



**БУЮК ИПАК ЙЎЛИДА УМУМИНСОНИЙ
ВА МИЛЛИЙ ҚАДРИЯТЛАР:
ТИЛ, ТАЪЛИМ ВА МАДАНИЯТ**

**GLOBAL AND NATIONAL VALUES ALONG
GREAT SILK ROAD: LANGUAGE,
EDUCATION AND CULTURE**

**ХАЛҚАРО ИЛМИЙ-АМАЛИЙ КОНФЕРЕНЦИЯ
МАТЕРИАЛЛАРИ**

Самарқанд, 2021 йил 11-12 октябрь

**MATERIALS
OF THE INTERNATIONAL SCIENTIFIC CONFERENCE**

Samarkand, 11-12 October 2021

**Самарқанд-Шанхай, 2021
Samarkand-Shanghai, 2021**

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ**

**MINISTRY OF HIGHER AND SECONDARY SPECIALIZED EDUCATION OF THE
REPUBLIC OF UZBEKISTAN**

САМАРҚАНД ДАВЛАТ ЧЕТ ТИЛЛАР ИНСТИТУТИ

SAMARKAND STATE INSTITUTE OF FOREIGN LANGUAGES

САМАРҚАНД КОНФУЦИЙ ИНСТИТУТИ

SAMARKAND CONFICIUS INSTITUTE

**БУЮК ИПАК ЙЎЛИДА УМУМИНСОНИЙ ВА
МИЛЛИЙ ҚАДРИЯТЛАР: ТИЛ, ТАЪЛИМ ВА
МАДАНИЯТ**

**GLOBAL AND NATIONAL VALUES ALONG
GREAT SILK ROAD: LANGUAGE, EDUCATION
AND CULTURE**

**ХАЛҚАРО ИЛМИЙ-АМАЛИЙ КОНФЕРЕНЦИЯ
МАТЕРИАЛЛАРИ**

Самарқанд, 2021 йил 11-12 октябрь

**PROCEEDINGS
OF THE INTERNATIONAL SCIENTIFIC CONFERENCE**

Samarkand, 11-12 October 2021

Самарқанд-Шанхай, 2021
Samarkand-Shanghai, 2021

УЎК 4И (075)

КБК 81.2 (03)

Б 90

**БУЮК ИПАК ЙЎЛИДА УМУМИНСОНИЙ ВА МИЛЛИЙ ҚАДРИЯТЛАР:
ТИЛ, ТАЪЛИМ ВА МАДАНИЯТ.** Халқаро илмий-амалий конференция материаллари.
– Самарқанд: “СамДЧТИ” нашриёти, 2021. – 538 бет.

Тўпламда Самарқанд давлат чет тиллар институти ва Шанхай чет тиллар университети ҳамкорлигида ўтказилган “Буюк Ипак Йўлида умуминсоний ва миллий қадриятлар: тил, таълим ва маданият” деб номланган халқаро конференцияда иштирок этган таниқли олимлар, ёш тадқиқотчиларнинг маърузалари жамланган. Ундан ўрин олган маърузалар ўзбек, хитой, араб, турк, инглиз ва рус тилларида бўлгани каби, мавзу доираси ҳам анча кенг ва хилма-хилдир. Хусусан, Буюк Ипак Йўли мамлакатлари тили ва адабиётининг назарий масалалари, таржимашунослик, маданият ва тарих, таълим-тарбия назарияси, хорижий тиллар ўқитиш методикаси, манбашунослик каби соҳаларга оид долзарб масалалар ёритилган.

Тўплам тил ва адабиёт ҳамда таълим-тарбия назариялари, таржимашунослик, маданият ва тарих, тиллар ўқитиш методикаси, манбашунослик соҳаларида илмий изланиш олиб бораётган мутахассислар, тадқиқотчилар ва магистрларга мўлжалланган.

Таҳрир ҳайъати

И.М.Тухтасинов (раис),
Ш.С.Ашуров (раис ўринбосари),
Ли Чэньсюй (масъул муҳаррир),
Ш.С.Сафаров (масъул муҳаррир),
А.Раҳимов (масъул котиб)

Editorial board

Tukhtasinov I.M. (chairman),
Ashurov Sh.S. (vice chairman),
Li Chenxu. (chief editor),
Safarov Sh.S. (chief editor),
A.Rahimov. (executive secretary)

Тўпламдан ўрин олган мақолаларнинг савияси, сифати ва илмий далилларнинг ҳаққонийлиги ҳамда мазмуни учун муаллифлар масъулдирлар.

4. Zerkalov A. Evangelie Mixaila Bulgakova: opyt issledovaniya ershalaimskix chapter «Mastera i Margarity» Text. / A. Zerkalov. M.: Text, 2003.-191 p.
5. Korolev A. Moscow and Ershalaim: Fantasticheskaya reality in the novel M. Bulgakova "Master and Margarita" Text. / A. Korolev // V mire fantastiki: sb. lit.-krit. st. and essays; sost. A.Kuznetsov. M.: Molodaya gvardiya, 1989. - C. 80-101.
6. Kushlina O., Smirnov Yu. Some questions of the poetic novel "Master and Margarita" Text. / O. Kushlina, Yu. Smirnov // M. A. Bulgakov-playwright and xudojestvennaya kultura ego vremeni: sb. statey; sost.
7. Maslov V. P. Skrytyy leytmotiv romana M. A. Bulgakova «Master and Margarita» Text. / V.P. Maslov // Izv. AN. USSR Ser. lit. i yaz. 1995. -T. 54.-№6.-S. 52-55.

THE ROLE OF LITERARY TEXT IN TEACHING ENGLISH IN ELT CLASSROOM

Guliyeva E.F. (SamSIFL)

Teaching foreign language skills in ELT classroom has become more popular among educators and literary texts have served as one of the variations to improve the effectiveness of second language acquisition, specifically, focusing on functional use of language. To exemplify, students can enrich their English language vocabulary through completing various types of exercises, namely, getting acquainted with new words via definitions explaining every lexical unit or a phrase, doing some practical activities based on new word forms construction, matching lexical forms with similar and opposite meaning, filling in the gaps, etc. Grammar structures are presented to students as an integral part of sentence construction practising in written and spoken speech development.

In addition, literary text can be provided with the following-up questions concerning the content of the read material to elicit students' comprehension and making their critical thinking organized.

However, apart from traditional language teaching approaches, the role of literature in the ELT classroom has been reassessed and language specialists consider literary texts to be not only the means of providing rich linguistic input, but also, an effective stimuli for students to express themselves in other languages (namely, in English) and a potential source of learner motivation to understand the text, the author's intention and style and find relevance in the text that they are reading.

Any literary texts can be explored in their original forms or in adapted versions. The following types of literary texts can be studied inside and outside the ELT classroom:

- Short stories
- Poems
- Novels
- Plays
- Song Lyrics

According to conducted experience among students at SamSIFL a year ago, literary texts were used as a rich source of linguistic input and can support learners to practise the four skills - speaking, listening, reading and writing, in addition to exemplifying grammatical structures and presenting new vocabulary. Moreover, as the evidence proves, students developed their understanding of English and American cultures, raised their awareness of differences and similarities between foreign and native cultures.

It should be mentioned that literary texts deal with various issues connected with personal life of people, their feelings and emotions, their behavior and relationships with other human-beings, society matters, etc. supporting learners to use their imagination, enhance their empathy for others and lead them to develop their own creativity. They also provide students with the opportunity to learn about linguistic and stylistic devices that are thought to be the foundation of any literary text writing.

Students' working with literary text analysis organization in the ELT classroom can be successfully achieved both through the input shared by a teacher and lead to students' output through displaying posters of their creations such as poems, stories or through performances of plays.

To demonstrate, students can be performed the Cinquain scheme, consisting of five lines. This formula can be helpful both in poem construction and demonstration of learners' creativity:

Line 1: One word (a noun, the subject of the poem)

Line 2: Two words (adjectives describing the subject in line 1)

Line 3: Three words (-ing action verbs – participles relating to the subject in line 1) **Line 4:** Four words (a phrase or sentence relating to feelings about the subject in line 1)

Line 5: One word (a synonym for the subject in line 1 or a word that sums it up)

Alternative Line 5: Five words (a phrase or sentence that further relates feelings about the subject in line 1)

Poetry

Clever, crafty

Writing, composing, describing

Best words, best order

Verse

The above presented sample can serve as one of the linguistic, cultural and personal growth reasons and motivate students to apply their gained knowledge in their further linguistic studies.

References

1. Duff, A & Maley, A (2007) Literature (Resource Books for Teachers), Oxford University Press.
2. Maley, A (2001) 'Literature in the language classroom' in The Cambridge Guide to Teaching ESOL, Cambridge University Press.
3. McRae, J (1994) Literature with a small 'l', Macmillan Education.
4. Pulverness, A (2003) 'Literature' in English Teaching Professional, October, Issue 29, Modern English Publishing

ALISHER NAVOIY G'AZALLARIDA ISHQ VA OSHIQLIK TASVIRI. (NAJMIDDIN KOMILOV TALQINIDA)

Muhiddinova N., Akramova D., (SamDU)

Bir donishmanddan dunyoda eng kuchli lazzat nima? – deb so'raganida, u: so'z lazzatli, so'z san'atidan huzurlanish, deb javob bergan ekan. Haqiqatdan shunday. Insonning ma'naviy qiyofasi aql va tafakkur qudratini namoyish etuvchi ijod va iste'dod mevasi bo'lmish badiiy so'z kishiga olam-olam zavq bag'ishlaydi, hayrat va hayajonimizga sabab bo'ladi. Ammo eng katta mo'jiza – badiiy so'z lazzatini tuyib, ruhiy halovat olish uchun uni chuqur idrok etmoq, asar ma'nolarining butun nozik jihatlarini qat-qatigacha tushunib yetmoq lozim. Ana shunday har bir so'zni san'at darajasida anglab, unga jilo bera oladigan, har bir so'zdan haqiqiy javohirlar shodasi tuza oladigan ijodkor, san'atkor olim Najmiddin Komilov edi. Olimning Navoiy g'azallariga yozgan tahlil va sharhlari, ayniqsa, yuksak e'tirofqa loyiqdir. Ijodkor Navoiyning ko'plab g'azallariga murojaat qilar ekan, shoir asarlarining bosh g'oyasi bo'lmish komil inson masalasi, tasavvuf g'oyalarini chuqur anglab yetadi va chiroyli yo'sinda uni kitobxon o'quvchiga yetkazadi.

Bilamizki, Navoiy g'azallarining ko'pchiligida ishq, oshiqlik, muhabbat kuylanadi. Ushbu g'azallarining har birida botiniy va zohiriy ma'nolar yashirin. Navoiyning ham nazmiy, ham nasriy asarlariga nazar soladigan bo'lsak, ularda, asosan, komil inson tasviri, ilohiy ishq kuylanganligining guvohi bo'lamiz. Demak, Navoiy g'azallaridagi ishq ham Allohga atalgan ilohiy ishqdir. SHu o'rinda Navoiyning ishq va oshiqlik tasvirlarini chiroyli bo'yoqlar bilan sharhlab bergan Najmiddin Komilovning ba'zi sharhlarini ko'rib o'tsak.

兰阳 俄语报刊中拿破仑（Наполеон）的先例名分析	217
刘岳林 俄语话语词 <i>ведь</i> 的语义和语用分析	221
王思琪 郑若宁俄语话语词研究综述	224
闫毅涛 信息技术手段在俄语教学中的应用	228
张利伟 外交部发言人答记者问语用分析——以 2020 年例行记者会为例	232
翟羽佳 布宁小说中庄园形象的语用解读及其汉译研究	236
夏青 普京第 17 届瓦尔代俱乐部会议演讲的认知语用分析	239
Толмачева Г.С. 汉俄公文事务语体的模式对比与翻译策略	242
陈艺宁 郑若宁 话语词习得研究综述	246
Юсупов О.Я. Тилшуносликда лингвокультурологиянинг аҳамияти	250
С. Н. Бекниязова. Вебинар технологиясида машқлар тизими	253
К. М. Амануллаева. Репрезентации художественного концепта в переводческой деятельности	255
То'xtamishев А.А. (SamSIFL) “是”字用法研究	257
Рофеева Ш.Д. “Билим” лингвокогнитив тушунчасининг инглиз ва ўзбек бадий матнларда воқеланиш хусусиятлари	260
Мухаммадиева Д., Ҳайитов Ш.М. “Бобурнома”даги баъзи фраземаларнинг хусусиятлари	263
Ўтан Тўхтамишев. Темурийлар даври ҳарбий санъати	265
Салимбеков Н.У. “Ойиний Акбарий” асари жанубий ва марказий осий тарихий-маданий муштарақлигининг манбаси сифатида (XVI-XVII асрлар)	267
Narzиеva M. Abdulla Oripov she'riyatida inson ruhiyati manzaralari	269
Umarova M.A. Antroponimlar ularning urdu tilidagi tarjimalari	271
Axmedova F.A. Badiiy tarjimada idiolekt xususiyatlarini ochib berish	272
Mamatova D.M. Buyuk ipak yo'li xalqlari adabiyotida ayollar obrazi talqini	274
Quliyeva D.A. Choy madaniyati va choyli birikmalar	276
Baymuradova L.K. Expression of aggressive speech strategy.	278
Xasanova Sh.A. Frazeologizmlarning yuzaga kelishi va o'rganilishi	280
Rakhimova N.S. Function of proper names in phraseological units	288
N.F.Ochilova. Hozirgi zamon tilshunosligida maqsad ergash gapli qo'shma gaplarning tasnifi	290
Xuramova D.R. Idiolekt. lingvistik o'ziga xoslik	291
N.Sh.Safarova. Ispan adabiyotining rivojlanish bosqichlari	293
Khushmurodova Sh.Sh. Linguacultural content of translation in the frame of intercultural communication	296
Tuxtasinova N.B. Linguoculturological approach to the translation of agiographic terms	299
Kamarova M. 우즈베크어에서 부사 파생법 시스템의 문제. O'zbek tilida ravish yasalishi tizimi muammolari	301
Xushvaqto'v N.H. Qadimiy xalqaro so'g'd tilining buyuk ipak yo'lidagi o'rni va tarixiy ahamiyati	303
Gulomova Z. Ralph ellison as a writer who showed the “new negro” to the world in his works	306
Siddiqova M.O. Rasmiy uslubning sintaktik xususiyatlari	309
Калимбетов Ш. Sadness / қайғу эмоция тушунчасининг тилшуносликда ўрганилиши ...	311
Petrosyan Nelya Valerevna. The effectiveness of creating critical thinking abilities by using up-to-date technologies	314
Sadriddinzoda S.Sh. The functionality of demonological vocabulary in the works of “the master and margarita” by Bulgakov	320
Guliyeva E.F. The role of literary text in teaching english in elt classroom	322

УЎК 4И (075)
КБК 81.2 (03)
Б 90

**БУЮК ИПАК ЙЎЛИДА УМУМИНСОНИЙ ВА МИЛЛИЙ ҚАДРИЯТЛАР:
ТИЛ, ТАЪЛИМ ВА МАДАНИЯТ.** Халқаро илмий-амалий конференция материаллари.
– Самарқанд: “СамДЧТИ” нашриёти, 2021. – 538 бет.

“Самарқанд давлат чет тиллар институти” нашриёти, 2021
Манзил: Самарқанд шаҳри, Бўстонсарой кўчаси, 93-уй.

Муҳаррир: С. Каримова
Техник муҳаррир: Ҳ. Амирдинов
Компьютерда саҳифаловчи: Ш. Абдурахимов
Мусахҳихлар: Ё. Қаршибоев, З. Усманова

2021 йил 8 октябрда босишга рухсат этилди.
Қоғоз бичими 60x84 ¹/₁₆. Офсет қоғози. Шартли босма табоғи 43,14.
Нашриёт ҳисоб табоғи 33,6. Адади 50 нусха. Буюртма № 08/10.

СамДЧТИ нашр-матбаа марказида чоп этилди.
Манзил: Самарқанд шаҳри, Бўстонсарой кўчаси, 93-уй.