

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

ANDIJON DAVLAT CHET TILLARI INSTITUTI



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

MAVZUSIDAGI XALQAROVIY ILMIY-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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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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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

ham bejizga emas, sababi ko‘p mutolaa bilan shug‘ullangan inson ravon so‘zlaydi va fikrini aniq yetkazib bera oladi.

Chet tillarida og‘zaki nutqni rivojlantirish uchun bir qator dasturlar va elektron kitoblar ishlab chiqilgan bo‘lib, ular yoshlarning til o‘rganishlariga yaqindan yordam bermoqda. Bu kabi dastur va kitoblardan ko‘plab misollar keltirishimiz mumkin. [1] Yoshlar o‘zlarining chet tilida so‘zlashuv mahoratlarini rivojlantirish uchun shu kabi dasturlardan foydalanishlari maqsadga muvofiq bo‘ladi.

Agar o‘quvchi chet tili imtixonida ishtirok etmoqchi bo‘lsa unga odatiy gaplashish uslubida gapirishini maslahat bermaymiz. Masalan chet tili imtixonida “Siz qayerda istiqomat qilasiz?” degan savolga shunchaki “Toshkentda” deb javob berish xato hisoblanadi. Men bu savolga “Avvallari bobomiz Zahiriddin Muhammad Boburning yurti bo‘lmish Andijonda yashar edim. Hozir esa innovatsiya va rivojlanishlar shahri bo‘lgan Toshkentda istiqomat qilaman” deb javob bergan bo‘lar edim. Ya‘ni chet tili imtixonida o‘rganuvchi o‘zining so‘z boyligidan to‘liq va to‘g‘ri foydalanishga harakat qilishi lozim. [4]

So‘zlashuvda jumladan ingliz tili speakingida eng keng qo‘llanadigan uslub – “ORE” ya‘ni Opinion-Reason-Example uslubi hisoblanadi. O‘zbek tilidagi tarjimasi esa “Fikr-Sabab-Misol”. Tushunarliki, bu uslubga tayangan holda siz so‘zlashuv jarayonida avval o‘z fikringizni bildirasiz, keyin nega bunday fikrda ekaningizni sababini keltirasiz va so‘nggida bu fikr va sababni tasdiqlovchi misol keltirib o‘tasiz. [2]

Istalgan chet tilida muloqotni yaxshilash uchun ko‘proq shu tildagi so‘zlashuvni tinglash lozim. Masalan ingliz tili o‘rganuvchilari ko‘proq shu tildagi dasturlar, suhbat (podcast)lar, kino va multfilmlarni tomosha qilishi va diqqat bilan eshitishi kerak. [3]. Zotan, so‘zlashuv tinglash orqali rivojlanadi.

Har bir chet tili kundalik hayotimiz, safarlar, biznes va qator ishlarda o‘zining muhimligi bilan boshqa ilmlardan ajralib turadi. Shunday ekan bugungi kunimiz yoshlari har bir ishda ilg‘or bo‘lishlari, o‘z xalqiga foyda keltirishlari uchun ham chet tillarini mukammal o‘rganishga astoydil harakat qilishlari kerak.

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4. <https://t.me/TeacherAzam>

MASTERING ENGLISH PHRASEOLOGY: BRIDGING THE GAP TO NATIVE SPEAKER PROFICIENCY

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Annotation. This article aims to present for consideration some, in the author’s opinion, quite effective ways of presenting English phraseological units, which will be a significant help in studying the rich and vast world of phraseology. Moreover, the author of the article provides strong evidence of the fact that the need to introduce exciting, but at the same time informative ways of presenting phraseological material, in the form of exercises, games, quizzes, addressed directly to students, is a generally recognized necessity due to the extremely poor phraseological stock, which is owned not only by first-year students, but also by graduates.

Keywords: phraseological units, phraseology, didactic principles, methods, technique.

Аннотация. Данная статья ставит своей целью представить на рассмотрение некоторые, по мнению автора, довольно эффективные способы презентации английских фразеологических единиц, которые будут являться существенным подспорьем при изучении богатого и необъятного мира фразеологии. Более того, автор статьи приводит веские доказательства того факта, что необходимость внедрения увлекательных, но в это же время информативных способов подачи фразеологического материала, в виде упражнений, игр, квизов, адресованных непосредственно студентам, является общепризнанной необходимостью в связи с крайне бедным фразеологическим запасом, которым владеют студенты не только первого курса, но и выпускники также.

Ключевые слова: фразеологические единицы, фразеология, дидактические принципы, методы, способы.

Annotatsiya. Ushbu maqola, muallifning fikriga ko‘ra, ingliz frazeologik birliklarini taqdim etishning ba’zi samarali usullarini ko‘rib chiqishga qaratilgan bo‘lib, ular frazeologiyaning boy va bepoyon dunyosini o‘rganishda muhim yordam beradi. Bundan tashqari, maqola muallifi to‘g‘ridan-to‘g‘ri talabalarga qaratilgan mashqlar, o‘yinlar, viktorinalar ko‘rinishidagi frazeologik materiallarni taqdim etishning qiziqarli, lekin ayni paytda informativ usullarini joriy etish zarurligining kuchli dalillarini keltiradi. Mavzuning dolzarbligi nafaqat birinchi kurs talabalari, balki bitiruvchilar ham egallagan juda kam miqdordagi frazeologik birliklar zaxiralari tufayli asoslangan.

Kalit so‘zlar: frazeologik birliklar, frazeologiya, didaktik tamoyillar, metodlar, usullar.

The importance of mastering English phraseology and learning the ways how it can bridge the gap to native speaker proficiency should not be neglected in the process of language acquisition. English is a global language that is spoken and understood by billions of people around the world. To truly excel in English, it is not enough to simply have a strong grasp of grammar and vocabulary.

Due to the enormous popularity that the English language has acquired, new educational standards in linguistics place high demands on graduates of language universities. By the end of the training, the student must have practical knowledge

of the language being studied. However, the ability to speak a foreign language the way educated native speakers of a given language do implies not just the acquisition of vocabulary units and formal rules for combining them in speech, but also mastery of the idiomatic language.

Solid foundations for mastering idiomatic speech should be laid already at the initial stage of training, since in the higher education system the first year of a language university is transitional to professional.

Studying English phraseology is a necessary to build up communicative competence. Moreover, phraseology as a section of the educational language course contains enormous educational, developmental and educational potential, which confirms the need for its mastery. The speech of a person who knows well the phraseology of his native language is not only figurative, precise and expressive, but also constructed quickly and easily.

According to “Dictionary of Lexicography” phraseology (from Greek origin phrasis – “expression” and logos – “science”) is the study of phrases, idioms, and multi-word expressions [1, 126].

As V.V. Vinogradov claims, phraseological units are stable verbal complexes instead of free syntactic combinations as ready-made language formations that are not created but only reproduced in speech [2, 118-161].

A phraseological unit has some essential features: stability, reproducibility, integrity of meaning, dismemberment of its composition (separately formed structure).

When considering the issues of drawing up methods and techniques for the implementation of English phraseological units, one should proceed from the fundamental didactic principles (the principle of minimization, information and educational principles), which will become a solid basis for expanding the worldview, as well as building a phraseological picture of the world of students.

The main didactic principle is the principle of minimizing phraseological material, which, as a rule, occurs through a clear selection of phraseological units based on the needs of the addressee. It is necessary to determine the quantity and quality of phraseological material (minimum) included in the process of education.

A teacher needs to show a creative approach in teaching English phraseology to students analyzing and drawing analogies with their native language. It should be taken in to consideration that the example tasks given below should be applied to students with a more advanced level of language proficiency, who have basic knowledge of phraseological material. In this case, the teacher should use illustrations of various types. Also, students can illustrate phraseological units of their own choice that were studied in the lesson, which allows them to clearly see its meaning.

Illustrations that contain tips for a particular phraseological unit contribute to the development of attention, observation, aesthetic taste, culture of thinking, and memory and increase the student’s interest in learning a foreign language.



Slap on the wrist



Till the cows come home



Cost an arm and leg



Be as sick as a dog

Other proposed activities for acquisition of phraseological units

Assignments for practical consolidation must be composed correctly and correspond to the learning objectives, an example of one of which we considered giving: *Choose equivalent or nearly equivalent sentences.*

Phraseological units

1. You did it. You have to face the music.
2. Yes. You hit the nail on the head.
3. I feel under the weather today
4. You have thrown caution to the wind
5. Maria always fights below the belt.
6. That's great! You keep everything under your thumb.
7. You don't want to stick your neck out, do you?
8. She accidentally spilled the beans about the surprise party.
9. Her youngest son is the apple of her eye.
10. He saw red when he found out that his car had been towed away.

Equivalents

- a. You feel unwell
- b. She is unfair, unkind, or crosses the line.
- c. You have control of the situation.
- d. You don't want to take the risk.
- e. You have to accept the consequences of your action
- f. You do something without thinking about possible risks
- g. You're absolutely right.

- h. Her youngest son is her most cherished person.
- i. He became very angry.
- j. She revealed the secret.

Exercises for acquisition of a PU

The following technique should be used in classes under the direct supervision and constant assistance of the teacher, as this requires a more advanced level of proficiency in phraseological material.

- 1) To ____ off some ____
(to do or say something that helps you to get rid of strong feelings or energy)
- 2) (been) through ____ and ____
(through many difficult times over a long period)
- 3) (to be) in the same ____
(to be in the same unpleasant situation as other people)
- 4) You should take what I say with a ____
(to not completely believe something that you are told, because you think it is unlikely to be true)
- 5) We are traveling to Tashkent for New Year's Eve. We really ____ for our hotel room.
(to pay too much money for something)

Prepositional phrases should be also implemented in the syllabus as it is considered to be a massive part of phraseology.

To talk into	Out of the question
To talk down	Out of line
To talk over	Out of nowhere
To talk back	Out of shape
To talk out of	
Talk is cheap	Out of the loop
Smooth talker	Out of shape
Sweet talker	Out of breath
To talk someone's ear off	Out of character
To be talked out	Out of this world
Under the weather	
Under the microscope	
To get under one's skin	
To pay under the table	

The proposed types of activities can significantly increase phraseological awareness of students with the purpose of developing skills of more effective communication. Learning phraseology is essential for clear and effective communication, especially in different specialized fields. Standardized phrases and terminology help ensure that messages are understood accurately and precisely.

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Gamifying Listening and Comprehension Skills: Effective Strategies for English Teachers in Uzbekistan

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ABSTRACT

In the evolving landscape of education, gamification has emerged as a powerful tool to enhance student engagement and learning outcomes, particularly in language acquisition. This study explores a range of gamified strategies tailored to improve listening and comprehension skills among elementary, middle, and high school students in Uzbekistan. Drawing from both Uzbek and international educational research, the strategies are designed to cater to the unique educational context and cultural nuances of Uzbekistan.

For elementary students, interactive activities such as storytelling with props, songs and rhymes with actions, and listening bingo games are employed to foster early listening skills and memory retention (Nasimova, 2020; British Council, 2021; Ahmedova, 2019). Middle school strategies focus on critical listening and collaborative learning through mystery listening games, role-playing scenarios, and podcast projects, encouraging students to engage deeply with language content (TESOL International Association, 2020; Karimov, 2018; Edutopia, 2019). High school students benefit from advanced techniques such as debate and discussion games, interactive listening quizzes, film and literature analysis, and simulated real-life tasks, which develop higher-order thinking and practical language application (Rasulova, 2020; Kahoot!, 2021; TeachThought, 2018; Yuldasheva, 2019).

This study underscores the efficacy of gamification in enhancing English language learning, providing a framework that English teachers in Uzbekistan can adapt to improve student engagement and comprehension skills across various educational stages. The integration of these strategies not only aligns with modern pedagogical practices but also addresses the specific educational needs and cultural context of Uzbek students.

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