of pronunciation, e.g. using phonemic script.

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IMPROVING VOCABULARY SKILLS OF LEARNERS THROUGH EFFECTIVE INTERACTIVE TECHNIQUES

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Abstract: *the article under discussion depicts applying the effective ways in improving vocabulary skills through interactive activities, exactly in learning the English language. The author of the article suggests several techniques to improve vocabulary acquisition.*

Keywords: *vocabulary, communication, skills, verbally, learning, comprehend, essential, technique, improve.*

The basic reason for learning foreign languages that all people have in common is communication - communication in any mode. It is a two-sided process, which requires the ability to understand each other, to be able to code a message that someone wants to convey to someone else in a way, which will be comprehensible to the receiver and also appropriate to a concrete situation and status of all participants. Vice versa the person should be able to interpret a message that someone else is conveying to them. To acquire a good skill of communication in foreign language it is necessary to be familiar not only with vocabulary (single words and their meanings, collocations, phrases and phrasal verbs etc.) but also with language structures and above all with strategies for using them in right context according to concrete situations. Dialogues are the examples of a comprehended communication. If one part misses the overall idea of the context, it spoils smooth conversation and causes misunderstanding. Being able to listen and understand someone's speech is important in language learning. Because the learners use different ways of communication during and beyond the class. Having a good vocabulary is the essential part of communication. As, learners listen each other and they comprehend differently. A receiver with good vocabulary basis, can understand 80-100% of the information carried by a speaker. Thus, a student who has basic, essential vocabulary skill can understand a teacher and his/her groupmates during EFL classes.

Therefore, many scientists and methodologists are seeking and developing the ways to teach English effectively. Perhaps the greatest opportunity that teachers can give students for succeeding, not only in their education but rich vocabulary and the skills for using those words in life. One cannot learn the language without vocabulary; learning vocabulary is regarded as the most important part of language learning and it is the only tool that can show how well the person knows the language whether in speaking or writing. As Ur, Penny noted, *"learners carry around dictionaries and not grammar books"* [1, p.p.34-46]. Furthermore, wrote that *"... while without grammar very little can be conveyed, without vocabulary nothing can be conveyed."* That is, without grammar, children can try to communicate with others and to express their opinions, but without vocabulary, they cannot say anything. This is how Nation summed up the importance of vocabulary: *"If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expression. You can say very little with grammar, but you can say almost everything with words!"* learning a foreign vocabulary is very challenging process for young learners. [2, p.p.3-12]. As Weatherford purportedly said, *"Language is very difficult to put into words. Children learning a foreign language need very concrete vocabulary that connects with objects they can handle or see..."* [3, p.p.6-15] This is because learners need to use concrete words to socialize with their peers. This does not only happen in their first language, but although in English. Therefore, it is necessary that learners learn an inclusive range of vocabulary to communicate with others in context.

Teaching vocabulary for intermediate (B1 level) is not an easy task, because students need more attention than their enthusiasm in learning. According to Ur, Penny suggests that there are some principles of helping the students to learn vocabulary [1, p.p.34-46]:

- teachers can model how to use techniques and draw learner's attention explicitly to aspects of technique use. For example, teachers can show how to find clues to the meaning of a new word in a picture or in other words in the same sentence.
- teachers can teach the sub-skills needed to make use of techniques. For example: to use dictionary efficiently requires knowledge of alphabetical order and lots of practice with it.
- classroom tasks can include structured opportunities for using techniques. For example: when reading a story, teachers can explicitly encourage prediction of the meanings of new words.
- independent technique use can be rehearsed in classrooms. For example, children can be helped to prepare lists of words that they want to learn from a lesson, can be shown ways of learning from lists and later can be put in pairs to test each other.
- intermediate (B1 level) can be helped to reflect on the learning process through evaluating their achievements. For example, at the end of a lesson they can be asked how many new words they have learnt, and which words they need to learn more about. Through regular self-evaluation, children can come to understand more about what they are learning and how.

Looking through the basic principles of teaching intermediate (B1 level), there are scholars about how they can be applied to intermediate classroom situation by scholars provide some theories. For instance, Piaget asserts EFL learners as active learners and thinkers. That is, they construct knowledge from actively interacting with the physical environment in developmental stages. They learn through their own individual actions and exploration. Learners can produce a simple coherent text on topics of personal or social interest and they can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

In conclusion, teaching vocabulary can be presented through many ways. The teachers can use different techniques based on the necessities and level of the learners. In addition, in the teaching of vocabulary teacher must have expertise using basic stages by vocabulary teaching techniques that can attract the attention of students to know the material well. Before using the techniques in teaching vocabulary teacher must first check techniques whether they are suitable to use or not, because by using a technique more suited to the material that will be presented, can improve learners' curiosity and enthusiasm in learning. Moreover, it is necessary to teach it to children in a way that enables them to learn the vocabulary they need to communicate with others. Many researches and surveys are being held in order to show what kind of techniques is more effective and beneficial in teaching vocabulary in EFL classes.

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