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Laipni lūdzam كَب الَهَأ WILLKOMMEN 환영  
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## STAGES OF ENHANCEMENT OF SYNONYM DICTIONARIES

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*Abstract: It should be noted that while the first sources created in the history of linguistics were dictionaries, most of the oldest dictionaries available in the history of lexicography were glossaries devoted to the interpretation of synonyms. In general, the study of synonyms and the compilation of related dictionaries has a long history. This article elucidates the stages of synonym dictionaries' enhancement.*

*Keywords: synonyms, dictionaries, research, Russian lexicography, semantic properties, vocabulary corpus, translation dictionary, synonymous dictionary.*

### **I. Introduction**

Synonyms are formed from the combination of the Greek words *syn* "together" + *onyma* "name", which is an important means of increasing the effectiveness of speech, a clearer, more vivid, logical and diverse expression of thought. In the existing scientific literature, it is reflected that synonymous words in the working definition belong to the same category, are written, pronounced differently, but have the same or similar meanings. Synonymy is a very multifaceted phenomenon, and most of the definitions given do not fully cover the essence of synonymy. Therefore, from the earliest days of linguistics, there was a strong interest in discovering the essence of these means of artistic representation, recording their meaning, compiling lists.

Recent research in world linguistics, as well as in Uzbek linguistics, has shown that the first dictionaries in the history of linguistics were created for purely practical needs - for educational purposes. In particular, the creation of any dictionary on the topic of synonyms based on subtle differences in word meaning has an educational purpose - to teach oratory, to develop speech competence. The semantic possibility, place of use, boundary, own or assimilation, and other features of words with the same or similar meanings made it necessary to summarize and interpret them in special dictionaries.

For example, at the beginning of the twentieth century, the Chinese created the world's first dictionary of synonyms for use by poets.

It can be said that the study of synonyms and their lexicography in world lexicography, especially in Russian lexicography, began many years ago, but it can be seen that the lexicography of the Uzbek language is lagging behind. Given the fact that Russian lexicography has created separate synonymous dictionaries for preschool children, for primary school students and for high school students, it is necessary to strengthen research in this area. Although much research has been done in Uzbek linguistics on the study of synonyms, it is necessary to increase the possibilities of the gradual development of synonymous dictionaries, along with other textbooks.

### **II. Analysis**

In the history of world lexicography, we can distinguish three stages in the development of modern educational dictionaries on synonyms from ancient times to the present day:

1. Lists of the first synonyms, dictionary-type textbooks and manuals that served as a textbook for ancient oratory schools and religious schools (from the VI-V centuries BC to the Middle Ages);

2. Textbooks of synonyms (from the XI-XII centuries to the XX century), created in order to understand the text of the Bible, to distinguish the subtleties of the word;

3. Synonymous dictionaries of the new generation (from the beginning of the XX

century to the present), created for the development of literary language, development of the native language, demonstration of the rich potential of the language.

In the dictionary, concepts are placed in a strict sequence according to their level of importance. For example, first a list of synonyms denoting heaven and gods is given, then lexical and semantic groups denoting secondary concepts are given in a certain order. Next are the names of celestial bodies, planetary and stellar constellations, natural phenomena (rain, thunder, clouds, snow, etc.), aspects of the world, units representing time, distance, names of the moon, seasons, and so on. The second book of the dictionary is devoted to man, and in a certain order gives the concept of man - a house, a castle and property, various handicrafts, household items, the names of wild and domestic animals".

At the request of Thesaurus, the vocabulary corpus consisted of topics arranged according to importance. At the beginning of the dictionary are synonymous words that exist in the Indian language denoting the names of heaven and gods, followed by the names and attributes of the chief deities, followed by the lower divine names and their attributes in order.

The formation of Arabic linguistics also goes directly to dictionaries. Although sources say that the tradition of compiling a dictionary was passed on to the Arabs from the Greeks, Arabic lexicography is a separate field with its own history and style.

As can be seen in the history of world lexicography, Arabic linguistics in the VI-VII centuries was full of socio-political and cultural conditions that necessitated the emergence of dictionaries. In particular, there was a strong demand for various thematic dictionaries, special terminological dictionaries on jurisprudence based on the Qur'an and hadiths, and translation dictionaries designed to teach the Arabic language, which serve to understand the text of the Qur'an, the holy book of Islam. Arabic lexicography originated at a time when this type of activity was still unknown in Europe. The Muslim world is considered to be the most favorable environment for the emergence and development of lexicography. Recognition of Arabic as the language of literature and prayer in the medieval Muslim East The rapid development of Arabic literature, the use of Arabic as a mediator in the scientific activities of non-Arabic-speaking peoples, the emergence of two variants of Arabic - many distinctive features in written and spoken speech - all caused it to appear relatively earlier than the lexicography of other languages.

According to the sources, as early as the VI-VII centuries in Arabic lexicography, according to the content of the dictionary, the following types could be found:

- 1) full explanatory dictionary;
- 2) dictionary of item names;
- 3) dictionary of synonyms;
- 4) dictionary of unique words;
- 5) dictionary of acquired words;
- 6) translation dictionary.

### **III. Literature review**

It is known that dictionaries, which are one of the main factors in the development of thinking, oral and written speech of students, in particular, the development of educational lexicography, have become a vital necessity. According to Doctor of Philology, Professor B. R. Mengliyev, "... Dictionaries create a very valuable and rich vocabulary, which leads to the creative thinking of students, the level of independent thinking, the expression of the product of creative thought in oral and written forms". Today, in developed countries, hundreds of special types of dictionaries have been created for each level of education (from kindergarten to university), and even there are about 30 textbooks for Russian schools. There is only one "Spelling Dictionary" for Uzbek schools.

In 2006-2009, various textbooks were created for Uzbek schoolchildren. For example, 20 textbooks have been published, which can be understood as the expanding network of educational lexicography of Uzbek lexicography such as O. Shukurov, B. Bahridinova's "Dictionary of semantic words of the Uzbek language", Sh. Bobojonov, I. Islamov's "Word leveling of the Uzbek language", B. R. Mengliyev, B. Bahridinova, U. Kholiyorov's "Word-formation dictionary of the Uzbek language", H. Suvonova, G. Turdiyeva's "Form words of the Uzbek language", N. Yuldasheva, N. Musulmonova's "Dictionary of word combinations of Uzbek language ", U. Turayeva, D. Shodmonova's "Dictionary of Contradictory Words".

If we look at the history of world lexicography, in particular, Russian educational lexicography, the development of this area in the second half of the twentieth century was mentioned as an urgent task. The scientific researches and articles of such scientists as P. N. Denisov, L. A. Novikov, Y. M. Vereshagin, A. Ye. Suprun give a lot of information about it. The next major wave of development of this direction in Russian linguistics intensified in the late twentieth century. The scientific activity of V. V. Morkovkin, M. A. Marusenko, V. V. Dubichinsky, Yu. D. Apresyan provides theoretical and practical enrichment of educational vocabulary.

The current XXI century is recognized as a period of rebirth of synonyms. During this period, synonymy began to be examined in various aspects. At the same time, the study of synonymy is developing rapidly due to the research of such scientists as V. D. Chernyak, S. V. Lebedova, Yu. O. Knyazeva, O. V. Pokrovskaya.

#### **IV. Discussion**

Synonymy as a lexical-semantic product of literary language, which has existed in linguistics other than ancient times, has attracted the attention of experts in Arabic linguistics. According to sources, the first lexicographical work on synonyms was created by Arab linguists.

The history of the emergence of dictionaries of synonyms in European countries, in particular, in English, French, Spanish, Russian, where educational lexicography is developed, does not go so far.

The first perfect example of a synonymous dictionary in English is A Dictionary of Selected Synonyms in the Principal Indo-European Languages. The dictionary was published in 1949 by the famous American lexicographer, philologist Carl Darling Buck (1866-1955). Buck studied Sanskrit and Indo-European languages comparatively, and in 1892 became a professor of comparative philology at the University of Chicago. The dictionary is the oldest printed publication to date, which has become an important source in the diachronic analysis of Indo-European languages. The Selected Dictionary of Synonyms of Major Indo-European Languages is based on the same thematic order as the Dictionary of Ancient Synonyms. It contains more than 1,000 groups of synonyms in major Indo-European languages. Buck first enters words describing a particular concept in a table, then gives an etymological and semantic explanation of them. At the same time, the author also analyzes changes in the meaning of primitive synonyms. Each synonym description also contains information about its historical development, whether it is specific to the spoken or literary language, whether it is a word of its own or an assimilation layer.

Although the formation of synonymous dictionaries in Russian linguistics dates back to ancient times, the first dictionaries of this category appeared only in the late XVIII century. The emergence of these dictionaries coincides with the development of science in Russia, the discovery of the rich potential of the state language of the empire - Russian, the development of literary language.

Explanatory dictionaries of the Uzbek language have different descriptions of the

interpretation of synonyms and the terms associated with them. These comments are presented in different ways, which can be understood as a unique approach of the authors of the dictionary to the objects of this research.

As for the description of synonyms in the explanatory dictionaries of the Uzbek language, we have a two-volume "Explanatory Dictionary of the Uzbek language" published in 1981 and a five-volume "Explanatory dictionary of the Uzbek language" published in 2006 can be interpreted by comparison. First of all, if we talk about the interpretation of synonymous words, in the "Explanatory Dictionary of the Uzbek language" published in 1981, synonymous words are described as "sound structure, different in pronunciation, but not The definition of synonyms in the "Explanatory Dictionary of the Uzbek language" published in 2006 is different. "Each language unit in a series of language units whose names are the same or slightly different." Concepts such as synonymy, synonymy, synonymy in these two dictionaries were briefly explained in the previous dictionary, while in the 2006 edition these concepts were interpreted in relation to the concept of "synonym", but in contrast to the 1981 dictionary, the definition of "synonym" in the dictionary does not mention its connection with synonymy.

## **V. Conclusion**

In short, the dictionaries of synonyms of the first stage are mainly composed of lists, the vocabulary is organized on the basis of thematic principles, used to teach rhetoric, to understand the subtle semantic differences of words and to use them in speech. it is observed that not only lists, but also their explanations are given, the comments also contain information about the historical development of synonyms, whether they are specific to oral or literary language, whether they are their own or assimilated layer word.

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*Abstract: The article provides an analysis of the concept of migration, the economic problems of population migration, its role in society as a complex socio-economic phenomenon, the objective and subjective factors of adaptation and integration of migrants into other societies. Indicators of adaptation to other societies, its complex aspects, the impact of language skills on migration processes are highlighted. The process of adaptation of Uzbek citizens in foreign countries, in particular in Russia, depends on the knowledge of the language, the positive impact of language on cultural adaptation.*

*Keywords: migration, migrant, adaptation, integration, immigrant, language, personality, values, communication, "linguistic naturalization", assimilation.*

Migration is movement of a population due to a change of residence. Population migration is one of the most important problems, and it is appropriate to look at it not as a simple mechanical migration of people, but as a complex social process involving many aspects of socio-economic life. According to researcher Z.A.Tolametova, "migration" is derived from the Latin word "migrans", which means people move from one area to another for permanent or temporary residence. According to him, the process of migration is associated with the ancient period, that is, the emergence of the first division of labor and the separation of animal husbandry from agriculture. [1; 2.] But a clear definition of the term "migration" is still not available. V.A.Iontsev and Y.A.Prokhorova, who have conducted research in this area, show that there are more than 36 different definitions of migration in the local literature. According to the authors, seventeen disciplines study the phenomenon of migration from different perspectives.[2; 132.]

At present, in all the countries of Western Europe, great attention is paid to the problem of adaptation and integration of migrants into another society. Naturally, in the analysis of the problem of integration in each country, historical features as well as modern realities are taken into account. Nevertheless, knowledge and analysis of the experience of other countries is important to address the adaptation and integration of migrants from other cultures into the local community.

Various indicators have been developed to assess successful adaptation to another community. These are general (based on social integration, health status, etc.) and specific indicators (income level, employment status, housing conditions, education, social participation, etc.). There are three goals in the adaptation process. These include social support for dialogue, effective communication, and support for socially positive identity. These goals are inextricably linked and interdependent in the process of adaptation.

It is important to mention that on the surface; the adaptation process seems very simple. But coming to such an opinion stems from a lack of understanding of the adaptation process. The process of adaptation is complex and depends on objective conditions and subjective factors. For the people of the host country, it is important to understand the national identity of migrants. For migrants, however, there is a more serious problem of maintaining cultural identity and adherence to their traditions. The level of integration depends on the views of the country's population and migrants.

Ethnic migration has a significant impact on the ethnic composition of the population in a particular region, the linguistic situation. [3; 59-60.]. Language skills are part of a strategy that can be used to accelerate, slow down, or hinder immigrant integration. G.G. Gamzatov analyzes the current problems of the specific features of small languages, as well as the state of learning bilingual, trilingual and multilingual, and argues that "the problem of linguistic reality and migration processes requires a comprehensive and in-depth study, understanding and justification." 4; 60.].

Language is one of the most striking distinguishing features of the identity of an individual and a social group. According to V.M. Sokolova, most of the research on the meaning of language for immigrants focuses on their achievements in the labor market, useful work or good income. Language is a source of value in areas other than economic achievement. Language is a characteristic universal tool that simplifies access to all aspects of society, so it is clear that skilled language skills can be reflected in other aspects of the integration of immigrants into the society they have adopted. [5; 206.]

Language cannot be viewed only as a means of practical communication, the process of mastering it is like finding a place to live or work. Among other things, language is a material for creating cultural characteristics of both the individual and the group. In general, language resources have a positive impact on the process of adaptation and social integration in general. Its importance is more evident in the economic sphere than in the field of social integration. According to sociologists, the value of language resources can be expected to increase in the future and the access of immigrants to highly skilled jobs will improve. However, despite the positive impact of language resources on the integration process, this impact is still weak. As A.A. Grebnyuk noted, of course, the need to learn a foreign language can be linked to migration costs, so people find it easier to migrate to neighboring countries where the same group speaks the same language. [6; 35.].

Migrants may also decide not to change their language repertoire, i.e. not to learn the main language of the host community on a regular basis. Especially if migrants spend much time with native speakers, they can cope with the difficulties that come from not knowing the common language in the country. Migrants want to change their language repertoire, but are unable to do so due to lack of time, lack of self-confidence and other reasons. This causes them psychological and social discomfort.

Although migrants try to adapt their linguistic repertoire to specific tasks, they do not strive to fully adhere to the new language norms. In this case, the pronunciation is preserved, some cultural communication habits are transferred to a new language, and so on. Migrants tend to adapt their linguistic repertoire to gradually achieve "linguistic naturalization". Their language will disappear completely from use and will not be passed on to future generations. Migrants seek to adapt their language repertoire to functional needs by combining two types of language (local and new) to express their language. It is up to the migrants to choose the most appropriate language strategy that best suits their families and children, their goals in life, and their self-determination.

Acquiring new language skills is not an easy process, it takes a long time to understand the new value system, so adaptation does not happen very quickly. The chronological factor plays a key role here. A sign of an immigrant's adaptability will be his or her acceptance of the language capabilities of the host community as neutral. Society cannot accept the mistakes of a native-speaking immigrant, and this will certainly have a negative effect on him, as he will be forced to doubt the correctness of his own language version. It also affects his personality, that is, the process of integration. [5; 201.].

Sometimes residents of the host country believe that linguistic integration is only a concern for migrants themselves and that this is not their main goal in migration. Often,

"integration" refers to a situation where migrants' speech is no different from or slightly different from the speech of the host country's population (e.g., less pronounced pronunciation), migrants do not speak other languages openly, and eventually forget them. Integration requires, from a linguistic point of view, that migrants not be separated from the population of the host country and speak only a "simple" common language. They also require older migrants to have a high level of knowledge of the state language - often seen by migrants as a demonstration of loyalty and devotion to the host country. Ultimately, a high level of language proficiency is equated with citizenship. Another aspect of the issue is that its proponents, unlike proponents of the idea of standardization and linguistic assimilation, are interested in unfamiliar languages, strive to learn them, and are friendly to errors and difficulties in the speech of immigrants. They do not prevent migrants from expressing their opinions and using their mother tongue openly in public and in the media.

Most Uzbek migrants go to Russia because of visa-free travel, interdependence, and knowledge of the Russian language. However, migration is lower in other countries of the Commonwealth of Independent States (CIS) (Ukraine, Kazakhstan, where exit visas are not required), the Gulf countries, Israel and the Republic of Korea.

Insufficient knowledge of the Russian language can also lead to the problem of the inability of some ethnic groups to communicate, their desire to live in isolation. Ignorance of the language significantly complicates learning and social activism, employment opportunities, limits the prospects for access to government services and communication with the host community. [7; 201.] Language acquisition opens up opportunities for young migrants and their children to receive quality education.

Recent research shows qualitative differences between migrants' focus on cultural adaptation, depending on the purpose of their arrival. Temporary labor migrants come to Russia only to earn money for the needs of the family remaining in the place of residence. Typically, this influx of migrants is a low-skilled workforce willing to do any work offered. The hardships of their lives in Russia are also related to their poor knowledge of the Russian language. Therefore, these migrants live in the national shell and prefer to communicate only with their compatriots who provide them with work, housing and necessary services. [8; 340.].

When analyzing migration processes, it is important to pay attention to the skills and language training of the incoming workforce. The flow of migrants should also be divided according to the purpose of arrival (temporary labor migration for income and migration for residence). [9; 10.]. Among the factors that unite the most ethnic groups in Russia are Uzbeks who share a common history (77%). On the contrary, the separation of people is, according to Uzbeks, language, customs, lifestyle (70%) and religion (22%). [10; 196].

There are several reasons why respondents who have wish to go to work have a high rating of Russia on migration benefits. These are the economic development of the country, the growth of the labor market and a much higher average wage, the ease of the process of adaptation, the establishment and support of social ties, the absence of language barriers. Cultural proximity, relative territorial proximity between the two countries and the absence of a visa regime between them are important, which promotes a fair and tolerant relationship between Uzbek labor migrants and Russian citizens. [11; 158.]

Language is a key vector of communication, which in turn develops languages throughout human history. People's natural need is the most convenient means of communicating in their native language, expressing themselves, and understanding others.

Among the various means of intercultural communication, the use of the language of international communication has a dominant position. In addition, the choice of a common language of communication is influenced not only by communication, but also by the social, cultural, economic characteristics of the communicators.

Migrants seeking permanent residence try not to be limited to marrying representatives of the host country, actively communicating with the local population, visiting resorts, receiving education in Russian, and communicating with their compatriots. In the motivation of these immigrants, friendship, group belonging, the need for respect, self-improvement prevail. [12; 341].

Linguistic integration of immigrants speaking languages other than the language of the host society is an asymmetric and uneven process. It will be difficult for the host country to accept the development of a new form of language diversity that will gradually replace the traditional diversity of languages in its home country (regional and minority languages).

In short, language skills are important for migrants to gain influence in other countries. Knowing the language of the host country, having a socio-economic status, creates an opportunity to enter the community in this microenvironment.

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*Abstract: This study aims at identifying whether or not the new national examination policy (NNEP) which operated in 2015 and is strikingly featured with “non-qualification-determination” impacts on the students’ motivation and teachers’ professionalism at junior high schools in Mataram Municipality year 2016. To obtain data needed, this quantitative study used two questionnaires. One questionnaire consisting of 37 was distributed to 60 students in ten junior high schools (JHS) for assessing the students’ motivation. The other one consisting of 67 main items was distributed to the 20 English teachers from the selected schools. The data were tabulated and then presented in Average Format. It was found that as whole both students’ motivation and the teachers’ professionalism were slightly influenced. Upon these findings, it is suggested that both the students and the teachers not be impacted on by the imposition of the NNEP. Motivation and professionalism should retain because learning is not just for national examination.*

*Keywords: Motivation, Vocabulary Mastery, Speaking Skill*

The English language, as it stands today, is not the language of a particular people or particular country; it has assumed a world-wide significance. It is a language understood and spoken by more than half the population of the world. In a sense, English has become an international language. There are 1.5 billion speakers of English in the world, while there are only 330 million native speakers. English is the sole official language in 31 nations. An additional twenty nations identify English as one of two or more official languages. English has a huge vocabulary, with over 250000 different words listed in the Oxford English Dictionary. It has long been accepted that English is a global language, used in all corners of the world as a means of communication. The latest statistics tell us that these days around 50 per cent of spoken English is spoken between non-native English speakers.

English is the universal form of communication in science and technology and is currently the best way to share one's research findings with scientists in other parts of the world. However, we must take into account the fact that English as a language of science and technology puts non-native English speakers at a clear disadvantage compared with native speakers when it comes to writing and promoting interest in their research. It also makes it more challenging to evaluate a scientific study based purely on the findings. Lack of clarity can take away from even the most interesting study. Imagine if Einstein's Theory of Relativity, for example, was available only in a poorly translated version for non-German speakers!

What does the future hold for everyday speakers of English? While linguists agree that the situation of English today is at a global all time record, they do not necessarily agree on where the language is heading. Two of the world's leading experts on the English language, David Crystal and David Graddol, disagree on the path that English is likely to take. David Crystal is a British linguist, academic and author and David Graddol who has worked in applied linguistics, discourse analysis, sociolinguistics, and history of linguistics. Graddol's views about English as a world language are similar to, though not identical with, those held by his linguist colleague David Crystal. David Graddol points out that although the number of people speaking English as a first language is rising, it is not rising as fast as the number of people speaking other

languages around the world. He believes that English will soon be put to second place after Chinese and will be equal in dominance to Arabic, Hindi and Urdu. With 25 per cent of the world's population speaking English as a second language, David Crystal suggests that Graddol has underestimated the future dominance of English. He was telling that nobody really knows what the future holds for English because at no other time in history has a language been in such a position. He draws attention to the escalating growth in the use of English between non-native speakers and sees no reason for this trend to stop. Graddol thinks in a different way. While he does not dispute the fact that the number of people speaking English in the world is growing, he emphasises the fact that this is a recent trend. He disagrees with the idea that English will become a dominant world 4 language to the exclusion of other languages. Just because people are learning English, it does not mean to say they are abandoning their own languages. They are instead becoming multilingual. He continues by suggesting that the growth of English is responsible for the spread of multilingualism and that native English speakers who are monolingual will necessarily become disadvantaged. Regardless of which Mr. Graddol agrees with, one thing is certain - the future of English is just around the corner and whichever direction it chooses to take, it will be difficult to ignore its impact. A lot of predictions were made in sphere of business. David Graddol suggests that the long-term future of English is far from certain. If money makes the world go around, then forecasts place China as the world's dominant economy by 2050, ahead of the US. According to David Crystal, non-native speakers of English now outnumber native speakers by three to one. Non-UK companies have long spent money improving their employees' language skills. In general, works by David Crystal and David Graddol offer contrasting views on such questions. Their positions may be summarized thus: Crystal thinks all the evidence suggests that the position of English as a global language is going to become stronger. Graddol believes that the future for English will be a complex and plural one. The language will grow in usage and variety, yet simultaneously diminish in relative global importance. However, the predictions of the great scientists were made more than 10 years ago and nowadays we observe that more and more people will start learning English and using it. It is already the language of international communication, and this will only be support as speakers of other languages become increasingly proficient at using it as a result of realizing that it is the language they need to learn and use in order to get ahead in the world. Already, China is making a huge effort to ensure that its citizens learn and become fluent in English. China accounts for approximately one-fifth of the world's population - all potential users of English in the near future. To conclude, it should be noted that, as more and more non-native speakers begin to use English as a second or third language, they will help to the evolution of the language. Words, phrases, and grammatical constructions from other languages will gradually find their way into English and eventually become accepted as part of Standard English. It has been going on for at least two hundred years and certainly since the heyday of the British Empire. What is different today is the Internet and cyber culture especially social networking, which have, in the past decade or so, provided enormously and will continue to contribute even more strongly in the future to the popularity, spread, and evolution of the English language.

The objective of this present study is to identify whether or not the new national examination policy (NNEP) empirically impacts on the student's motivation and teacher's professionalism in English teaching and learning at Junior High School level in Mataram Municipality year 2016. Teachers' Four Competencies PEDPERSOCPRO

10As far as the research results data of this research are concerned, the research findings reveal that the NNEP impacts on both the students' motivation and the

teachers' professionalism in a different degree. Both students' motivation and the teacher's professionalism were, in general, slightly influenced. It is worth noting here that the most greatly impacted component of the students' motivation is the students' learning strategies. It is, however, not the focus of this study to find out why it happens in that way. This quantitative study only identifies the general description of the impact based on the empirical research data.

Since adult learners who are working in certain sectors have different motivation, vocabulary needs and speaking ability from young learners, it is crucial to examine the relationship between those aspects in English learning context. This study aims at finding out the correlation between motivation and vocabulary mastery to speaking skill of hotel employees. This research applied a quantitative approach which was also supported by a qualitative approach. Thirty employees at Ombak Sunset Hotel chosen by using purposive sampling become the samples of this study. There were four instruments used to collect the data from the participants; questionnaire, vocabulary test, speaking test and interview. In order to analyze the data, multiple regression was used. The results show that motivation and vocabulary mastery has a significant correlation with speaking skill; therefore, null hypothesis is rejected. It is concluded that there are other factors that can contribute to speaking skill of hotel staffs.

The mastery of English vocabulary is necessary to speak English for second/foreign language speakers such as employees in the work field, like in big hotels. All of employees are required to speak English. It is because they have to provide what the guests need and want, so they should understand many vocabularies related to tourism and hotel. It is supported by Lazaraton (2001) who suggests that oral communication is based on four dimensions or competences: grammatical competence (phonology, vocabulary, word and sentence formation); sociolinguistic competence (rules for interaction, social meanings); discourse competence (cohesion and how sentences are linked together); and strategic competence (compensatory strategies to use in difficult strategies). Hence, vocabulary mastery is one of the essential factors in learning second/foreign languages, because it can influence learners' speaking performance, and it is impossible to build communication since learners will find it difficult to understand what other people say to them.



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## MOTIVATIONAL METHODS OF INCREASING LEARNING ENGLISH FOR ESP STUDENTS

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*Abstract: The article is based on the proposition that motivation includes four elements: the reasons why students want to study, the strength of their desire to study the subject, the teacher's knowledge of the characteristics of their students, and the types of assignments and evaluation of what is required of them by the trainees. In the work the main emphasis is on ways of forming and maintaining ESP students' interest in English. Attention is given both to the psychological features of the teacher's work with the trainees and to the types of assignments that contribute to increasing the motivation of ESP students.*

*Keywords: motivation, stimulating methods, ESP students, vital components, cognitive abilities, course project, acquiring knowledge, encouraging of ESP learner.*

"Every action proceeds from a motive, that is, stimulating an experience of something meaningful, which gives meaning to the action for the individual." Thus, activity and motive are interrelated. However, it is important to separate the concepts of "motive" and "motivation". Motivational methods the basic component of the structure of learning activities. In this case, the importance of the individual as a subject of this activity is great. S.L. Rubinshtein consider sthat motivation plays a significant impact on the study of any subject, especially foreign languages. Success in many respects depends on what motives are pursued by students in the process of teaching any foreign language. According to the definition of I.A. Zimney, "motive - this is what determines, stimulates, induces a person to commit some action, included in the activity determined by this motive". Consequently, "the concept of activity must be associated with the concept of motive. Activity without a motive does not happen ". V.G. Aseev notes that the motivational system of a person has a very complex structure, that is, a "complex, multilevel system of incentives, including: needs, motives, interests, ideals, aspirations, attitudes, emotions, norms, values and etc. Such a structure of the motivated sphere determines the direction of the person's personality, which has a different character depending on which motives in terms of content and structure became dominant. " According to another scientist's opinion, "The motive is what the activities are carried out for. Objects of the external world, ideas, feelings and experiences can act as a motive. In a word, everything in which the need has been embodied. " Motivation in teaching is one of the foundations for successful mastery of the subject. This article examines the approaches of foreign specialists in the field of psychological and pedagogical aspects of teaching foreign languages. Motivation to learn English at a university is defined as a transitional concept, that is, it depends on both the students themselves and the teacher. The article is based on the proposition that motivation includes four elements: the reasons why students want to study, the strength of their desire to study the subject, the teacher's knowledge of the characteristics of their students, and the types of assignments and evaluation of what is required of them by the trainees. In the work the main emphasis is on ways of forming and maintaining ESP students' interest in English. Attention is given both to the psychological features of the teacher's work with the trainees and to the types of assignments that contribute to increasing the motivation of ESP students. A big role is played by such

factors as the enthusiasm and enthusiasm of the teacher with his subject, his ability to build trustful relations with ESP students, create an informal atmosphere in the classroom. The article presents some types of assignments based on audiovisual material and fiction. The most effective way to maintain motivation can be considered training, built around intrigue and problematic issues. The need for autonomy of ESP students in the educational process with the aim of developing the activity and independence of students is also substantiated. R.A. Gottlieb believes that "motivation is such a driving force that encourages a person to successfully learn a foreign language. However, too high a level of motivation causes unwanted (negative) emotions and contributes to poor student performance in this subject. It is necessary to find the golden mean that learning a foreign language would make him want to learn the language, the joy and pleasure of learning, the satisfaction with the results of his work. "the motive is considered as an internal motivation for learning activity, caused by the student's personal needs, his life position, upbringing in the family.

There are two types of motives: internal and external. Internal motives develop under the influence of the ESP student's own thoughts, aspirations, experiences, the emergence of certain needs, as a result of which there appears an awareness of inner necessity.

The vital components handing out to the formation of ESP learner' positive encourages for learning English are:

- understanding of the learning objectives;
- content of educational material;
- development of cognitive abilities of ESP students;
- Interest in the subject;
- professional orientation;
- emotional form of conducting classes by the teacher;
- the teacher's presentation of rather complex but interesting assignments that promote the development of ESP students' creative activity;
- Awareness of the importance of the knowledge gained;
- Assessment of knowledge;
- a great desire to learn English, without knowledge of which it is impossible to live in the modern world.

External motives are not related to the content of the educational material. These include:

- Debt, duty (ESP student must study this subject and pass the exam);
- Evaluation (the desire to collect as many points as possible for the module, per semester). However, one should take into a consideration not only the evaluate for the knowledge and ability of this or that educational material, however, the motivating position of the learner himself, which is very great, namely, the evaluation of the instructor (by sight, gesture, word);
- ESP student's assessment by the teacher. The tutor creates the stimulation of the ESP learner with his example, interest, brightness. The attitude toward the teacher automatically changes to the subject. The tutor should be a leader in the process of cognition, an authority in all spheres of communication with students. There is no stronger motivating tool than one's own positive example, the teacher's interest in the English language and the culture of the country of the studied language;
- Personal interest (finding a well-paid job in the company). Today, knowledge of the English language becomes a mandatory requirement not only for foreign but also for all employers. Fluency in foreign languages, along with good professional skills, will allow the specialist to get a decent job and achieve a successful career;
- The development of linguistic thinking - the development of the ability to think in

English, logical thinking, the ability to express their thoughts clearly, using all the expressive means of the language;

- use of English as a means of obtaining and exchanging information, using a computer and the Internet to gain knowledge in various fields of science and technology, using various programs to perform calculations, course projects and study assignments;

- learning English for career development - passing exams for CEFR certificates, IELTS with the purpose to find work abroad;

- studying the culture and history of the country of the studied language of ESP students;

- studying the language for the purpose of making tourist trips to communicate with other people,

- the desire to improve their knowledge by studying abroad;

- getting pleasure from studying foreign languages in order to communicate with peers from foreign countries;

- Improvement of speaking skills for participation in international conferences and meetings of ESP students;

- self-assertion (the student teaches the language to achieve a certain position in life);

- self-realization in life (the student wants to achieve great success during training, ie, to obtain excellent marks in examinations, to protect the diploma);

- social motive (the student is aware of the social importance of learning English).

All of the above strategies for the formation and maintenance of educational motivation of ESP students can open additional opportunities for a conscious approach to learning English at a university.

Students are encouraged to constantly improve their knowledge in learning English, create conditions for themselves, do not take long breaks, as they do not contribute to in-depth knowledge. Breaks can last for a long time, and sometimes will last forever. Internal motivation, which prevails over other motives, ensures successful educational activity, causes satisfaction with the learning process itself, with the results of one's work and acquired skills. Internal motives are associated with the content of the teaching material, the mastery of reading and writing skills in English. A communicative motive is one of the most necessary skills of any person to communicate in one language with other people. Therefore, the development of ESP students' communication skills, their preparation for life in society, is the main goal of teaching English for ESP students at the university. However, this is not only the goal of teaching, which is set by the university teachers, it determines the methods and techniques of teaching English in class.

Motivation, both intrinsic and extrinsic, is a key factor in the success of ESP students at all stages of their education, and teachers can play a pivotal role in providing and encouraging that motivation in ESP students. Even the best intentioned and educated teachers sometimes lack the skills to keep students on track, so whether you're a new teacher or a skilled one, try using these methods to motivate your ESP students and to encourage them to live up to their true potential. To sum up, it worth mentioning that the teacher's task is to teach students to communicate in English, creating certain situations that will help them in life and teach them to find the best solution. This requires improving the professional level of the teacher, continually improving the knowledge of his subject. Interest in the process of teaching a foreign language is based on internal motives that come from the most foreign-language activity. The educational and cognitive motive is material especially for ESP students .

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## ENGLISH LANGUAGE TEACHING METHODS

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*Abstract: There are different methods of teaching English. When teaching a foreign language, it is necessary to pay attention to new ways of stimulating students' speech. However, numerous classical schools still try to teach with the old methods and old books. There will always be problems and you will never become good at speaking English. Using new methods, you can easily learn to speak English and improve at it. You will be able to speak like a native speaker.*

*Keywords: methodology, English, learning.*

**Introduction.**

It has been a long time since learning a foreign language consisted of passively memorizing new words and expressions. Monotony, boring cramming of grammar rules and, at best, the ability to translate a Russian phrase into a foreign language - that was the limit of perfection in mastering a foreign means of communication. And although the world has long known a huge number of approaches to learning a foreign language and methods, the real revolution in the methods of teaching English in our country has happened only in the XX century. Today everyone learns a foreign language. In proportion to the number of people the number of methods has increased. However, each method has both pluses and minuses. The principles of the old school today are subjected to severe criticism, despite the fact that the application of the "classics" brought fruit, and a lot. The only question is what price was paid for achieving these results. As a rule, in order to master the language, one had to pore over books, devoting a lot of time to translation, reading texts, memorizing new words, doing various exercises and retelling. For a change of activity, tasks such as writing essays or dictations were offered.

One of the oldest methods is the classical, or fundamental. The purpose of the classical method is not so much to learn as to understand the subtleties and details of the principles of a foreign language. The main objective pursued by the classical method is the formation of the grammatical base of the language being studied. The target audience is people starting to learn English "from scratch", from the basics. This method is perfectly familiar to those who have begun to learn English at school. It is worth noting that it is preferred by many language institutes, both in Kazakhstan and in the border states. The simplified scheme is as follows - the study of grammar, basic rules, which are subsequently applied in concrete examples and consolidated with the help of exercises. The most popular representative of the traditional method - N.A. Bonk. Her famous "Bonk textbook", written in collaboration with other representatives of the same traditional method, is a kind of pattern. This textbook has withstood severe competition with the latest methods coming from the West, and continues to be the standard. The only disadvantage, or rather, the disadvantage of the classical method is the scarce experience of speaking. It is possible to compensate for this disadvantage by adding other methods of communicative teaching to the classical method.

One such method is the so-called linguo-sociocultural method. Proponents of the above method are those who believe that a modern foreign language should not be a set of lexical and grammatical rules. On the contrary, the absence of extra-linguistic factors

leads to the fact that learning English becomes boring and aimless. Adherents of the linguo-sociocultural method elevate a foreign language to the rank of a communicative tool, which helps people not just to speak, but also gives them the opportunity to express themselves. Following the principles of the linguo-sociocultural method, we can safely say that a foreign language is a kind of mirror in which the way of life, traditions and customs, culture and history of the language are reflected.

Today, a characteristic feature of the development of modern society is the increasing importance of information, which is becoming a comprehensive and indispensable resource. Working with information has become the main content of almost any type of activity, including education.

Intercultural communication and widespread use of ICT in the educational process should be indispensable conditions in achieving modern professional quality of training specialists with high spiritual-cultural, creative-seeking and public-social activity. which are reflected in the "National Program for Personnel Training" of the Republic of Uzbekistan. [3, c.21]

The modern development of world education points to the fact that the concept of media literacy. has now. become a necessary constant for the formation of a highly intelligent and highly qualified specialist.

The impact of media culture on the formation of personality, personal qualities of a person, taking into account the educational aspect, according to N. B. Kirillova, who understands media culture as information and communication tools, as well as material and intellectual values in the aggregate, determine the formation of social and political consciousness in a developing society [2,p.8]

Thus, in modern linguodidactics the concept of information competence, information literacy is replaced by the term media literacy, considered by N.V. Chicherina - as one of the fundamental competences necessary for any professional specialist in effective functioning in the so-called information environment, [6,p.19].

In our opinion, media literacy is the process of training a media-literate person who has information competence due to the understanding of the socio-cultural, socio-political and intercultural context of media culture functioning in the modern world, codes and representational systems, or in other words, the ability to "see" not only explicit but also implicit information embedded in media text, to decode certain images, symbols and associations, including mastering, translating, i.e. i.e. (transfer adequate, logically correct and axiological information), interpret/analyze.

However, in recent years at the top of the most popular methods of teaching foreign languages is the communicative method, which occupies the first line in the ratings and calculations of statist. This methodology has proven itself perfectly in America and Europe. Continuing to conquer the world, the communicative method came to us, taking an honorable place in the leading language high schools of the republic. The technique is based on the integration of the two main methods of teaching foreign languages: traditional and modern. As the name implies, an important role in the communicative methodology is given to communication. The main goal pursued by this methodology is to overcome the language barrier. The main thing - to get rid of a person's fear of a foreign language, the fear of speaking in a foreign language and at the same time to develop other language skills and abilities, in particular oral and written speech, reading, listening. It is worth noting that grammar is studied in the process of speaking, communicating in a foreign language. The principle is as follows: first, students memorize and memorize language formulas, expressions, word combinations, and only then parse grammatical constructions found in the memorized phrases. In simple words, the principle of verbal anticipation works.

The fact that the communicative technique emphasizes the practice of communication, and the name itself. The communicative method aims at the development of speaking skills in a foreign language. It is also worth noting that the application of the methodology affects the structure of the lesson. Very often in the classroom you need to use game situations, conduct group work, develop tasks to search for errors, the ability to compare and contrast. As a rule, such classes make active work not only the memory, but also logic, which allows developing the ability to think analytically and figuratively and, in turn, encourages the expression of thoughts.

Today, the development of the modern IT industry makes the latest interactive resources available when studying English: computers of the latest generation, Internet, TV programs, newspapers, magazines. It is very important to put all of the above into practice. It contributes to awakening students' interest in the history, culture, traditions of the country of the studied language and helps to form the skills which will be necessary in the future.

Teaching is an active interaction between teacher and students, and it cannot be one-sided. It is up to the teacher to determine how successful the learning process will be.

Obviously, each teacher is guided according to their personal experience in the choice of methods and techniques of work. But based on the results of the experimental and practical work, we can say that the use of a variety of techniques in the communicative, inductive, deductive methods gives a positive result and certainly contributes to the effectiveness of teaching grammar.

The author tries to adhere to the so-called "mixed" method of teaching. This makes it possible to achieve the goals set and gives a high result.

## **Conclusion.**

To summarize, we note that the growth of media culture products in the process of learning English and training highly qualified personnel on a systematic basis seems promising direction of modernization and goal-setting of the content of professional education in modern integrative conditions.



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## LINGUOSEMIOTIC AND BIOPHYSIOLOGICAL MECHANISMS OF EXPONENTIAL GROWTH OF CULTURAL CONTENT

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*Abstract:* The article deals with the problem of linguosemiotical and biophysiological mechanisms of language. The three-stage system of differentiation of the content plan and the expression plan in the neocortex, the mechanisms of growth of verbal information in the socio-cultural space are characterized.

*Keywords:* biopsychosocial phenomenon, verbal codification, molecule-thread, DNA computing, multiplexing, transitive system, technological singularity

The linguocultural approach corresponds to the general trend of modern linguistics - the transition from "immanent", structural linguistics to anthropological linguistics, which considers the phenomena of language in close connection with man, his thinking, comprehension of the spiritual world of man. The necessity of linguistic research for dialogue of cultures has become a universally recognized tendency, since in social reality language, according to E. Sepir, is a guide, gaining "increasing importance as a guiding principle in scientific study of culture.[6] Parameters of frame representations are characterized by the large-scale coverage of semantic field of cognitive process, therefore in modern cognitive linguistics the expression infinity of noetic field of language is widely used. Phenomena of language and thinking have a binary nature of interrelation: thought is materialized in language, and language signs reflect the content of culture. Through language it is possible to study the structure of consciousness, to partially study the cognitive processes going on in the human brain.

Philosophical problems of thinking are reflected in the phenomenological concept of the German philosopher Edmund Gustav Albrecht Husserl. The philosopher uses the term "noesis" (Greek νοησις "thinking"; adjective "noetic") to refer to the underlying processes of thinking, which means the real content of the experience of consciousness. In this case, experience is seen as a pure being, not related to concepts. The word "Nous" was first introduced by the ancient Greek philosopher Anaxagoras and means "World Mind. The concept of noema (Greek νοημα, "thought"; adjective "noematic. "Noem is interpreted as a mental idea of the subject, the subject content of thought, the intentional correlate of noesis, the representation of the subject in the mind, which is connected with concrete notions. Noesis consists of two components - the sensation component (hyletische Daten) and the sense-making component (sinngewandte Daten). Noesis is revealed as part of experience by means of phenomenological reduction. Hence, noesis can be seen as a psychic phenomenon encompassing acts of reasoning and rational thought.

According to E. Husserl, "the intensional in consciousness may turn out to be only an illusion, a hallucination, but nothing will change phenomenologically in this case, because perception is opposed not to the transcendental itself, which is inaccessible to consciousness in principle".[3] It should be noted that E.Husserl's phenomenology as a whole and its separate aspects have been reflected in the linguistic concepts of the late 20th and early 21st centuries. The concept of the noetic field of language is identical to the concept of the semantic field. This psychological construct denotes a large semantic

paradigm, covering lexical units of different parts of speech, the meanings of which have a common semantic feature. For example: the semantic paradigm of the word "idea" is paradigmatically related to the semantic field of the lexical units thought, think, decision, original, idea, etc. The ability of consciousness to categorize concepts is of great importance in comprehending the infinite semantic field of noesis. As far back as Aristotle in the *Metaphysics* distinguished ten categories in the ancient Greek language, where one of the categories is time.[1]

The centuries-old linguo-cognitive process of registration and expression of thoughts by means of language determines the development of a number of formal categories in the grammatical structure of languages. As A.A. Girutsky notes, "the system of natural language belongs to multilevel systems, because it consists of qualitatively different elements - phonemes, morphemes, words, sentences, relations between which are complex and multifaceted"[3] In the process of cognition, language categories partially correlate with some general categories of thinking". For example, the grammatical subject and predicate correspond to a certain extent to the semantic categories of subject and predicate in logic (in their different understandings), and the complement and definition correspond to the object and attribute. Formal categories of parts of speech, in particular grammatical categories of number approximate the semantic categories of quantity; formal categories of cases and grammatical tenses approximate the semantic categories of relation, time etc.

It should be noted that categorization in language is connected to features of formation and functioning of material substrates of language signs - neural formations. The Gestalt pyramid of neurons contains numerous detectors, including detectors of general and particular properties of objects and phenomena, which contribute to the comprehension of the meaning of grammatical categories.

The following statement by the American linguist Edward Sapir draws attention to the relative dependence between the form of reflection of the realities of life in thought and the form of linguistic expression: "We see, hear and perceive these or those phenomena one way or another mainly because the linguistic norms of our society presuppose a given form of expression." [ 6]

The concept is a cognitive unit, which is part of the whole picture of the world, reflected in the psyche, concentrating a sufficiently large amount of knowledge relating to one semantic field. Within the framework of cognitive science the question of the mechanisms of knowledge preservation in the form of a concept and their extraction in the speech act is considered. Psycholinguistics gives a rather vague justification of the concept, while the mechanisms of formation of this form of cognitive units in neurobiology and neurolinguistics from the point of view of functioning of the neural network can be identified more distinctly. According to neurobiology, the material substrates of language signs - neural formations in the cerebral cortex form gestalt pyramids, which become a component of the neural network. In the gestalt pyramid, each category is reflected in separate neuronal structural units - detectors. From this point of view, a concept can be considered as an ensemble of neural formations, in the detectors of which all values of the semantic field are reflected in the gestalt pyramid.

In modern cognitive linguistics, along with the term "concept," the terms frame, frame representation of knowledge, and script are widely used. Frame is a term used in social sciences and humanities (such as sociology, psychology, communication, cybernetics, linguistics, etc.) and computer science to mean a semantic frame, a holistic representation of objects and actions within this representation. This term, first proposed by the American scientist, a specialist in artificial intelligence Marvin Minsky, has become one of the key concepts of cognitive linguistics. [5] In theoretical linguistics, the

term "frame" is given an interpretation by Ch. Fillmore.[ 6 ] T.A. van Dijk considers a frame as a structure containing generalized information about a stereotypical situation.[ 2.]

The concept of identifying different structures of knowledge representation is called frame theory. The origin of this theory is directly related to the problem of marking hidden elements of meanings in machine translation. R. Jackendoff calls such implicit language elements "missing features", and "scripts", "frames", "schemas" imply "aset of conditions, often of great complexity, which describe how a typical object or event looks like. For example, a room usually has walls and ceilings, gifts are usually given for birthdays, and food in a restaurant is often ordered after studying the menu... the point of frame theory is that it enables supplement the missing characteristics of concepts that have not been established when defining or categorizing them." [ 11]

To illustrate the peculiarity of cognitive representation and verbal reflection of cultural content in the definition, frame and concept, we give an example of several definitions of the term management:

1. The definition (Latin definitio - definition) of the term "management" reveals the content (meaning) of the name by describing the essential and distinctive features of the phenomenon denoted by the name (the denotative of the name) - a set of methods, forms and means of production management, allowing to use it most effectively. This definition enumerates only distinctive features of the phenomenon denoted by the term.

2. Frame representation (frame) of the term "management":

- the activity or ability to direct and control the work of a company or organization;
- The action or ability to direct and organize the work of a company or organization;
- people in charge of a company or organization - the action or ability to handle a situation which needs to be controlled in some way;
- a group of executives within a company, management;
- The science of using technology, labor, raw materials, and money so that the company's goals can be achieved. In the frame representation, unlike the definition, not only the essential features of the phenomenon are denoted, but also the structure containing some information.

3. The concept "management" as a complex mental formation consists of a figurative component (an industrial and economic situation in which the head and subordinates participate, usually in the form of discussion of production problems and decision-making), a conceptual component (a complex process of providing effective purposeful economic activity of the organization) and a value component (norms and rules of effective management of economic activity of the organization).

In the sphere of collective consciousness of the language community there is an exponential growth of volume and potential of language.( Exponential growth is an increase of the value, when the growth rate is proportional to the value of the value itself, this process obeys the exponential law. Exponential growth is contrasted with slower linear or step growth...

Language as a quasi-semiotic system and a natural means of communication is capable of providing exponential growth and expanding the range of verbal information dissemination. Such a process is clearly manifested in the intensification of the process of derivation in modern society. The peculiarity of derivation in different languages is reflected in borrowing of the English word "competence" - competence - availability of knowledge, experience and skills necessary for effective activity in a given subject area, the quality of the person, who has comprehensive knowledge in a given area and whose opinion is therefore strong and authoritative. Russian borrowing uses the characteristic Russian suffix -ost. The process of derivation of this word in the Uzbek language, which

belongs to the agglutinative languages, led to the appearance of the lexeme kompetulilik, which is formed by adding two suffixes -li and -lik.

The specificity of the cognitive interpretation of linguistic units is manifested at all levels of verbal contacts, including the level of syntax. There is a tendency in Uzbek linguistics to increase attention to the study of the topic and the rheme as general language categories, including syntactic categories. At this level, the identity and uniqueness of the use of syntactic constructions is also observed. Identical expressions include the inscriptions on the packages of goods: the English phrase "Open no there. Open from the back" is translated into Russian by the identical phrase "Open not there! Open from the back. In Uzbek there are also phrases that are identical in content, but specific in terms of expression, using the reverse order of words (inversion): "Bu yerdan ochilmasin! Karama karshi tarafdin oching" (colloquial style).

Ethno-linguistic peculiarity is reflected in the formulas of speech etiquette. For example, in English to express agreement/disagreement with the interlocutor is widely used speech turn let's (let us). In the case of objecting to the interlocutor speakers repeatedly use this turn of phrase in the affirmative form, and then delicately express their opinion. In Russian and Uzbek to express a disagreement with the interlocutor and to voice their opinion a negative form is used.

- Let's drink coffee.
- Let's have some tea.
- Let's have some coffee.
- No, let's have some tea.
- Keeling coffee and chaylik.
- Yowk, keeling yahshishi choi ichaylik (colloquial style).

Speech expressions of gratitude and appreciation are used in a peculiar way. In particular, in the English colloquialism guests often use such speech clichés, which are often addressed to the hostess of the house and emphasize the quality of cooking:

Thanks for the treat, everything was so delicious

In such cases, expressions similar in semantics to English turns of speech etiquette are used in Russian: Thanks for treats, everything was so delicious! There are also such turns of speech etiquette in Uzbek: Me?mondorchilik uchun ra?mat! Taomlar juda yaxshi tayurlangan, mazasiga gap yuq! (colloquial style)

According to the rules of the Uzbek speech etiquette most often thanks are addressed not only to the owner (or hostess) of the house, but also to those who took part in the preparation of the feast. Such expressions are used as "khizmat kilganlarning murody ?osil bulsin", ("may the wishes of all those who served the meal come true"), "taom tayorlaganlarning kuly dard kurmasin" ("may the hands of those who cooked the food be healthy", colloquial style). It is not customary to talk about the quality of the food; according to the rules of ethics, if it did not meet the requirements, it should not be said aloud both during the feast and after the end of the feast.

According to futurological predictions, an era of technological singularity may occur in the foreseeable future, when IT will be exponentially smarter than humans. [10] Futurologist Roy Kurzweil predicts that such a turning point will occur in 2045.[9] It should be noted that the computer is an analog of the human brain, and all IT are created by analogy with natural language. The analog cannot become the dominant of the original.

Supercomputer can not create a language for new generations of computers because it processes information within the limits of the program and database laid down. Only a person endowed with natural language intelligence is able to comprehend the new realities of life in the form of insight and emergence, and to implement new ideas in an

artifactual environment. The computer can surpass humans only if the chip is endowed with the properties of a living cell, capable of processing information at the level of DNA calculations. Modern science and high technology are not yet able to solve this problem (creating a "biocomputer" according to Neumann's background concept).

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## MEANS OF CREATING CHARACTERS' PORTRAIT IN THE NOVEL OF FRANSUA MORIAK'S "TANGLE OF SERPENTS" AND SPECIFIC PECULIARITIES RECREATING IN UZBEK.

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*Abstract: In this article the conclusion substantiated that antithesis and comparison were used to create many characters' personality and these means played as a base function to reflect characters' inner world and appearance; antithesis was mainly used to recreate images in Uzbek translation.*

*Keywords: F.Moriak, Tangle of Serpents, composition, character, antithesis, comparison, translation*

The article substantiates the conclusion that the portraits of many characters, as well as in the composition of the novel "A Tangle of Serpents", are based on antithesis and opposition, which serve to implement the author's intention, and that when recreating images translated into Uzbek language, antithesis and opposition are the main techniques

Each fiction book comes to existence not only as a result of writer's world of view, but also as a result of social environment, historical period of that exact work. An artist of the word uses image system to carry out fictional idea. Nothing is random in the inner world and appearance of the characters of fictions: everything is dependent on one chain to reflect an idea of the work. In this meaning, we discover inner spirit of fighting in Fransua Moriak's masterpiece "A tangle of Serpents" by the following phrases: "je survive à ma haine" – I could defeat my hatred, "J'ai cru longtemps que ma haine était ce qu'il y avait en moi de plus vivant" "I have known my own hatred as the most eternal thing in my world".

The whole work consists of inner spiritual fights, this book was written by an old lawyer's own words, who has taken care of his enemies and fought with them. The name of the work itself means spiritual sorrow, fighting, unacceptable environment. While we are reading the book we can see different characters: surrounding snakes of an old lawyer – only gathered for material riches, namely first of all, his wife – a member of Fondages' family, even being young and beautiful Liza got married to rurally educated Luis, and also his children – his son Gubert takes care not for his father's health, but his shares, her daughter Jeneyeva always lives to gain something useful his sponger son-in-law. However, the cases develop gradually and every character is analyzed by the world of view of main hero and only at the end of the book we discover the original idea, which gave eternal meaning among several centuries. The snakes – the main topics, which are appeared in human's soul and destroyed the whole mind and existence. Doubt, suspicion, hatred and revenge mood have been delivered by the writer with simple truth, comparison and with the example of one person's useless and painful.

The writer described by comparing kindness and hatred, kind people and self-seekers from the beginning to XVII section in order to accomplish his own purpose, namely the writer used antithesis successfully to create his characters' psychologic portrait. Contrast is soaked artistically to the simple image. "J'attends, sans impatience, dans cette chambre où j'ai dormi enfant, où sans doute je mourrai – I have to wait with great patience. I used to lie in this room in my childhood and certainly my eyes will close in this room." He expressed his room of his long term illness as a place which childhood and old age without excessive comparisons.



Fictional means are used very widely to describe characters in the book. The mother of lawyer Luis is brought to the work to prove that the reason for enthusiasm of scandal is for his father's heritage. His mother has always repeated that she quarreled with her parents a lot of times since his childhood, after her parents expelled her, they haven't even talked with each other at all. Luis's following unusual thought about family relationship call for people to observe: "Les familles unies, certes, ne manquent pas; Quand on songe à la quantité de ménages où deux êtres s'exaspèrent, se dégoûtent autour de la même table, du même lavabo, sous la même couverture, c'est extraordinaire comme on divorce peu! Ils se détestent et ne peuvent se fuir au fond de ces maisons... – That's true that friendly families are found a lot, but if we take into consideration that partners dissatisfy with each other, they hate one another even though they wash in the same basin, they sleep in one bed, we are sure that the divorce rate I really low nowadays. They even do not want to see one another they cannot quit their families at all.

Luis, waiting his sixty-eight years' birthday alone, without any kind of sweets and souvenirs, compares his negatively colored, careless family members with his lovely, but dead mother. He expressed this event as a last bouquet that given on his ordinary birthday, conveyed this event as last roses that is given by dying mother. "Le dernier bouquet que j'aie reçu ce jour-là, ma pauvre mère l'avait cueilli de ses mains déformées; elle s'était traînée une dernière fois, malgré sa maladie de coeur, jusqu'à l'allée des rosiers."

Luis described his own childhood with enthusiasm in the second chapter of the novel. The following words, which belonged to his pencil describes the only mother in his childhood: "la veuve d'un modeste fonctionnaire, chef de service à la Préfecture, peut donner de soins à un fils qui est tout ce qui lui reste au monde. Mes succès scolaires la comblaient d'orgueil. Ils étaient aussi ma seule joie ", "la stricte économie dont ma mère s'était fait une loi.... Déjà, du vivant de mon père, ils avaient «en saignant aux quatre veines» acheté Calèse....maman allait le moins possible «au boucher» "

His only aspiration in his childhood was to enter a higher education residence. He just learnt such great writers Virgiliy and Rasin not only for just interest, just to get ready for exam questions without any kind of enthusiasm, pleasure and impression. Being interested in books, this child is only allowed to go to streets only on Thursday and Sunday to get fresh air. In this chapter he described herself like this -«à quel point j'étais un enfant gâté. J'étais «un bûcheur» et m'en faisais gloire: un bûcheur, rien que cela. Voilà l'idiot que j'étais et que je fusse demeuré peut-être sans l'émoptysie... C'était la rançon d'une enfance trop studieuse, d'une adolescence malsaine; un garçon en pleine croissance ne vit pas impunément courbé sur une table, les épaules ramenées, jusqu'à une heure avancée de la nuit, dans le mépris de tous les exercices du corps.<sup>1</sup> »

He remembers his own childhood memories not with unblemished games, untroubled days, but the days when he struggled with boys named Enosh and Rodrigue to get the first places in the competitions with regret and repentance. He expressed his own non-pliable days to sense and emotions like following: "J'étais un enfant féroce pour qui prétendait m'aimer. J'avais horreur des «sentiments»"

While he was studying at the lyceum, he felt sorry for the days when he missed his own mother. He thought that his father had not died and was absent for some time, his father seemed to have been waiting for his coming from the lyceum. He crossed the streets, went up the streets very fast, his mother was waiting for him and hanging her laundries, his father's photo was hanging on the wall. He began to lose hope and started to read books.

Luis expressed withdrawal from his from his superior intention of entering a higher education residence and learning law science because of his illness as following: *-la ruine de ma santé consommait le naufrage de mes ambitions universitaires*. These phrases were translated by Sh. Minovorov with descriptive stylistic means: *My health system began to recover because I had get rid of troubles about study affairs<sup>2</sup>*

<sup>1</sup> François Mauriac. Le noeud de vipères. Edition Bernard Grasset, 1933

<sup>2</sup> Fransua Moriak. Tangle of Serpents. Tashkent, 2012, page 13

While Luis is writing about passed years' in Akrashon, he described his mother's situation like following: *–chaque jour elle vivait dans l'attente de «l'heure du thermomètre»* This case was translated by Sh. Minovarov and delivered like this: - *My mother had to wait for “temperature measuring time” with great tension.* In this place old-aged lawyer Luis compared his childhood and current illness case as following: *–j'ai été justement puni de ma dureté, de mon implacabilité de garçon trop aimé. I didn't know what sympathy is in my childhood, I thought that the destiny was punishing me because I had no kindness and I always became cool-hearted for my mother.* Skillful translator Sh.Mirovarov used the phrase “cool-hearted” and achieved to read easily and understood by Uzbek bookworms well. In this way, the translator also achieved to reflect each character's figure honestly.

In addition, Fransua Moriak used also animals' images to create his characters' figures in his book. For example, an old lawyer is called «*the oldx crocodile* »<sup>1</sup> by his grandson son-in-law Filly, Luis calls his family members – owners his legacy as *cette meute familiale* – packs of hunter dogs and tells them the following words – *vous-vous battez comme des chiens autour de mes terres, autour de mes titres.* Translation cannot be, of course, accomplished without loses, a bookworm person must read an authentic one in order to feel reading pleasure. Above mentioned portrayal description was translated by the translator with a slight change, namely *cette meute familiale* phrase was omitted, - Then these family members disappeared at all, you will quarrel for my lands and shares like *a dog* expressed like this.

In conclusion, the aim of Fransua Moriak's “Tangle of Serpents” is the metaphoric expression of human's soul that is not lit by divine, namely catholic light. In this work each member of bourgeoisie family envenoms others gradually. The absence of kindness and love in the families is not the result of unhappy marriage, but that is the illness of the whole society.<sup>2</sup>

The author used a lot of fictional-descriptive devices in order to achieve this goal, in this research work some of these devices and translation of them have been analysed.

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<sup>1</sup> p73

<sup>2</sup> <https://ru.wikipedia.org/wiki/Мория-Франсуа> κ

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## GENDER-PRAGMATIC FEATURES OF PHONETIC NON-VERBAL MEANS

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*Abstract:* This article is devoted to the phonetic, pragmatic, stylistic analysis of paraverbal means in the speech of women and men. Phonation non-verbal means are associated with the physiological characteristics of a person, are associated with his psychological state and constantly complement the process of verbal speech. To date, research has also focused on non-verbal phonation devices, their uses and features.

*Keywords.* Phonation, gender, speech volume, pause, tone features, timbre, speech process, provide, communication process, non-verbal means.

Among the non-verbal means involved in verbal communication, phonation is one of the most active elements of information transfer, since any linguistically derived communication is the result of a speech process. Reduced or increased volume, pause or chronic, thick or thin speech, tone or timbre features in the speech process are additional tools that provide specific information in the communication process. The importance of such non-verbal means is clearly visible in the speech process. The phonetic features of sound are an important factor in the materialization of thought. According to Professor A. Nurmanov, with traditional linguistic analysis, the word Ahmed, consisting of five phonemes, two syllables, one morpheme and one word, can be expressed with equally different pronunciations in live speech.

Professor V. A. Artemov also experimented with the Russian word "carefully" and showed that by pronouncing it with different intonations, 22 different meanings can be expressed. After all, intonation can express a variety of connotative meanings not only in emotionally pronounced words, but also in neutral words.

For example, Break. (statement)  
Break? (question) and  
Break! (urge).

Phonation non-verbal means are associated with the physiological characteristics of a person, are associated with his psychological state and constantly complement the process of verbal speech.

To date, research has also focused on non-verbal phonation devices, their uses and characteristics, and scholars have come up with differing views on this.

In particular, A. Abduazizov notes that phonetic non-verbal means are difficult to identify compared to gestures:

Phonostylistic means may be accompanied by signs of phonation (a very quiet voice, constriction of the throat, etc.) and various movements, facial expressions, gestures, i.e., kinesthetic signs. Phonostylistic and paralinguistic features are necessary not only for linguistics, but also for other areas, in particular, acting, drama, oratory, psychology, and forensic science. NV Nakashidze also notes that paralinguistics consists of two parts (phonation and its types and kinetics). A.M. Shelgunova lists various over-segment cases, prosodic units as non-verbal means and says that "intonation and stress, although sometimes they do not carry any information in speech, belong to the category of non-verbal means, because they are unique for each language.

GV Kolshansky states that the study of speech phonation is carried out in four aspects, emphasizing that the sentence phonation includes all sound means related to the speech process and used as an additional factor in speech communication.

V.V. Bogdanov includes all extralinguistic factors in the phonation of non-verbal means.

M. Saidkhanov also includes in the list of phonation non-verbal means all additional means of sound transmission that are involved in communication and are important in conveying certain information to the addressee, controlling the speech process.

Sh. Iskandarova considers the power of the voice, timbre, dictation, etc. as general phonetic features, noting that the addressee is a paralinguistic means that reflects not only the physical state of the speaker, but also his mental state.

It is also clear from the above considerations that phonation is one of the most important factors in speech communication and that theoretical views on it also differ.

In our opinion, all suprasegmental units (tonal elements - tone, pitch, intonation) that accompany the segment in addition to the row and serve to differentiate the meaning belong to the group of phonation nonverbal means.

This is due to the fact that in oral communication the speaker can give the content of information an additional pragmatic meaning through the tone of voice, speed of speech, timbre of speech, etc., based on the intonation capabilities of speech, in addition to the will to express this or that thought.

For example, "Am I late?" Really? He said

In the tone of Anvar's apologies (U. Khoshimov).

In this text, the pronunciation of Anvar's "apologetic tone" in expressing an opinion, additional meaning is understood through the tone of voice.

In a good or bad mood, the speaker, happy or helpless in his opinion, is determined by how he pronounces the words in the expression, the tone of voice. Such means of conveying certain information are phonological non-verbal means.

Hence, sound in verbal communication is important in tone, pitch, melody of speech, rhythm of speech, intensity of speech, tempo of speech, timbre of speech, logical stress and phrasal stress, in a clear and complete disclosure of the function of language units, their ambiguity and methodological diversity are obvious, and in lighting expressive and emotional colors of speech.

The phonetic features of the voice are an important factor in the materialization of thoughts in accordance with the purpose of the speaker. Speaking about these features, one should not lose sight of both general phonation factors and individual phonation factors. The general phonation apparatus includes features characteristic of the specific pronunciation of certain peoples, and individual phonation means may include individual features characteristic of the pronunciation of each person in a particular society.

In particular, the materialization of thought manifests itself in different forms in each person, including men and women, and is characterized by specific sound characteristics.

The general physiology of men and women, including the organs of speech (thinness and vibration of the vocal cords, lungs, diaphragm, chest, differences in the size of the mouth, nasal cavities, larynx, etc.) also determine the difference in their pronunciation from each other. That is why their distinctive sound features are clearly visible in speech communication.

It is well known that, since men are rough by nature, their speech is dominated by a thick, strong, and somewhat rough, mixed tone of voice.

Emotional traits, such as anger, rage, rage, which are characteristic of a man, determine that the voice is pronounced in a high tone.

Since men are characterized by such qualities as exactingness, perseverance, the desire to quickly take the initiative in conversation, the tendency to speak loudly, aggressiveness, the following qualities are more noticeable in their speech.

The features of these features associated with the physiological aspects of the articulatory

apparatus are as follows: Speech in a deaf voice. Gasping, wheezing, in an indistinct voice:

- Everything! he said in a hushed voice. "Don't ask me about this woman. This woman is nobody to me. I went to work.

He tossed the red-hot cigarette butt into the fire and whirled around. (U. Khoshimov).

As a result, their speeches were dominated by a tone of voice expressing dependence, dumbness. In this regard, Uzbek women also differ from men in pronunciation, timbre, the nature of pauses, and the pace of speech. Most Uzbek women speak much softer, thinner, with a large accent.

A woman is characterized by curiosity, attention to the interlocutor, empathy, gentleness, musicality, a tendency to listen in an undertone.

In the Uzbek language, the assessment is expressed not only by linguistic, but also by paralinguistic means. Paralinguistic means play an important role in the formation of evaluative relationships between people, which further increases the effectiveness of speech. Any non-verbal means is positive or negative, which manifests itself directly in a real speech situation. Also, the expression of the positive or negative content of non-verbal means manifests itself in different manifestations in men and women. Such negative traits as rudeness, rudeness in the character of men, in our opinion, are reflected in their non-verbal actions or their more negative non-verbal behavior grabs our attention.

Positive female traits such as elegance and obedience form a positive image of them in us and draw our attention only to the positive aspects of their non-verbal behavior. Therefore, in the minds of women, such qualities as grace, beauty, grace, tenderness, gentle and gentle voice are embodied. Verbal communication is directly related to the situational situation, and how verbal and non-verbal units express the pragmatic content depends on the speech situation. Accordingly, non-verbal means representing a positive evaluation may represent a negative evaluation or, conversely, non-verbal means representing a negative evaluation may represent a positive evaluation.

In Uzbek oral communication, the assessment is expressed not only by linguistic, but also by paralinguistic means. With these tools, speech sensitivity is further enhanced. Paralinguistic means play an important role in the formation of value relations between people. In a direct verbal situation, it becomes clear whether any non-verbal action has a positive or negative connotation.

Paralinguistic means of evaluation can be divided into three: paralinguistic means of positive evaluation, negative paralinguistic means of assessment, paralinguistic means of situational assessment. They express the communicators' subjective assessment of the speech situation, adding additional emotionality to the speech of the participants in the speech.

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## THE ROLE OF COOPERATION IN ENGLISH CLASSES

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*Abstract: Cooperation learning is one of the varieties of a student-centered approach in teaching a foreign language, which involves the organization of groups of students working together to solve a problem, topic, issue. Training tasks are structured in such a way that all team members are interconnected and interdependent, and at the same time quite independent in mastering the material and solving problems. The main idea of this technology is to create conditions for active joint learning activities of students in different learning situations.*

*Keywords: cooperation learning, student-centered approach, methods and techniques, didactic means,*

### **Introduction**

The ideology of cooperation learning was developed in detail by three groups of American educators: R. Slavin from Johns Hopkins University, Roger Johnson and David Johnson from the University of Minnesota, E. Aronson's group from California State University.

Cooperation learning is one of the varieties of a student-centered approach in teaching a foreign language, which involves the organization of groups of students working together to solve a problem, topic, issue. Training tasks are structured in such a way that all team members are interconnected and interdependent, and at the same time quite independent in mastering the material and solving problems. The main idea of this technology is to create conditions for active joint learning activities of students in different learning situations. Setting goals and objectives of pedagogical activity

The purpose of pedagogical activity is to ensure the positive dynamics of the formation and development of skills of independent activity of students in the study of English through the use of cooperation technology.

Achieving the planned results involves solving the following tasks:

- creation of conditions for active joint activity of students - in different educational situations;
- Encouraging students to independently choose and use the most significant ways for them to study educational material;
- the use of methods and techniques aimed at the formation of an active position of the student;
- stimulating the student to self-valuable educational activities and providing the opportunity for self-education, self-development, self-expression in the course of mastering knowledge.

Organization of the educational process

At the initial stage of the organization of the educational process, the level of formation of the skills of independent work of students is determined. According to the results of diagnostics, it is revealed:

- the level of learning diagnosed without relying on didactic means;
- the level of students' interest in learning English;
- the level of development of schoolchildren's independence in learning activities.

The purpose of the diagnostics: to determine whether the student does his homework on his own, whether he experiences difficulties, whether he uses didactic means.



To increase the level of independence, the teacher organizes the educational process, providing the necessary conditions for enhancing the independent activity of students, giving each student the opportunity to understand, comprehend new language material, get enough oral practice to form the necessary skills and abilities, observing the basic principles of learning in cooperation.

## Content of education

The content of education based on the principles of learning in cooperation is characterized by the following:

- groups of students are formed by the teacher before the lesson, taking into account the psychological compatibility of children. Moreover, in each group there should be a strong student, an average and a weak one (if the group consists of three students), girls and boys. The composition of the group can be changed from lesson to lesson.

- the group is given one task, but during its implementation, the distribution of roles between the participants is provided (the roles are usually distributed by the students themselves, but in some cases the teacher can give recommendations);

- the work of not one student is evaluated, but the whole group, i.e. the assessment is one for the whole group;

not only knowledge is evaluated, but the efforts of students (each has its own "bar").

- The teacher himself chooses the student who must report for the task. In some cases, this is a weak student (in our subject, this applies mainly to linguistic knowledge, grammatical and lexical). If a weak student is able to report in detail the results of the joint activities of the group, answer the questions of other groups, then the goal has been achieved and the group has coped with the task, because the goal of any task is not its formal implementation (correct / incorrect decision), but the mastery of the material by each student of the group.

There are many techniques or options for cooperative learning.

Working with text in an English lesson in the classroom. In class, students read the text. Pre-text and text tasks are performed frontally. At the beginning of the work, the teacher divides the text into parts. The students are divided into groups. In 15 minutes, the group should prepare an expressive reading and literary translation of the passage. At the end of the work, one of the group members reports on the work, that is, reads and translates the text. The whole group receives the same marks. Thus, everyone is responsible for the overall result of the work. This, on the one hand, gives an incentive to strong students to explain the material to weaker ones, and on the other hand, weaker students receive additional motivation to learn. They work together, everyone can contribute to the common work. Similarly, you can organize other types of work with text.

Studying or repeating the topic "Sport", you can organize the work as follows. The teacher on the blackboard (or on cards that are placed in different corners of the class) writes the names of 3-4 sports (depending on the number of students). Each student chooses a sport that he knows more about, which he likes best. Thus, groups of 3-4 people are formed. For 15-20 minutes, the group members should discuss the chosen sport, trying to collect all the information. In addition, they should come up with questions for other groups. Thus, the material is generalized, the skills of oral speech are improved.

Self-control and self-correction play an important role in the formation and development of students' independence skills. For the development of self-control and self-correction in the classroom, students are given the opportunity to check their work, check it with a sample. In this regard, the problem of the teacher's attitude to mistakes arises. When learning a foreign language, mistakes are natural and inevitable. Students should be given

the opportunity to correct their own mistakes. In this case, the error will not be an inhibitory, but a developing factor in the learning process. Mutual control contributes to the development of self-control skills. By learning to see errors in the speech of others, students will be better able to control their speech activity.

Forms, methods and means of educational work, their optimal choice in accordance with the goals and objectives, the technology of their application

In accordance with the goals and objectives of pedagogical activity, various methods, forms and means of educational work are used within the framework of the experience provided. The formation and development of skills of independent activity of students is implemented primarily within the framework of:

traditional forms of education (in the mode of subject-lesson teaching or according to the usual classroom system);

individual or group lessons;

self-study;

lesson - business game;

lesson - competition;

lesson - presentation of projects.

Other forms of study

The technology "Learning in cooperation" provides for the use of such active forms as: debate, press conference.

Debate methodology.

Students are divided into 2 groups of opponents and 1 group of the editorial board. The leader can be a teacher or a well-prepared student.

Students are given 15 minutes to prepare for the discussion.

Group 1 reviews and selects positive statements.

Group 2 - negative. Both groups recall life examples from their experiences.

Group 3 (the smallest 2-3 people) prepares a poster with the name of the topic, a badge for the presenter.

The role of the facilitator is not only to start and end the work of the dispute, but also to be a link, ask questions, be able to direct this or that group in the right direction, and sum up.

Methodology for the lesson "Press conference". All students are divided into 3 groups according to the lottery principle.

1 group - guests (from the USA, Great Britain)

Group 2 - representatives of the press, conference participants

Group 3 - editorial board. The leader is selected (teacher, the most prepared student).

15 minutes to prepare:

Group 1 looks through and checks the material of the topic covered, writes out individual words, phrases.

Group 2 prepares interesting questions for invited guests.

Group 3 prepares a badge for the host, data plates for guests, plates with magazine names.

The remaining 20 minutes are the conference itself. The host opens the conference, names the topic, goals, introduces the guests and the names of the publishing houses whose representatives participate in the work. He ends the conference.

A variety of forms of work, repeated repetition of lexical and grammatical material, game moments help to increase students' motivation to learn English.

Teaching methods

In the organization of the educational process, several variants of the teaching method in cooperation are used.

Jigsaw "openwork saw, machine hacksaw".

This version was developed by Professor Elliot Aronson in 1978.

Students are united in groups of six people to work on educational material, which is divided into fragments (logical and semantic blocks). The whole team can work on the same material. But at the same time, each member of the group receives a topic that he develops with particular care and becomes an expert in it. Meetings of experts from different groups are held. Then everyone reports to their group on the work done. Everyone needs to listen carefully to each other, take notes. At the final stage, the teacher can ask any student in the group a question on the topic. Or students pass an individual control section, which is evaluated. The results are summarized. The team with the most points will be awarded.

Learning Together

This approach to cooperation learning was developed at the University of Minnesota in 1987.

The class is divided into heterogeneous (according to the level of training) groups of 3-5 people. Each group gets one task, which is a subtask of some big topic, on which the whole class is working. As a result of the joint work of individual groups, the assimilation of the entire material is achieved. The basic principles - a reward for the whole team, an individual approach, equal opportunities - work here too. Within the group, students independently determine the role of each in the implementation of a common task. Thus, from the very beginning, the group has, as it were, a double task: academic - the achievement of a cognitive, creative goal; social, or socio-psychological - the implementation in the course of the task of a certain culture of communication. The role of the teacher is control.

Research work of students in groups (Shlomo Sharan, Tel Aviv University, 1976).

The emphasis is on self-employment. Students can work individually or in groups of up to six people. They choose a subtopic of the general topic that is scheduled for study by the whole class. In small groups, this subtopic is broken down into individual tasks for individual students. Everyone contributes to the common task. A single report is jointly compiled, which is subject to presentation in the lesson in front of the whole class. More often this variant of work is used in project technology.

The combination of all these options for solving specific didactic tasks allows you to most fully implement a personality-oriented approach in various pedagogical situations.

Methods of stimulation and control:

- Mutual control.
- Cyclic peer review. Students are invited to check each other's assignments according to the principle "you - with me, I - with another";
- Relay check. The teacher checks the task with the student who completed it first. This student, in turn, checks the completed task with another, then together they check the next, and so on.
- Self-control (self-assessment). The class does the task on its own.
- Use of accumulative points. Over the course of several lessons, for small answers that do not deserve a mark, the student receives separate points, which are then summed up.

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## ANALYSIS OF LEXICAL EXPRESSIVE MEANS AND STYLISTIC DEVICES

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*Abstract: Words in context, as has been pointed out, may acquire additional lexical meanings not fixed in dictionaries, what we have called contextual meanings. The latter may sometimes deviate from the dictionary meaning to such a degree that the new meaning even becomes the opposite of the primary meaning, as, for example, with the word sophisticated. This is especially the case when we deal with transferred meanings.*

*What is known in linguistics as transferred meaning is practically the interrelation between two types of lexical meaning: dictionary and contextual. The contextual meaning will always depend on the dictionary (logical) meaning to a greater or lesser extent. When the deviation from the acknowledged meaning is carried to a degree that it causes an unexpected turn in the recognized logical meanings, we register a stylistic device.*

*Keywords: lexical meanings, linguistics,*

### Introduction

In order to improve the training and provide better knowledge of foreign languages we have to accelerate the realization of the National Programmer of Personnel Training in the country. As in many other aspects of life the situation changed in a language policy. That requires creation of new textbooks, dictionaries, manuals. In order to fulfill this goals one must know every field of linguistics. In my opinion the theme of the work is very actual because there is not any manual which compare the lexical stylistic devices of the Uzbek and the English language.

### Expressive means and stylistic Devices

All stylistic means of the English and Uzbek languages can be divided into expressive means (EM) and stylistic devices (SD). "The expressive means of a language are those phonetic, morphological, word building, lexical, phraseological or syntactical forms which exist in language as-a-system for the purpose of logical and various dictionaries.

Among lexical EM we must mention words with emotive meanings, interjections, polysemantic words, vulgar words, slang etc. The fact that polysemantic words retain their primary and secondary meanings is of great importance for stylistics. It is quite easy to understand the meaning of the following phrases; He grasped the main idea; a burning question; pity melted her heart. The italicized words are used in their secondary transferred dictionary meanings. But the primary and secondary meanings are realized simultaneously. The expressiveness of these words becomes obvious when compared with neutral equivalents; He understood the main idea; an important question; pity softened her heart. This expressiveness exists in the vocabulary of the Uzbek and any language. For example: Suv yuz gradus issiqlikda qaynaydi; gap qaynaydi. Ustaraniqayramoq. Ikki yoshni bir-biriga qayramoq. Dalalarda ish qaynaydi kimlar teradi, kimlar beda o`radi, kimlar shudgar qiladi.

In this short survey it is impossible to give a complete analysis of all E.M. of the both language. My task was to show some lexical EM of the English and Uzbek languages.

According to Prof I.R. Galperin`s definition Stylistic Devise is a conscious and intentional intensification of some type structural or semantic property of a language unit promoted to a generalized status and thus becoming a generative model.

SD must always have some function in the text, besides they bring some additional information. The conception that words possess several meanings gives rise to such SDS

as metaphor, metonymy, irony, epithet and others. Thus, a metaphor is a conscious and intentional intensification of typical semantic properties of a word: "Oh, Rain"-said Mor. He enveloped her in a great embrace. (I. Murdoch). The dictionary meaning of the verb "envelope" is "to wrap up, cover on all sides". The contextual meaning is "to embrace" Here we can give example of the Uzbek: Imtixonida u sayrab ketdi. The dictionary meaning of the verb "sayramoq" is "qushlarning sayrashi, yoqimli yoki yoqimsiz ovoz chiqarishi" The contextual meaning is "tinmasdan so`zladi, yaxshi javob berdi".

The typical features of proverbs and sayings serve as the foundation for an SD which is called epigram, i.e. brevity, rhythm and other properties of proverbs constitute a generative model into which new content is poured

- A thing of beauty is a joy forever. (J. Keats)
- Sweet is pleasure after pain (J. Dryden)
- If youth knew, if age could (Tl. Estienne)
- What the eye does not see, the stomach doesn't get upset (J.K. Jerome).

O`zing tashna bo`lsang, obi juy etar

Ko`zing tashna bo`lsa, obro`y ketar (X.Dexlaviy)

Aytur so`zni ayt, aytmas so`zdan qayt. (A.Navoiy)

These phrases are not proverbs; they are the creations of individual writers and poets. When such phrases are used in the text they accumulate great emotive force and function. They acquire a generalized status and thus easily become an SD while proverbs remain EM of the language.

The same may be said about syntax. The typical structural features of oral speech (violation of word order, omission of some parts of the sentence, repetition of certain words etc) may be intensified and promoted to a generalized status. Such SDs as inversion, parallel constructions, chiasmus is the result of these stylistic transformations.

### **Lexical Expressive Means and Stylistic Devices**

Transferred meaning is the interrelation between two types of the lexical meaning: dictionary and contextual. The contextual meaning always depends on the dictionary meaning. But when the deviation is very great that it even causes an unexpected turn in the logical meaning, we register a stylistic device. In other words we may say: when we witness two meanings of the word realized simultaneously we are confronted with a SD, where two meanings interact.

The transferred meaning of a word may be fixed in dictionaries as a result of long and frequent use of the word other than in its primary meaning. In this case we register a derivative meaning of the word. The term 'transferred' points to the process of formation of the derivative meaning. Hence the term 'transferred' should be used, to our mind, as a lexicographical term signifying diachronically the development of the semantic structure of the word. In this case we do not perceive two meanings.

When, however, we perceive two meanings of a word simultaneously, we are confronted with a stylistic device in which the two meanings interact.

The stylistic device based on the principle of identification of two objects is called a metaphor. The SD based on the principle of substitution of one object for another is called metonymy and the SD based on contrary concepts is called irony.

Metaphor. The term "metaphor", as the etymology of the word reveal means transference of some quality from one object to another. From the times of ancient Greek and Roman rhetoric, the term has been known to denote the transference of meaning from one word to another. It is still widely used to designate the process in which a word acquires a derivative meaning. Quintilian remarks: It is due to the metaphor that each thing seems to have its name in language. "Language as a whole has been figuratively defined as a dictionary of faded metaphors.

Thus by transference of meaning the words grasp, get and see come to have the derivative meaning of understand. When these words are used with that meaning we can only register the derivative meaning existing in the semantic structures of the words.

Though the derivative meaning is metaphorical in origin, there is no stylistic effect because the primary meaning is no longer felt.

A metaphor becomes a stylistic device when two different phenomena-things, events, ideas, actions are simultaneously brought to mind by the imposition of some or all of the inherent properties of one object on the other which by nature is deprived of these properties. Such an imposition generally results when the creator of the metaphor finds in the two corresponding objects certain features which to his eye have something in common.

The idea that metaphor is based on similarity or affinity of two objects or notions is erroneous. The two objects are identified and the fact that a common feature is pointed to and made prominent doesn't make them similar. The notion of similarity can be carried on ad absurdum, for example, animals and human beings move, breathe, eat, but if one of these features, i.e. movement, breathing, is pointed to in animals and at the same time in human beings the two objects will not necessarily cause the notion of affinity.

Metaphor is not merely an artificial device making discourse more vivid and poetical. It is also necessary for the apprehension and communication of new ideas. It is the way in which creative minds perceive things.

Metaphors like many SDs must be classified according to three aspects:

- 1) The degree of expressiveness,
- 2) The structure i.e. in what linguistic form it is presented or by what part of speech it is expressed,
- 3) The function, i.e. the role of SD in making up an imagine.

The expressiveness of a SD depends on various aspects. Different authors and literary trends or movements have different sources where they borrow the material for images. Favourite images in oriental poetry are: nightingale, rose, moon. Nature, art, war, fairy tales and myths, science may also serve as sources for metaphorical images.

We distinguish genuine and trite metaphors. The metaphors in which images are quite unexpected are called genuine. Those which are commonly used-are called trite or dead metaphors. Genuine metaphors are also called speech metaphors. Genuine metaphors can easily become trite if they are frequently repeated.

There is an opinion that a metaphor is a productive way of building up new meanings and new words. Language can be called the "dictionary of faded metaphors".

Examples of trite metaphors: The salt of life; a flight of imagination: the ladder of fame; to burn with passion (anger). The following metaphors enriched English phraseology; foot of a bed, leg of a chair, head of a nail, to be in the same boat, blind window, to fish for complements. Here Uzbek examples o`q yomg`iri, o`lim do`li buloq ko`zi.

Examples of genuine metaphors: The lips were tight little traps the whole space was a bowl of heat; this virus carried a gun; the dark swallowed him;

Mrs. Small's eyes boiled with excitement; the words seemed to dance □. Xademay, ularning safari qoridi. Daryo oqar, vaqt oqar, umr oqar paydar-pay. Boshimdan kaptarlardekuchdi ming-minglab xauol. Gullar go`yo eshitar ta`zim.

Very often trite metaphors are given new force and their primary dead meaning is created a new. It is achieved by introducing new additional images. Such metaphors are called sustained or prolonged: "Our family rivulet joined other streams and the stream was a river pouring into St. Thomas Church" (J. Steinbeck).

Jimjitlik bor joyda xayot so`nadi. Jimjitlik toshni xam, ko`ngilni xam emiradi. Tingan

suvni qurt bosadi.

Thus, trite metaphors regain freshness due to the prolongation. Metaphors may have a sustained form in cases with genuine metaphors as well.

Usually a metaphor may be expressed by any part of speech.

The main function of the metaphor is to create images. Genuine metaphors create bright images in poetry and emotive prose. Trite metaphors are widely used in newspaper and scientific style. Here it is not a shortcoming of style. They help the author make the meaning more concrete and brighten his writing as it is an indispensable quality of human thought and perception.

There is an opinion according to which metaphor is defined as a compressed simile. Prof. I.R. Galper in considers this approach as misleading because metaphor identifies objects while simile finds some point of resemblance and by this keeps the objects apart. He says their linguistic nature is different.

When likeness is observed between inanimate objects and human qualities, we have the cases of personification:

Slowly, silently, now the moon

Walks the night in her silvery shoon

This way and they and that the she peers and sees

Silver fruit upon silver trees

Here the examples of personification (jonlantiruvchi) of Uzbek languages. Xozir Farg`ona bog`larida to`kin kuz. O`rikzorlar tukini o`zgartirib boshiga olov rang qip-qizil durra bog`lagan. Tutzorlar boshida malla qalpoq.

Metonymy - is a transfer of meaning based upon the association of contiguity-proximity. In metonymy the name of one thing is applied to another with which it has some permanent or temporary connection: He felt as though he must find a sympathetic intelligent ear (Th drieser).

Guldur etib, bulut tarqab Yalt-yult etib chaqmoq chaqdi, Ishchi bobo seskansang-chi!

Sharqqa quyosh chinlab chiqdi!

In this Uzbek example the word "sharq" means countries and notions of East.

The transfer of meanings may be based on temporal spatial, casual, functional, instrumental and other relations.

Like metaphors metonymy can be divided into trite metonymy-i.e. words of metonymic origin and genuine metonymy.

In trite metonymy the transferred meaning is established in the semantic structure of the word as a secondary meaning. In the course of time its figurativeness and emotional colouring fades away.

Ex: nickel, the coin of the US and Canada worth 5cent: hand, a workman; bench, a judge; cradle, the place where something begins; grave, death; house, the people voting after a debate. Qo`l - ishchi kuchi, beshik boshlang`ich joy

If the interrelation between the dictionary and contextual meanings stands out clearly then we can speak about the expressiveness of metonymy and in this easy we have genuine metonymy. In order cases we have only one of the lexicological problems -how new words and meanings are coined. In most traditional metonymies the contextual meanings are fixed in dictionaries and have a note -fig. Metonymy may be divided into figures of speech established in the language and individual speech. Metonymy established in the language is frequent in colloquial speech. E.g. the whole table was stirring with impatience.e.g. the people sitting round the table were impatient.Terim paytida ko`p qo`l kerak buladi.Uning qalami qasos o`ti bilan yonardi .Green fingers ,people who have skill for growing gardens blue -collars-workers, a symbol of non-manual labor .



Metonymy is based on different relations of contiguity.

1) a leading significant feature of a person can be used instead of its possessor: Who is the moustache? - (who is the man?). Olive uniforms (young men); cotton prints (women). "Tantanali majlis zalida "a'lo ", "yaxshi" qator o'tirdi.

2) a symbol can be used for an object: Then I think of taking silk (to become a lawyer). Nikolay zamonida ostonam tuyoq ko'rmagan.

3) The name of the place can be used for somebody or something connected with it; It was too late for the river (a picnic on the riverside ) .Majlisga butun qishloq keldi. Auditoriya kuldi.

4) A concrete noun may stand for an abstract one: My mother's voice had the true.

5) An abstract notion may stand for a concrete one: Subservience sprang round the counter (weak and mild people were standing round the counter).

6) An abject may denote an action; When I awakened old sleepy Mary was up and gone ... and coffee and bacon were a foot (the breakfast was ready).

Certainly the types of metonymy are not limited. There may appear new types of relations for the origin of metonymy. A metonymy differs from a metaphor by the fact that a metaphor may be paraphrased into a simile by the help of such words as: as if, so as, like etc. With metonymy you cannot do so.

The sources where images for metonymy are borrowed are quite different: features of a person, an object, facial appearance, names of writers and poets, names of their books, name of some instruments, etc.

The expressiveness of metonymy may be different. Metonymy used in emotive prose is often called contextual and in this case is considered to be genuine and unexpected.

Eg: The brown suit gaped at her. The blue suit grinned, might even have winked. But the big nose in the gray suit stared-and he had small angry eyes and even did not smile (J. Preistley).

Qo`shiq kuylar qizaloq

Tinglar uni dale, bog`

Prof.Galperin states that in order to decipher the true meaning of a genuine metonymy a broader context is necessary ( not the same with a metaphor). Though for trite metonymy the case is not the same. We can see this from the following examples: fifty sails (instead of fifty ships), smiling year (for spring).In the morning old Hitler-face questioned me again (S. Sillitoe). I get my living by the sweat of my brow (with difficulty); to earn one's bread lone`s means of living); to live by the pen (by writing); to keep one's mouth shut (be silent).

Usually metonymy is expressed by nouns or substantivized numerals or attributive constructions; she was a pale and fresh a eighteen.

The functions of metonymy are different. The general function of metonymy is building up imagery and it mainly deals with generalization of concrete objects. Hence nouns in metonymy are mostly used with the definite article, or without it at all (definite and zero articles have a generalizing function).

Besides, metonymy have a characterizing function when it is used to make then character's description significant or rather insignificant (by mentioning only his hat and collar. It has the function of introducing a new person into the book.

Irony is based on the realization of two logical meanings (dictionary and contextual). Which stand in opposition? It is the clash of two diametrically opposite meanings. Eg: The man they had got now was a jolly, light-hearted, thick-headed sort of a chap, with about as much sensitiveness in him. (J.K.)

Mana shu uchun ko`pchilik Yaponlar bunday "yoqimly" taasurotlaridan ko`ra ishlash ming marta afzal deyдилar.

In this utterance two words: "thick-headed" means a stupid, dull person and "sensitiveness" means of sensitive person who is easily hurt in the spirit easily offended. And "yoqimli" means "yoqimsiz".

Sometimes irony is mixed up with sarcasm. Sarcasm is a bitter or wounding remark, taunt, especially ironically worded. Usually socially or politically aimed irony is also called sarcasm: once upon a time in a sceptered island ruled a Great white Queen and enchantress...

Beloved by her subjects, she ruled with a stern, but loving hand, disallowing anything that was not good for them...

In fact, the majority of people did not have to work at all, only the rich, were punished, left with the worries that money brings.

In this text the author gives asarcastic description of the former prime minister of Great Britain-M. Thatcher. Sarcasm appears due to the use of contradictory notions: a stern, but loving hand; a Queen and enchantress disallow anything that was not good for them, only rich people were left with worries etc. Sarcasm is kept whole due to the use of such devices as periphrasis: "a sceptered island" instead of Great Britain; litotes-disallowing anything that was not good for them; epithets-a sceptered island, a stern and loving hand.

Irony largely depends on the environment. We ought to distinguish between irony and humour. Humour causes laughter. But the function of irony is not to produce a humorous effect only. In some cases it can express a feeling of irritation, displeasure, pity or regret.

Richard Attick says: "The effect of irony lies in the striking disparity between what is said and was meant "Eg: Stoney smiled the sweet smile of an alligator. "Xali uyga kelsang, boshingni silab, qo`yaman". "Imtixonga juda "yaxshi" tayorlanib kelibsiz, qizim, baxongiz "ikki"-dedi o`qituvchi.

To mark out ironically used words in written language such graphic means as inverted commas and italicized words are used. Sometimes it is only the situation that can prompt the use of irony. In oral speech the main role in recognition of irony belongs to intonation and situation. The following phrase "There is gratitude for you!" (Thanks for you) may be said ironically, depending on the situation and the intonation with which you use it.

In the Uzbek language irony can be expressed by morphological form of plurality for example.

Saboxat xonaga sinchkov ko`z ugurtirarkan, nimadandir xursand bo`lganday og`zini tanobi qochib, iztehzo bilan iljayardi.

-Nega aqalli qizlaringizni yo`qlab bormaysiz, desam turishlaringiz shoxona ekanda,- dedi nixoyat kesatiq bilan.

## Stylistic Devices Based on the Interaction of Logical and Emotive Meaning

The emotive meaning of a word can be clearly understood if we introduce the notion of neutral meaning. It denotes the unemotional communication: Stylistic of emotional word and constructions are easily sensed when they are set against the non emotional words and constructions.

Interjections. Usually these words express our feeling such as regret, despair, sorrow, woe, surprise, astonishment etc. In the previous parts we have spoken about interjections which were defined as expressive means of the language. Emotionally coloured features of interjections after conscious and intentional intensification of their structural and semantic properties move up to a generalized status and become a stylistic device.

Interjections may be divided into simple and derivative.

Simple interjections: Oh! Ah! Bah! Pooh! Gosh! Hush! Alas! Voy! Eh! Oh! Be! Ie! Iy! Voey! E-ha! xa! Voy-bo`y! Xaya! I-i! Yop! Ey! Xax! Obbo!

Derivative interjections:Heavens! Good gracious!

Dear me! Good! By the lord! God knows! Bless me! Hum bug! Yopiray! Tavba! Alvido!

Yopirim! Parvardigor! Barakalla!, "Xe, mayli-da, uka, buyam endi qirq yilda bir eshak o`yin deganday gap-da. Voy, Xushomadgo`y-ey!" Voy, otasi tushgur-ey, dedi kula-kula Musa, men sizni so`fi, bunday ishlarga r`tabor qilmaydi deb yursam, sizda gap ko`p ekan. Voy, otasi tushkur-ey!

There are a number of adjectives and adverbs which may be classified as interjections. Among them are the following: terrible, awful, great, wonderful, splendid. When they are used as interjections they are not used in their logical dictionary meanings. In most cases they are used in their emotive meanings as intensifiers.

## **Conclusion**

There is an opinion that a metaphor is a productive way of building up new meanings and new words. Language can be called the "dictionary of faded metaphors".

Examples of trite metaphors: The salt of life; a flight of imagination: the ladder of fame; to burn with passion (anger). The following metaphors enriched English phraseology; foot of a bed, leg of a chair, head of a nail, to be in the same boat, blind window, to fish for complements. Here Uzbek examples o`q yomg`iri, o`lim do`li buloq ko`zi.

Examples of genuine metaphors: The lips were tight little traps the whole space was a bowl of heat; this virus carried a gun; the dark swallowed him;

In conclusion I'd like to say that lexical E.M. and SD of both languages are similar in many cases.

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## CONCEPT OF MIND IN ENGLISH LANGUAGE PICTURES

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*Abstract: This article is dedicated to the study of "mind" concept in the English language in the frames of contexts in order to structure the system of mind idea among the native speakers. Semantic-and-cognitive analysis of the lexemes, representing the concept is carried out. The nuclear and peripheral components of the verbalized concept "mind" are revealed on the basis of the analysis "mind" lexeme.*

*Keywords: concept, linguistic picture of the world, context, concept analysis.*

**Introduction**

This article is devoted to the description of the concept of "mind" as one of the constituent fragments of the picture of the world "human mental abilities". The concept we have chosen for analysis characterizes the intellectual abilities of a person, and belongs to the universal categories that determine human thinking.

The study of the concept is still relevant, as linguocultural ideas about a certain world of a particular language are expanding and being refined. The concept reflects the ethnic worldview and thus marks the ethnic linguistic picture of the world. It is the result of a collision of the dictionary meaning of the word with the personal and folk experience of a person [2, p. 104].

A concept is a conventional unit that is somewhat blurry. The concept consists of a core, which is its name, and a periphery. The core contains the most significant language associations, while the periphery contains the less significant ones. The number of different associations is unlimited, so the concept has no clear boundaries.

The concept has a value characteristic. In the life of a linguistic society, in connection with its historical development, the content of the concept may undergo changes in semantics, in the assessment of an event indicated by the concept, under the influence of extralinguistic factors.

**Literary review**

Analyze the axiological content of the contexts in which the characteristics of the concept "mind" is updated. The novelty of the study is determined by the fact that for the first time the English language picture of the inner world of a person is studied through the prism of the triad of key concept mind. The paper reveals conventional (collective) ways of conceptualization, fixed in phraseological units and proverbs of the English language, in the English-language religious discourse and having high rates of frequency in artistic discourse, as well as occasional (individual-author's) ways of conceptualizing the inner world of a person. When choosing a research topic, we were also guided by the fact that so far there are no works that examine in detail the specifics of the interaction of the concept "mind" within the indicated fragment of the English language picture of the world.

The theoretical basis of the study is the main provisions of cognitive linguistics, developed in the works of foreign (J. Lakoff, M. Johnson, C. Fillmore, W. Chafe, D. Cruz, R. Lanecker, J. Talmi, I. Svitser, R. Jackendoff and many others) and domestic (E.G. Belyaevskaya, H.H. Boldyreva, V.Z. Demyankov, H.A. Kobrina, E.S. Kubryakova, R.M. Frumkina, A.P. Chudinova and others) linguists, as well as in the works of linguoculturological direction (A. Vezhbitskaya, Yu.S. Stepanova, V.N. Teliya, I.G. Olshansky, E.O. Oparina, V.A. Maslova, V.I. Karasi -ka, G. G. Slyshkin, S. G. Vorkachev,

N. F. Alefirenko and others).

The actual material of the study is presented by dictionary interpretations of the substantives heart, mind, soul, as well as their speech usage (about 5000 contexts in total), in particular, in phraseological and paremic units of the English language, the English text of the Bible, texts of sermons of prominent ministers of the Anglican Church, essays on theology posted on the official website of the library of the Anglican Church, statements by famous representatives of the English-speaking culture, quotations from works of art by English writers (mainly of the 19th-20th centuries), excerpts from popular English-language songs.

### **Method**

The analysis of the linguistic material was carried out using a complex of general scientific and linguistic methods: synthesis, analysis, induction, deduction, analysis of dictionary definitions, etymological, contextual and conceptual analysis, elements of statistical analysis.

The conclusions obtained as a result of the study allow us to formulate the following provisions for defense. The concept of "mind" is included in the area of the national concept sphere of any language, it is in this concept that the ideas and values of the ethnoculture of any nation are concentrated to a greater extent. The concept of "mind" can be attributed to a universal category that characterizes the intellectual capabilities of a person and his thinking. The linguistic concept "mind" finds various ways of expression in the English language, which has its own specific characteristics of the mind phenomenon. One of the main methods of conceptual analysis is the description of concepts in the form of highlighting their features. This is due to the fact that cognitive categorization occurs on the basis of some of the most prominent feature. Among the supporters of cognitive categorization, there is an opinion that these features cannot be clearly defined [3, p. 57]. The analysis was carried out by the method of identifying core and peripheral features of the concept "mind" based on contexts. To begin with, we note what we mean by the term context.

Context (from Latin Contextus - "connection", "connection") is a complete passage of written or oral speech, the general meaning of which allows you to clarify the meaning of individual words, sentences, etc. included in it. These are the conditions for the specific use of a language unit in speech (written or oral), its language environment, the situation of speech communication.

The context structures the fan of possible aspects of the grammatical meaning of this or that word or sentence, by means of which the certainty of the meaning of linguistic expressions within the given text is set. Out of context, the language unit loses additional meanings dictated by the general meaning of the text, losing situational specificity and emotional content. In linguistics, the concept of "context" in its content approaches the concept of "systemic meaning" of a semantically complete text passage with the property of integrity [6, p. 47].

### **Result**

As a rule, the concept of "mind" in the collective consciousness is associated with the mental activity of the subject, while additional meanings and shades of meanings are distinguished based on the situation of verbal communication. The idea of the mind in the culture of the English people is widely reflected in texts that record various situations of communication. As part of the study, we selected 500 contexts from the British National Corpus of English containing the lexical unit "mind".

Our choice of text corpus is due to the fact that different types of data are in the corpus in their natural contextual form, creating the possibility of their comprehensive and objective study, increasing the accuracy and reliability of the study.

To identify the core and peripheral features of the concept "mind", we analyzed 500 contexts, from which we identified various meanings of the word "mind", and also identified special characteristics that actualize this concept.

During the analysis of contexts, we established the core feature of the concept "mind" - "memory", verbalized in 157 contexts (31.4%):

1). Bear in mind, keep in mind, have in mind, be in mind - remember, think, consider, take into account. Well, anyway it's something to bear in mind the fact that we've got that list anyway Come to mind - come to mind, remember, arise. Only one response came to mind (only one response came to mind); Take mind off, out of mind, let mind go blank, haunted mind, steer mind off. Loretta told herself that she would have to put Hugh Puddephat out of her mind until Saturday.

Previously, we analyzed the concept of "mind" on the material of lexicographic and phraseological dictionaries, as a result of which a core feature was identified, verbalized by the lexical units "memory" and "remember". As a result of the analysis of contexts, the core position of the conceptual attribute "memory" was confirmed, as a kind of abstract concept that reflects the ability to store information and get rid of it. The second most frequently verbalized conceptual sign of "mind" is a call for caution, attentiveness, which accounted for 7.6% of contexts.:

2). Mind - "take into account." Mind your eye! - Attention! Look at both! Watch out! Mind your feet! - Do not stumble! Watch where you're going!

According to the analysis of lexicographic sources, a similar lexical unit "be aware of" stands out, which occupies a peripheral position, which indicates that in everyday life the call for caution is more common.

The third most frequently updated is the conceptual sign of agreement (neutral attitude), which is present in 7.2% of contexts:

3). Don't mind - "objection". We really don't mind what sex the baby is (We really don't care about the gender of the baby). In dictionaries, this lexical unit has a semantic similarity with the lexical unit "object to", which occupies a peripheral position, which allows us to conclude that it is considered normal for situations of everyday communication to defend one's point of view.

The next in terms of frequency of actualization is the idiom never mind, found in 5.2% of contexts:

4). Never mind - "anxiety". I didn't think I was ill but never mind. (I don't think I was sick though, never mind). At the same time, there is no similar sign in the dictionaries, while the sign "annoy" stands out on the far periphery as something that causes anxiety and anxiety. Also among the verbalizers of the core features of the concept "mind" is the phrase change one's mind, which is 4.6% in the analyzed contexts:

5). Change one's mind - "opinion", "point of view". I meant what I said and you can't change my mind. (I said what I wanted to say and you can't change my mind). In turn, according to the analysis of lexicographic sources, the sign "opinion" takes a peripheral position, emphasizing the importance of one's own opinion in everyday life.

Further, the mind is actualized through the sign of making a decision:

6). Make up one's mind - "decide", "decide" (2.2%). I wished you would make up your mind. (I would like you to make a decision). A similar feature in the analysis of dictionaries takes a peripheral position.

The above features of the concept "mind" constituted its core and peripheral zones, being the most frequently verbalized according to the calculations. At the same time, a number of features were found that were not expressed so often, but significantly emphasizing and supplementing the complex and diverse concept of "mind". The following phrases testify to the presence of a verbalized conceptual sign "subconsciousness" located

in the periphery:

7). At the back of someone's mind, half-awake mind, unconscious mind - "subconsciously" (1.6%). At the same time, according to dictionaries, the lexical unit "subconsciousness" occupies a peripheral position.

She had at the back of her mind the thought that some new male companion might figure in it (Subconsciously she had a feeling that some new male companion might appear).

Also, among the diverse conceptual signs, such a state of "mind" as mood, disposition of the spirit is verbalized:

8). Frame of mind, state of mind - way of thinking, state of mind (1.4%). And it is easy to see how in such a frame of mind, the thought of returning to Darlington Hall would be a great comfort to them.

## **Conclusion**

In addition, you can find fragments of contexts in which "mind" appears in various states, for example, to be in the right mind - to be in a normal state of mind (0.6%), open mind - common sense, impartiality (0.6% ), boggled mind - fear, doubt (0.6%), exploding mind - boiling mind (0.2%).

Also, among the conceptual features of the concept "mind" there are many examples verbalized by lexical units included in the area of the far periphery, which indicates that the concept under study occupies an important place in the life and culture of native English speakers, for example, grasping mind - tenacious mind (0.2%), philosophical mind - philosophical mind (0.2%), simple mind - ingenuous mind (0.2%), coldly analytical mind - cold analytical mind (0.2%), filthy mind - depraved mind (0.2%), sharp mind - sharp mind (0.2%), dirty mind - perverted mind (0.2%), literary mind - literary mindset (0.2%), subtle mind - sharp mind (0.2%), confused mind - confused mind (0.2%).

The study showed that the concept of "mind" has a very wide field of use. It's connected with the ability to determine the skills, abilities and abilities of a person related to mental activity. Depending on this, the concept of "mind" becomes an important element of both oral and written speech of the English language, and thus it differs from other concepts of the inner world of a person.



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## APPLICATION OF INFORMATION COMMUNICATIVE TECHNOLOGIES (ICT) IN THE LEARNING PROCESS

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*Abstract: The use of ICT in the learning process at the university makes it possible to activate cognitive, thinking and independent activity of students, to intensify the learning process. Information technologies provide an opportunity not only to change the forms and methods of educational work, but also significantly transform and enrich educational competencies.*

*Keywords: learning process, information technology, education, modern lesson, application of computer technology, techniques, multimedia technology.*

### **Introduction**

At the end of the 20th century mankind entered a stage of development that was called post-industrial or informational. Compared with the last century, the conditions of life, formation and education of the individual are changing dramatically. Now, in the 21st century, great attention is paid to man as a person - his consciousness, spirituality, culture, morality, as well as a highly developed intellect and intellectual potential. Obviously, the need for such training of the younger generation, in which the secondary school would graduate educated intellectuals with knowledge of the basics of science, general culture, the ability to think independently and flexibly, initiative, creatively solve life and professional issues, is quite high.

One of the important directions in the system of education in the university is the development and implementation of pedagogical technologies that meet the requirements of the time. These days, the rapid development of technology has led to the technicalization of modern society, which, expanding human capabilities, entails changes in the system of life values, norms. A consequence of this transformation was the development of the Internet, which was the beginning of a new evolutionary process called informatization. A few years have passed and we can no longer imagine today's lesson without the use of information technologies. ICTs are becoming an indispensable aid in raising students' interest in the problems they study and in developing their visual and imaginative thinking. All this leads to a new system of knowledge, a change in consciousness, a rethinking of the whole picture of the world: a human being himself is automatized, who manifests himself differently in communication with people.

### **Materials and methods**

The use of ICTs in the higher education process gives an opportunity to intensify cognitive, thinking and independent activity of students, to intensify the learning process. Information technologies provide an opportunity not only to change the forms and methods of educational work, but also to substantially transform and enrich educational paradigms. As experience shows, the French language is a fertile field for the formation and development of personality. Teaching French develops the intellect, imagination, attention, observation, speech and creative abilities.

The use of computer technology in French lessons becomes a highly effective creative implementer of various forms of development, education and training.

This way of organizing educational activities allows not only to solve all the tasks of

the lesson productively in a fascinating creative form, but also to carry out learning communicative cognitive activity.

A teacher with a computer has a unique opportunity to intensify the learning process, to make it more visual and dynamic. Almost all schools now have sufficient computer equipment, multimedia installations, interactive whiteboards, and free access to the Internet. That is why the application of information technologies in the teaching of French has become not only necessary but also quite possible. It is no secret that learning French at an elementary level makes it difficult for many students; learning the material usually rests on rote memorization. Using a computer greatly facilitates the process of learning the language through the implementation of one of the principles of learning - clarity. French at the elementary level to a greater extent than other subjects requires visualization, which entails the use of a large number of explanatory drawings. My goal as a teacher is to teach my students how to navigate this boundless information space. Moreover, using the computer I organize individual, pair, and group work in the classroom. However I keep in mind that the computer cannot replace the teacher in the class. That is why I carefully plan my time with the computer and use it exactly when it is really needed.

## **Result and discussion**

An important aspect of the use of ICT in French lessons is the project activity in combination with a multimedia presentation. It is well known that multimedia presentations are actively included in the process of teaching the French language. Students use the Internet to collect material. One of the possibilities of using multimedia technologies in the classroom is the preparation and conduct of combined, integrated lessons. Creating presentations involves a subject-object relationship: teacher-creator or student-creator. Modern approaches to teaching French emphasize the importance of using a computer in the classroom, and the project and presentation is an opportunity to express your own ideas in a creatively thought-out form that is convenient for students. The use of information technology in combination with the project method allows students to practically apply their knowledge, skills and abilities, and therefore it is one of the forms of organizing research and cognitive activities, in which cooperative collective activities are successfully implemented, which allows increasing the motivation for learning French.

The focus of such a workflow is the student himself with the opportunity to freely express his opinion. Students find practical application of knowledge of foreign language speech. For me, as a teacher, this method opens up a limitless field of activity for organizing work on a wide variety of topics, at different stages of learning, with children of different ages. Using my personal experience, I can say that such an organization of educational activities allows each student not only to express himself, show his skills, knowledge and skills, but also to receive a positive assessment. Moreover, in my teaching activities, I came to the conclusion that in modern conditions, given the great and serious interest of students in information technology, I can use this opportunity as a powerful tool for developing motivation in French lessons. From my experience, I can say that a teacher who uses educational computer programs in French lessons must know that any educational technology must meet the following methodological requirements:

- conceptuality: a scientific concept, including the psychological and socio-pedagogical justification for achieving educational goals;
- consistency: the presence of all the features of the system (logical construction of the process, the relationship of all its parts integrity);
- efficiency: guarantee of results that meet educational standards;
- flexibility: the possibility of varying the content to ensure the comfort and freedom

of interaction between the teacher and students, taking into account the specific conditions of pedagogical activity;

- dynamism: the ability to develop or transform the technology used;
- reproducibility: the possible use of technology by other teachers in the same educational institution or in others.

## **Conclusion**

At the same time, I want to note that the undoubted advantage of using computer technology is the transfer of the center of gravity from verbal teaching methods to the methods of search and creative activity of the teacher and students. This seems reasonable and promising, since the methods I use help to actively influence the formation and development of students' language competence, listening, speaking, reading skills, improving written speech, and educating a creative, socially active personality.

In French lessons, I adhere to the use of "penetrating technology", in other words, for me, the use of a computer is not an end in itself, but an effective tool for developing children's skills and abilities.

In addition, in the process of work, I use non-standard teaching methods: role-playing games, discussions, interactive discussions, round tables, integrated lessons that develop the language competence of students and their socially active position.

Moreover, the introduction of multimedia programs into the educational process does not exclude traditional teaching methods, but is harmoniously combined with them at all stages of learning: familiarization, training, application, control. But the use of the computer allows not only to increase the efficiency of training many times, but also to stimulate students to further independent study of French.

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## THE DISPLAY IN TRANSLATION OF ACTING PARTICLES AND CONJUNCTION IN UZBEK LANGUAGE

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*Abstract: Particles are one such linguistic unit and occupy its place among auxiliary groups of words. It is sometimes observed that it forms a function with auxiliary and connective words close to it in function. This is based on the fact that they serve to connect a word with a word or a sentence with a sentence, to give them additional meaning. This article notes that in Uzbek linguistics, the term link-load is also used in relation to "intermediate events" formed by the transition of particles to the connective line.*

*Keywords: connective, auxiliary, cohesive part, originality, translation, augmentation, alternative, parts of speech, emotion, expressiveness, intensity.*

In the linguistic system of most of the peoples of the world, auxiliary vocabulary is formed, serving to link additional words by adding additional meanings to them. Having no lexical meaning, such lexical units with grammatical meaning, form and function attract attention in terms of giving emotionality, expressiveness, intensity and syntactic connection with words and sentences. Loadings are one such linguistic unit and have their place among the auxiliary groups of words. It is sometimes observed that it forms a function with auxiliary and connective words close to it in function. This is based on the fact that they serve to connect a word with a word or a sentence with a sentence, to give them additional meaning.

In Uzbek linguistics, the term "line-loading" is also used to refer to the "intermediate events" that occur when particles are transferred to the connecting line.

Примечательно, что в английском и узбекском языках, когда частицы служат для прибавления слова к слову, часто наблюдается с их помощью образование двойных слов. Например, в узбекской пословице "Она-ю бола - гулу лола" мать и дитя, цветок и тюльпан, лицо и предмет соединяются как союзы "и", являющиеся разновидностью союза с равными предлогами. -у, -ю. Похожую грамматическую ситуацию можно наблюдать и в английском языке. Например, произведение известного американского писателя Т. Дрейзера "Время и репетиция - о чудо!" Слова "время" и "повторение" в узбекском языке, которые связаны между собой союзом "и" в отрывке "и" "Время и повторение - о, какая сила!"

Thus, the interdependence of the conjunction with the preposition, the interrelation of words of the same category, the formation of pairs of words, cohesive parts are equally characteristic of the English and Uzbek languages.

It is known that in Uzbek, prepositions participate in the conjunction of both parts of speech and multi-component parts of speech, consisting of equal simple sentences that are not interdependent. Conjunctions with equal predicates are also found in English: "Carrie crossed the hall, rustling her skirts, and scribbled a note in her gloves.

The same Uzbek translation reads, "Kerry ruffled her shirt, walked from the platform to her apartment, took off her gloves, and scolded the letter.

In this passage, the English union "and" is translated into Uzbek by the preposition "-yes". In English and Uzbek, which belong to different systems, these grammatical units have different forms, but by combinability of grammatical function they can replace each other in translation.

In the following passage the English conjunction "and" is translated into Uzbek with the preposition "-yu": "Her husband asked some questions and sat down to read the evening paper. (P.10). "Mr. Ganson asked Kerry about it and went to read the evening paper." (Б.17).

There are several differences from the original in this translation: a) instead of "Her husband" the translator added the anthroponym "Mr. Ganson"; b) the phrase "asked some questions" is given by the phrase "asked some questions"; c) The verb "sat down" is not reflected in the translation. However, since the word "and" in the original connects the parts of speech, its replacement in the translation with the preposition "-yu", which has a similar grammatical function in the Uzbek language, is justified. Again, in the original and in the translated text, although the auxiliary "then" is not used, its place is felt before the word "evening". As they say, "Mr. Ganson asked first and then went to read the evening paper.

Sometimes a non-original particle is added to the translated text: "In the intuitive graces it was still raw." (P.3).

Translation: "In the chapter on Nozu Karashma, it was not noticeable that he had a translation. (Б.6).

Apparently, none of the words "seed, manners, coquetry" correspond to the word "nosu karashma. The translator used a couple of words connected by the preposition "nosu karashma. The result is an intensifying particle that does not really exist.

It is often observed that translators use the compound "while" with the preposition "though. For example: "And yet she was interested in her charms, quick to understand the sharper pleasures of life, striving for material gain." (P.3). Translation: "Nevertheless, he went about himself, enjoying the pleasures of life and striving for material goods." (Б.6).

The reason for this is that the word still in the Uzbek language, however, can form an alternative with its conjunctions. This idea can be substantiated by the example of created English-Uzbek translated dictionaries.

In Uzbek, however, the conjunction "and yet" is sometimes used at the beginning or in the middle of a sentence, as in the case above: "She realized that she was not destined to be a circle of pleasure, and yet there was something promising in all the material perspectives he laid out. (P.5). "He is very much aware that there is more to life than mere entertainment, but there was something encouraging in what his companion told him." (Б.10).

Even if the word "and" occurs in the form "and anything" along with the word "anything," it means a barrier. Because the English word "anything" means "anything" in Uzbek. For example: "He was to the presented order of intellect attractive, and whatever he recommended to him, you may be sure that it did not escape Carrie's attention at her first glance. (P.4). "That's why Kerry looked at it and saw that everything would grow in value." (Б.8).

Although the compound "at a glance" is not used with a particle in the original of this text, its translation uses the particle-you accentuation in the form "at a glance. But this does not affect the translation.

The word "and," which is often used as a conjunction in English, is a combination of two words belonging to the same category, such as conjunctions "and," "and," "with auxiliaries," "u," "-u," while in Uzbek, "yes" serves as a link. For example, in the following example, the conjunction "and" connects the verbs "nodded" and "asked": "Carrie nodded and asked her sister about the neighborhood." (P.11). Kerry nodded and asked her sister about her neighborhood. (Б.18). However, in the translation, the preposition "in" used instead connects two simple sentences, not connected parts.

In English, if the conjunction "and" joins connected words, the comma does not precede or precede the word that comes after it. However, when connecting parts of speech it may be preceded by a comma: "He kicked his feet to straighten his pants and grabbed a clean yellow grip" (R.8). As usual, he stretched out his legs, straightened his pants, and grabbed his clean yellow suitcase. (Б.15).

Короче говоря, функциональность загрузок и коннекторов на английском и узбекском языках иногда отражается в процессе перевода.



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