

**O'ZBEKISTON RESPUBLIKASI  
OLIIY TA'LIM, FAN VA INNOVATSIYALAR VAZIRLIGI**

**ANDIJON DAVLAT CHET TILLARI INSTITUTI**



**«ZAMONAVIY TILSHUNOSLIK YO'NALISHLARI VA CHET  
TILLARINI O'QITISHDA INNOVATSION YONDASHUVLAR»**

**MAVZUSIDAGI XALQARO II MIY-AMALIY ANJUMAN**



**«СОВРЕМЕННЫЕ НАПРАВЛЕНИЯ ЯЗЫКОЗНАНИЯ И  
ИННОВАЦИОННЫЕ ПОДХОДЫ В ОБУЧЕНИИ  
ИНОСТРАННЫМ ЯЗЫКАМ»**

**МАТЕРИАЛЫ МЕЖДУНАРОДНОЙ НАУЧНО-ПРАКТИЧЕСКОЙ КОНФЕРЕНЦИИ**



**“MODERN TRENDS IN LINGUISTICS AND INNOVATIVE  
APPROACHES TO TEACHING FOREIGN LANGUAGES”**

**PROCEEDINGS INTERNATIONAL SCIENTIFIC-PRACTICAL CONFERENCE**



**ANDIJON-2024. 10-IYUN**

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ANDIJON – 2024

Oliy ta‘lim, fan va innovatsiyalar vazirining 2024-yil 18-yanvardagi “2024-yilga mo‘ljallangan xalqaro va respublika miqyosida o‘tkaziladigan ilmiy va ilmiy-texnik tadbirlar ro‘yxatini tasdiqlash to‘g‘risida”gi 16-sonli buyrug‘i, shuningdek, mamlakat ilm-fani nufuzini yanada oshirish va xalqaro ilmiy-texnik hamkorlik ko‘lamini kengaytirishga qaratilgan xalqaro va respublika miqyosidagi ilmiy anjumanlar, simpozium, kongress, seminarlar va boshqa ilmiy hamda ilmiy-texnik tadbirlarni yuqori ilmiy va tashkiliy amaliy darajada samarali o‘tkazilishini ta‘minlash maqsadida Andijon davlat chet tillari institutida “Ingliz tili nazariy aspektlari”, “Ingliz tili va adabiyoti” hamda “Ingliz tili amaliyoti” kafedralari tomonidan “Zamonaviy tilshunoslik yo‘nalishlari va chet tillarini o‘qitishda innovatsion yondashuvlar” mavzusida xalqaro ilmiy-amaliy anjuman o‘tkazildi.

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**Tahrir nashriyoti bo‘limi muharriri:**

**A.A.Xomidov**

Ilmiy-amaliy konferensiya materiallariga oid mazkur to‘plam, tilshunoslikning zamonaviy yo‘nalishlari va chet tillarini o‘qitishdagi innovatsion yondashuvlar hamda ulardagi dolzarb masalalarga bag‘ishlanligi bilan ahamiyatlidir.

Mazkur to‘plamdan respublika va xorijiy oliy ta‘lim muassasalarida hamda ilmiy-tadqiqot markazlarida faoliyat olib borayotgan olimlar, professor-o‘qituvchilar, doktorantlar, magistrlar va iqtidorli talabalarning ilmiy maqolalari joy olgan.

***To‘plamga kiritilgan materiallarning mazmuni, undagi statistik ma‘lumotlar va me‘yoriy hujjatlar sanasining to‘g‘riligiga mualliflarning o‘zlari mas‘uldirlar.***

***Andijon davlat chet tillari instituti, 2024-yil***

олимларининг инглиз тилини касбий йўналтирилган ўқитишнинг педагогик назарияларини таҳлил қилиб, шундай хулосага келишимиз мумкинки, профессионал йўналтирилган тил материални ўрганаётганда талабанинг махсус билимларни олишга бўлган интилиши билан муваффақият ўртасида икки томонлама алоқани ўрнатиш муҳимдир. Хулоса. Инглиз тилидаги профессионал ахборот-коммуникация компетенцияси ўқув жараёнида ижтимоий медиа тармоқларидан фойдаланиш орқали талабалар ўртасида шаклланади. Бундай компетенция, бизнинг фикримизча, ваколатга асосланган, когнитивкоммуникатив, фанлараро ёндашувларнинг бирлигига асосланади. Инглиз тили касбий ахборот компетенциясини шакллантириш мулоқотнинг умумий дидактик принциплари, касбий йўналиш ва ахборот компетенциясининг ўзига хос услубий принципларига асосланади, бу нофилологик йўналишдаги талабаларга инглиз тилини ўргатиш пайтида ижтимоий медиа тармоқларидан фойдаланишни ўз ичига олади.

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### SOME INVENTION STRATEGIES IN IMPROVING WRITING SKILL

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**Annotation.** Throughout language learners' studies, writing as a communicative activity needs to be supported and encouraged. This work will try to address the early stages of writing. The idea that writing is a communication act

implies that writing is an interactive process that happens between the writer and the reader. The goal of this article is to examine various heuristic devices, also known as invention strategies, that can be discussed in the classroom to give students a toolkit for idea generation.

**Annotatsiya.** Yozuv ko‘nikmasini kommunikativ faoliyat sifatida til o‘rganuvchilarning o‘quv kursi davomida o‘rgatish kerak va bu maqolada yozishning dastlabki bosqichlarini ko‘rib chiqishga harakat qildik. Yozishni aloqa vositasi sifatida qarash matn orqali yozuvchi va o‘quvchi o‘rtasida sodir bo‘ladigan interfaol jarayonni nazarda tutadi. Ushbu maqola bir nechta evristik qurilmalarni (yoki ixtiro strategiyalarini) o‘rganishga bag‘ishlangan bo‘lib, ular dars jarayonlarida o‘quvchilarga g‘oyalarni yaratish usullarini taqdim etishda qo‘llanilishi mumkin.

**Key words:** brainstorming, exercise, participate, collective, knowledge, a broad topic, academic, major, associations, material, utilize, preparation, drafts, listing, individual, activity, approach, subcategories, activity, constrained, undue, concern, require, complete, sentence, free writing.

**Kalit so‘zlar:** aqliy hujum, mashq qilish, jamoaviy, bilim, keng mavzu, akademik, assotsiatsiyalar, material, qoralama, ro‘yxat, individual, faoliyat, yondashuv, kichik toifalar, faoliyat, cheklangan, noo‘rin, tashvish, talab, tugal, gap, erkin yozish.

Writing requires more of the text than spoken interaction does because written interaction does not have instantaneous feedback to guide it. It is the writer's responsibility to predict the reader's responses and create a work that complies with Grice's (1975) cooperative principle. When assigning writing assignments, teachers should advise students to identify the message they wish to convey and the intended audience.

The following are some invention strategies that can be discussed in class to give students a toolkit of methods for coming up with ideas:

1. **Brainstorming:** This is frequently a group activity in which all of the students in the class are invited to take part by contributing their combined subject-matter knowledge. One method for organizing a lesson is to give a broad topic—for example, selecting a specific academic major—and ask students to identify as many connections as they can. The instructor can then write these connections on the board. As a result, much more material would be produced than any student could possibly come up with on their own. All students would then be able to use all or part of the information when starting to prepare their first drafts.

2. **Listing:** In contrast to brainstorming, which is primarily a group activity, listing can be done quietly alone. Once more, the students are encouraged to make as long a list as they can of all the subcategories that occur to them as they consider the topic at hand in order to begin the process of coming up with an approach to a given subject area. Because lists don't require complete sentences, this is a particularly helpful exercise for students who might be overly concerned with expressing their ideas in grammatically correct sentences.

3. **Free writing:** Elbow suggests free writing as a way to help native speakers overcome the hurdle of getting started. It's also referred to as "quick-writing" and

"wet ink" writing. This technique's main idea is to have students write for a set amount of time—typically five minutes—without lifting their pens off the page. Elbow states, "Don't pause for anything."

"Life is difficult but it is also worthwhile" could be the opening line of a brief free writing session if the next assignment is to write a paper about one's personal philosophy of life. Students can choose to share or keep their free writing, which results from copying this sentence and continuing to write down whatever comes to mind, either privately or publicly. It can also serve as the starting point for one or more further 5- to 10-minute "loops" of free writing, in which you write for extended periods of time without restriction, beginning with whatever central idea you came up with during the previous quick-writing step.

4. Clustering: Another method for quickly jotting down a lot of ideas is clustering. This involves placing a key word or central idea in the center of a page (or on the blackboard), around which the student (or teacher, using suggestions from the students) jots down, using simple words or short phrases, all the free associations triggered by the subject matter in a matter of minutes.

5. Writing Assignments. Since the main goal of any writing class is to get students to work on their writing, the subjects that students write about need to be carefully chosen, arranged, and structured to both benefit the student and allow the teacher to know exactly what each paper's learning objective is.

Finally, the design of writing assignments may be the most important aspect of curriculum design if one is of the opinion that writing is the best way for students to learn how to write. Students will be most involved in the development of their writing skills when they engage with and complete writing tasks, so selecting appropriate writing assignments requires careful consideration.

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### MUSTAQIL ISHLARNI TASHKIL ETISH VA NAZORAT QILISH BUGUNGI KUN TALABI

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