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THE BENEFITS OF USING DRAMA ACTIVITIES ON LANGUAGE/ SITUATION/ MOTIVATION

Abstract

The term drama techniques is not a brand new in the spere of foreign language acquisition. Drama is a set of activities which provide stimulating opportunities for language learners to practice the target language in authentic circumstances. This article concentrates on the advantages of drama activities looking from different major points of language acquisition taking into account learners' interest, stimulation and motivation. There is common misunderstanding about drama-oriented exercises – some people consider them time consuming and unpredictive. However, this article can break such prejudices proving that *drama* satisfies students' needs for the improvement of English speaking skills as it is a reflexive learning standard that is active in style, based on communication, meaningful and creative ideas.

Key words: EFL, ESL, ESP, artificial language, scholastic curriculum, visual, audial, kinesthetic, aspects of personality

Since the new rules about English language acquisition were elected, there have been several new investigations and strategies related with teaching and learning this language. The role of foreign languages has boomed in every sphere of social life.

The majority of learners used to learn languages artificially, structures were unmanageable and vocabulary was far-fetched. Educational prospectuses were usually extraneous and firmly inflexible. Even though much has changed in foreign language teaching, still it is true that in many educational sectors *Vocabulary + Grammar = Language* lies at the base of virtually every foreign language syllabus. Needless to say, teaching in this way takes into consideration merely one feature of the target language – the intellectual aspect. Nevertheless, language is not only intellectual matter because it functions with elements of emotion, considers human beings' mind as well as their body. The disadvantage of a scholastic curriculum is that it usually takes into account the intellectual characteristics, so that teachers pay attention to students' orthography, structural, metaphorical aspects and lexicology too. In fact, the skills learners often need for producing the language are neglected in traditional text-books. In particular, adaptability is very important - it signifies the capacity to match the speaker's speech while he is talking, speed of reaction, sympathy to tone, appropriateness and keenness. A person who wants to have a dialogue with somebody or wants to make a monologue in a foreign language should have these features if he would like to present an adequate and natural speech. Furthermore, it is essential to deliberate that people have different mood in everyday life: someone is busy and the

other is relaxed, somebody is worried or frustrated while the other one is tired or irritated. Certainly, these counted characteristics of everyday life affect the manner of speech, its speed and the emotions or mannerism. For example, a person who is busy cannot enjoy a long slow speech so that his talk with another person likely to be short and fast. Therefore, an interlocutor also should weigh how they are and who they are.

Drama is therefore needed in acquisition of foreign languages to put back overlooked emotional content into language return the body too. In addition, in order to achieve better results, teachers need to take account of meaning rather than structure of a language. Unfortunately, in many educational sectors language teaching is done through structures or conditions when it is believed that once a sentence is constructed correctly the usage can always be found for it. "A learner is like an architect who designs a building before inspecting the site on which it is to be placed" [1]. The building intended to build can be perfectly structured, but if it cannot serve the same as it is expected the work of the architect becomes nonsense. In language concept it is the same – there may be nothing wrong with the structure of a sentence but if a language barrier cannot fit this sentence in right way with appropriate emotions taking into consideration the time and an interlocutor his language proficiency might not be accepted and marked highly.

Meaning of a concept should not be confused with structure. "Commands are often given in the imperative, but not always; questions are asked with question marks, but not always; continuous action in the present may be suggested by a verb ending – *ing,* but not always "[1].

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Accurate constructions of word combinations or structures need to be taught surely, but they have to be taught meaningfully from the very beginning of language acquisition. So, drama is a right way to ensure a target language in an appropriate context, no matter how fantastic or eccentric the context might look.

Generally, the word *situation* inclines to consider only one feature of context – that is the physical setting. Usually dialogues of text-books occur in various places such as stations, restaurants, cafes or schools. In such conversations usually two types of language can be used: the first is called situational – words such as *schedule, subjects* (for school setting*), menu, waiter* (for restaurant setting) and so on. The second type of language is called structural – dissimilar to vocabulary items they are phrases which are not greatly confined with the situation as refreshed by it. That is why if in one course book the topic "At the restaurant" may serve for acquiring present simple tense with WH questions ('What would you like to drink?') when in another text-book it may be applied for present continuous tense ('Look! Mary is having her birthday party in this restaurant!'). A list of words or set phrases provided with some accurate sentences might be considered to be enough for a phrasebook of tourists because they provide tourists with similar conversations necessary for surviving in a totally new place for them. However, holidaymakers often say about their discoveries to their cost that a phrase they have learnt to produce with an impression of fluency may bring a response they are quite unable to follow.

Teachers always think about a concept of making students to be interested to the lessons they are conducting. A large number of techniques

and approaches have been applied. Some teachers conclude that it is better to use the methods and activities which are preferred by the students. Some of them even abandon the text-books according to the preference of language learners." Drama helps us to keep all students of the group active all the time by making use of the dormant potential in the room. And far from making teacher's task harder, it actually relieves him or her of the burden of trying to do the impossible: keep a large group active at the same intensity and at the same time" "[1].

According the survey conducted by Andrea Lizasoain Conejeros and Dr.Amalia Ortiz De Zarate Fernandez drama games result in high marks of the students that especially increase their confidence, motivation and stimulation. "In a drama technique provision classroom, students are more motivated and learn in a realistic communicative environment offering plenty of opportunities to use language meaningfully" [2].

There are other several pluses of using drama techniques in classrooms. One advantage of having these activities goes to learners' personality as it assists to build their confidence and to win out their fear or hesitation. Generally, in comparison to traditionally taught classes, the others where drama techniques are used frequently differ relatively: students in these classes are rather friendly and   have better communication skills.

Another outstanding merit of the usage of drama technique is that they engage everyone to work in a collaboration. If you analyze many drama activities, they serve to create a friendly atmosphere in a classroom. None of the students are ignored or omitted while having this type of

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exercises. No matter a learner is self assured or timid by the nature, while working in collaboration more passive learners feel invisible support that serves them to avoid their reluctance to be active during the whole process. Certainly, you may not be able to change learners' unwillingness wholly at once.

"Teaching should be such that it 'sparks' students' interest and inspires them to keep on learning independently" [3]. As an alternative method, drama can be used in FLT classes instead of theoretical knowledge based approaches of teaching. It is not secret that teacher's job is not an easy labor that everyone can carry out. In order to maintain learners' attention, lessons must be intriguing so that teachers are on a constant quest for variation to their repertoire. Teachers who has already made some attempts of applying drama in FLT classes could see the effectiveness of this approach. It is a key method to release boredom as drama-based activities engage all the learners together and enables them to feel, to act and to understand the topic or any situation spontaneously. When their abstract knowledge turns into concrete, they take pride in their accomplishments. Self-esteem increases inner motivation that helps to keep learners' alertness and experimental spirit.

Drama-oriented exercises are usually learner centered that means they demand active and energetic students to participate in. Learners have more responsibilities than a teacher, thus the effect of any activity depends on learners - how much effort they can show. In order to encourage them, teacher acts as a director who gives instructions and the others perform individually following the instructions. Here appears an affable cast full of

enthusiasm that supports each other. Consequently, you may hardly notice rivalry atmosphere or intense dislike among learners. Well then, you as a teacher will have few troubles with discipline.

Drama oriented exercises are not only exercises or games full of fun. There is a great need for them not only in language teaching, but also in other sectors of education as well. These techniques need to be frequently used at schools for young children when they are at the real age of growing up. An attempt to drama techniques expands learners' awareness, to enable them to look at reality through fantasy and to look below the surface of actions for meanings. You should give a chance allowing students to enter into the reality of imaginery situations and characters. "This will enable them to explore emotions, attitudes, opinions and relationships and accommodate these abstract concepts more readily by representing them in a dramatic and therefore more concrete form" [4].

Since drama makes constant demands on a person's imagination, it develops a learner's ability to think more effectively. According to Katz [5] "A learner involved in a drama activity will be called upon to practice several thinking skills such as: inventing, generating, speculating, assimilating, clarifying, inducing, deducing, analyzing, accomodating, selecting, refining, sequencing and judging"[5]. They have a value that most teachers might not even be aware of. Activities based on drama are significant in the development of thinking ability. They demand a learner to use improvisation and an image building in their mind that may cause to the increase of a learner's creativity and the ability to foresee the situation that will go on consequently. Many drama exercises insist on a

big or small group work. The active interaction of students make a constructive contribution to the development of learner's of the learner's oral communication skills. Furthermore, they serve to ameliorate aspects of their personality including empathy, confidence, concentration and communication skills.

Usually it is difficult for teachers to find activities appropriate to all learners. In fact, drama-oriented exercises can be suitable for all learners no matter their gender, age, culture and even level. As the matter of fact, these activities are can be helpful for all students according to their different learning styles. For example, a role playing, which is widely used in foreign language teaching includes all aspects of learning styles:

Visual: while performing visual learners see the actions, mimics and gestures of "actors" and memorize them well.

Audial: as in role playing all of people have some piece of speaking, dialogs for instance, the other listen to them, so memorize things by their tone or pronunciation.

Kinesthetic: role playing is very much movement based, so that learners can change their place, act out some situation or show something by gestures. They are all beneficial for kinesthetic learners as they memorize well the things that are based on physical activeness.

Therefore, drama activities are needed to create a balance between the plenty of material and teaching offered to students and their superficial incapacity to make sensible use of it. Students should start to look at language from a different viewpoint, to take into account the actions within the words that language learners are most likely to perform, the forms of

behavior that lie behind all languages. Thus, learners should know the total situation, which is extensively richer than the ordinary physical setting.

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TEACHER-MADE MATERIALS EFFICIENCY

Abstract:

The article is about the teacher-made materials and their efficiency in the teaching foreign languages. The data are given in the following article were concluded by the student's survey. There given charts and graphs to open the main structure and plot of the work.

Key words: teacher-made, materials, undergraduate, analyze, corporate work, chart, effective methods.

Considering teachers' responses relating to their experience in designing learning materials, out of 7 teachers, 5 responded to the questions. For the question on the number of experience in preparing the learning content, while 80% of them have been involved in this for 1-5 years, only 20% is involved for more than 10 years. It must be stated that those who are involved within 1-5 years, have been exposed to material designing only by virtue of working in the deemed university. In the case of the teacher, who works on material design for more than 10 years, had started working on it while serving in other universities. Similarly, for the

next question on end-users of the materials, 75% of teachers have said that their materials are being used by undergraduates and for the 25% the end users are post graduate students. 80% of the teachers modify their materials based on the needs of the curriculum. However, when it comes to students' contribution to designing materials 60% of teachers say that they take their input occasionally. 60% of teachers use the resources prepared by other professionals. Now as a deemed university, the freedom is given to teachers to design their course materials and at the same time additionally use the   modules. Moreover, this has facilitated the integration of technology within the course materials designed. Nearly 80% of teacher design materials with the integration of social media like Facebook, Twitter, YouTube, and Web 2.0 tools like Blog and Podcasts. Considering preference to present the materials to students as reading materials, as CDs and as a combination of reading material and CDs, 60% of teachers have opted for reading materials and 40% for presenting a combination of materials and CDs. Considering the effective presentation of the materials, 60% of teachers have believe that students have shown creativity in handling business related tasks. However, 40% of teachers have felt that students show creativity only in few occasions. It must be stated that students would be able to analyze the tasks provided as part of learning material and handle them efficiently, if the materials give a clear picture of corporate work culture. This is quite evident in the materials designed, as all the teachers (100%) consider that the materials offer adequate exposure to corporate scenario. When the teachers were asked to rate the proficiency of students, the following responses have been given by the teachers.

Analyzing the responses given by 25 students as feedback, it was found that nearly 86% of them felt that the materials provided to them was effective. For the related question on the adequacy of input provided, 86% of them felt that the input was adequate. 70% of students said that they had learned to do the written tasks given in text with the input given through lab course materials. However, the remaining 30% of them felt that they need to improve their writing skill. Similarly, nearly 70% of students responded that they were confident only to some extent, to do listening tasks. While 14% felt very confident, the rest 16% felt not confident to do listening tasks. For the question on the effectiveness of the reading materials provided in the lab, 79% felt that it was effective, 14% found it to be very effective and .0.7% found the materials to be ineffective.

Having received students' inputs, it was decided to get suggestions from them for improvising the course materials. The following Pie chart would provide the data.

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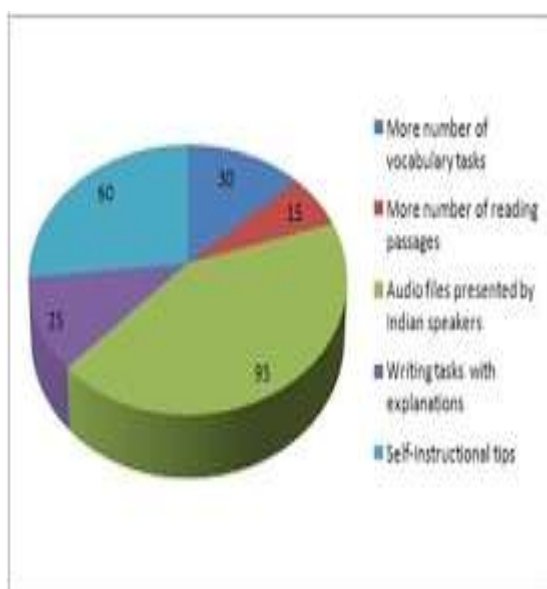
As mentioned earlier, students were given five options to suggest to the teacher. Nearly 95% of them have felt the need for listening to a non-native speakers' audio files as they are more comfortable with the Uzbek accent and pronunciation. Since these students have been exposed to Uzbek accent and the way of pronouncing words, there is more probability to understand the audio content with less effort. Next to this, the response given by number of students (60%), who have suggested the provision for self-instructional tips, indicates that they prefer to be self-reliant in their learning process. With regard to the number of vocabulary tasks given, 30% suggest that more tasks have to be given for acquiring general vocabulary. Similarly 25% of them have suggested the need for providing writing tasks. The reason is that, normally these students find writing tasks, particularly writing tasks to be very challenging compared to other skills. This fact is evident in their response to earlier question that focused on their writing ability (30% felt the need to improve). With regard to the reading tasks, only 15% of them expect the teachers to provide more reading passages.

While 20% have felt that students are very efficient in using the language skills, 60% of teachers have mentioned that the students are proficient, and the remaining 20% consider that students need to improve. This rating reflects the different levels of students' performance in the examinations. It must be stated that in the Uzbek institutions students who are admitted in various disciplines exhibit different levels of language proficiency. The training given in the language lab is aimed at redressing that gap and enhancing students' performance in examinations.

The final question was framed with the aim of finding out the extent to which the language teachers have realised the advantages in designing materials. The responses received from them are given in the following diagram.

It is evident that teachers enjoy the experience in designing learning materials and that the responses show their interest to develop their professional skills. Hence the responses given by teachers are attributed to Professional development, as presented in the above diagram.

Two classes with 12 and 13 freshman students majoring in English were presented with the experimental material. . The learning content is Freshman English Writing course presented in the multimedia form described in the previous section. Due to the limitation of time and available computers, all learners are seated as in the computer lab with computer projector during the learning activity. The instructor (author of

this study) used a computer connected to the projector to present the "prezi" material. All learners were encouraged to ask questions as a normal classroom course, and they also had their own textbooks for reference.

Learners' feedbacks toward the designed learning material were surveyed by a Likert questionnaire as shown in Appendix 1. The topic is divided into four categories: attractiveness of presentation mode, helpfulness of presentation media, personal preference toward presentation style, and overall acceptance. There are five questions for each category, and each question has 5-point scale. The total questions are 20.

The preliminary summary result of learners' feedbacks upon the designed "prezi" material is shown in the Figure 6, and it is obvious that the attractiveness of multimedia presentation gains the best positive feedback from the students. As to the helpfulness in assisting learning and the style of learning method play fair around the average role in the overall gauge of learning activities for language learning. The results may be expected to be further improved by the inclusion of adaptive interaction between learner and material.

The role of computer has changed from the facilitator of learning into activate learners into deep thinking. However, misunderstanding regarding the attractiveness of learning material and interactivity of learner with material is the richness of display and plenty of menu buttons in the user interface. As a matter of fact, the effectiveness of learning is best achieved through the construction of learner's internal reflection and thinking due to the external multimedia stimulus, which should be able to

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activate learners into the engagement of deep thinking and constructing their own mental entities and corresponding representations and concepts. This paper reveals some fundamental theories related to the up-to-date instruction and learning theory, especially those related to the Computer Assisted Language Learning.

The description of the experience of designing materials and students' feedback stress the importance of teachers developing their professional skills. It must be admitted that the classroom experience that teachers have, would greatly help them to judge students' needs and design materials to fulfil those needs. Though teachers realize this, there are few teachers in every institution who need to be trained in material design. The teacher training could include the following aspects:

1. Teachers have to be given hands on experience in using the available Open web content while preparing the learning contents.

2. Teachers must prepare their students to take responsibility for their learning and has stressed the importance of training students the concept of 'learn to learn'. Students could be introduced to open learning communities because the involvement helps them to develop their efficiency in choosing extra and relevant learning materials and managing their own learning. It must be admitted that students get a good quality educational experience through open resources.

3. Teachers must enjoy a sense of ownership while using a material in the language classroom and that would happen only when they design the materials.

Thus it must be said the combination of classroom experience, teaching skills and designing appropriate materials lead to professional development of teachers.

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TEACHING ENGLISH THROUGH MODERN TECHNOLOGIES

Abstract. The article reveals the importance of the modern technology and mass media in teaching English language as a foreign language. Author determines the significance of IT during practical lessons and even using them effectively in exams. She researches the scientist's strategy in teaching language and approves their points in order to illustrate. Researcher makes her conclusion that CD-player and other electronically instruments such: laptop, e-board, recorder, Walkman may be more useful for students than other methods of learning foreign languages.

Key words: *new modern technology teaching, learning*, *listening, student, multimedia, CD-player*

It is observed that our new life is extremely affected by the era of information technology. Without any doubt, we can say that technology plays a crucial role in today's human society improvement. Based on this fact, it is requisite to take advantage of the modern technological facilities in aiding the task of English language education. Students trying to learn English as a second language need further language support. They need to practice in hearing language, reading language, speaking language, and writing language in order to develop their experience and skills. For doing

such tasks, they are in need of using various tools which can help them learn the language easily and effectively. The term *New Technology* includes communication techniques for language teaching in which the personal computer plays an important role [1, p.10].

Each technological device has its specific merits and application with one of the four language parts: speaking, listening, reading, and writing. However, in order to use these techniques successfully, the ELL student should be familiar with using computers and internet and capable of interacting with these techniques. The effect of technology has become the huge in teaching and learning the language in addition to the instructor's role. In other words, the role of a teacher together with the role of the technology can lead to advanced learning of students.

Methodologists indicate that Technology and English language education are related to each other at the same time [2, p.6]. During the sixties and seventies of the last century English language learning laboratories were being used in various educational institutions. The traditional language laboratory was consisted of a number of small cabinets, provided with a cassette deck, a microphone and a headphone for each one. Teachers use a central control panel to monitor their students' interactions. The main advantage of that type of technology was that verbal behavior of students would help them quickly learn the second language. The students' skills can be enhanced by encountering more practical drill problems.

Computer assisted language learning (CALL) software has provided another teaching tool for learning as a second language education. The use

of computers in English language classroom is useful for both teachers and learners. Currently, there are numerous software application programs available such as: vocabulary, grammar and pronunciation programs, spelling check utilities, electronic workbooks, reading and writing programs, different learning packages to assist instructors in creating tutorial exercises to enhance their English language courses.

Listening to TV and radio educational language programs can be suggested as another technical way for developing the understanding ability. However, the listening student should be careful in selecting the specific programs that are suitable for his/her needs. News satellite TV channels, like the BBC, are also useful for practicing with audio and video media. The use of CD-player devices is another modern tool for listening comprehension. CD-players are electronic instruments used specifically to run audio CD-ROMs. Lectures and listening examinations can be saved on these audio CDs for latter use by the ELL student.

In ESL (English as a Second Language), for example, an interactive multimedia program, ELLIS (English Language Learning & Instruction System), provides role-playing, scenarios students can watch, listen to, interact with and learn from in a large database beginning with a dialogue. Students can stop the dialogue and repeat it as many times as they want at any time, record their speech as part of the dialogue and play it back, and explore linguistic items such as vocabulary, phrases, grammar, cultural background and pronunciation in each dialogue. When we look at the other side of the freedom of navigation in this environment, we realize that it requires a high degree of responsibility or learner control in order to

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realize the learner's own independent and meaningful learning. Many researchers emphasized the importance of learner responsibility and indicated some demerits of interactive multimedia. For example the learners might get lost in the huge and sophisticated space or might get distracted not knowing on what to focus. If an ESL teacher sends students to the computer lab to use an interactive multimedia program recommending that they can enjoy their learning, explore linguistic knowledge, and improve language skills in their own way, they would not really enjoy it and develop independent learning. From a pedagogical perspective point of view, we need to seek ways to link freedom and responsibility so that students can enjoy the freedom and take responsibility.

In contrast to a large number of claims about the benefits of interactive multimedia, a small amount of research has supported such hopes. In addition to the paucity of current research about interactive multimedia, the results of such research have not identified or explained sufficiently the benefits of interactive multimedia. For example, there have been claims that the learners can have the freedom of navigation in an interactive multimedia environment, but little is known about how students actually navigate. According to Chapelle & Jamieson and Dunkel, CALL (Computer Assisted Language Learning) researchers, the importance of characterizing the interactions that occur between the computer and learner to understand what and how particular students learn using Computer Assisted Language Learning materials. Chapelle and Jamieson claimed that CALL activities must be described in terms of what

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students actually do, rather than what they can do, while they are working to answer questions about "whether, to what extent, under what circumstances, and with what results students - with what characteristics - actually do the things the technology makes possible" [3, p. 530]. In order to "understand any technological innovation such as the implementation and instructional use of microcomputers" it must be understood as a part in the whole context of "a complex system of social, political, and cultural values, priorities, and relations" because "the effects of microcomputers on education depend on the social and educational contexts within which they are embedded" [4, p. 470].

It is known that an appropriate ESL interactive multimedia program is very important while teaching students effectively. For instance, videos may be considered as one of the efficient tools. Students can stop the action to review translation, vocabulary and pronunciation, and they can play back their speech as part of the dialogues. After a learner chooses a lesson, the learner views a video segment, and then a script page appears. Moreover, the learner can play a more enunciated, slower version of the selected line by clicking on the *Slower Audio.* The learner also can attempt to pronounce the line using the *Record Voice.* In addition to the script, it provides many options to explore such as vocabulary, grammar, or phrases. The interactive multimedia systems allow huge amounts of materials in a variety of formats to be stored in extremely compact form and accessed easily and rapidly, thus providing a breadth and depth of information seeking [5, p. 363].

Interactive multimedia is distinguished from CALL software by its integrated use of multimedia such as video, animation, graphics, sound with text, and its node and link structure. The audio-video capabilities with linked texts excited many researchers and teachers and were believed to open a new dimension for language learning.

Coughlin (1989) included the unique benefits of interactive multimedia for language learning as a large database with a variety of optional choices to access related information, oral and written feedback, control (stop, skip, back-up) of the audio-visual sequence, repetition of audio-visual passage at normal or slower speed, and authentic language of native speakers. Interactive multimedia allows the learners to study language in a more comprehensive intercultural format, affording the opportunity to be confronted by cultural situations in which they make decisions on the use of language, the appropriate use of body language, and cultural interpretations of the situation presented [6, p. 34]

In conclusion we can indicate that using technology in learning a second language has become a real necessity nowadays. Different methods for using technology in improving the four language skills were also carried out to estimate the acceptability of students for the utilization of technology to enhance their language skills.

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CONTEMPORARY APPROACHES OF SUPERIORITY MANAGEMENT IN CONSTRUCTION

Annotation. The basic principles, production & operations management monitoring the quality of construction products in order to meet the requirements of technical regulations.

Key words: quality, principle, management, schedule, construction.

Statement of the problem

Implementation of quality system in the enterprise provides an incentive for the acceleration of scientific and technological progress, improved utilization of fixed assets and capital investments, reduce the cost of labour, material and financial resources, improvement of technologies and organization of production management and as a result increase the overall efficiency of the enterprise.

Aim of the article

Objective – basic principles of an integrated quality management of system construction products.

An integrated system of quality management of construction products should be based on the following main principles: systematic approach, standardization, comprehensive solution of problems of rational

limitation, feedback, dynamic, optimal, integrated, and modular, automation, and new challenges.

The main material

A systematic approach includes: the necessity of quality management at all levels; allocation of quality management processes at all stages of the life cycle. Coverage of all management functions on a managed object.

The principle of standardization indicates that all the basic requirements for an integrated function products and the quality management system must be, regulated or provided by the standards normative and technical documentation.

 Integrated solution provides a comprehensive approach to the problem of quality of the end products of construction, in particular, the allocation of tasks, quality control of intermediate and end products of construction across levels of governance (vertical and horizontal). In addition, this, in turn, involves the development and implementation of a set of interrelated activities (technical, economic, legal, educational, and organizational, etc.) at all stages of the quality cycle of construction products [1].

The principle of rational limit provides for permanent implementation of the effect of filtering information for the consideration of the totality of only those phenomena, conditions and factors that have the greatest impact on quality of final product of construction.

The principle of direct and feedback involves the continuous interaction of subject and object in the control system: project "control" (obtaining information) (critical evaluation) "the adoption and

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implementation of decisions," the linkage between all elements of a comprehensive quality management system.

The principle of dynamism provides a continuous improvement process of the integrated quality management system in the process of its functioning taking into account scientific and technical progress, changes in requirements of normative-technical documentation and cumulative experience. The principle involves several stages of system development (from the most imperfect to automated, first at industry and then at the national levels, considering it as an open system to be extended with the development of production and management.

The principle of optimality provides for the solution of tasks based on choosing the best option at the lowest cost on system development and function.

The principle of integration and modular building indicates that a comprehensive quality management system should consist of separate modules, which can be considered as independent systems operating on various levels of management and life cycle.

The principle of automation and the new task focuses on the automation of tasks with computers. It is necessary to formulate new objectives and management of technological processes methods of their solution taking into account the latest achievements of science and technology.

The list of special structures that are subject to interim appointment, determined by the project.

In addition, to production control in construction organizations (input, operational, acceptance) over the quality of construction monitored by the state and departmental bodies of control and supervision, acting under special provisions (fire, sanitary, mining, etc.)

In construction, organizations should be developed organizational, technical and economic measures aimed at ensuring quality control of construction [3]. These events must be issues of establishment of construction laboratories, geophysical services, training and skill of the performers.

At all stages of construction to verify the effectiveness of previously implemented production control should be, selectively carried out inspection control. It carried out by special services, if they are part of the construction organizations or specially constituted for that purpose by the commission. According to the results of the production inspection and quality control of CW measures aimed at elimination of identified defects, taking into account the requirements of supervision of design organizations and bodies of the state supervision.

Conclusion

The control system should ensure the quality of construction products, which fully meets the requirements of the technical standards at minimum cost for its implementation, and provide economic norms of quality in accordance with the requirements of the customers for each market segment.

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THE IMPORTANCE OF DEVELOPING COGNITIVE INDEPENDENCE IN LEARNING A FOREIGN LANGUAGE

Abstarct The article is devoted to the problem of development of cognitive independence in the process of teaching and learning foreign languages. It also analyzes the main principles of school education at the present stage, paying special attention to the teaching of foreign languages, gives a definition of independent work, and also considers possible ways of organizing it and the prospects for using the necessary language skills and skills in junior schoolchildren as a means of development.

Keywords: independent work; autonomous work; cognitive independence; self-organization; secondary linguistic personality;

Today foreign language education is very vital in Uzbekistan as the processes of intercultural integration at the national and international levels are responsible for the modernization of the content of language education. In accordance with the program requirements, a foreign language is considered as a tool for the bicultural development of the personality, which fosters the formation of schoolchildren.

One of the goals of teaching foreign language at school is the formation of a "secondary linguistic personality". Teaching "language and culture" prepares the child for real situations of foreign language communication. In the event that a child often finds himself in a foreign language environment and is faced with the need to own a foreign language, the motivation for learning increases dramatically.

At present, there is a stable interest in the early learning of foreign language. In the junior school you can lay the foundation for a successful educational activity in the future and for the initial formation of a secondary linguistic personality.

The peculiarities of junior school age are the plasticity of the natural mechanism of language acquisition, imitation abilities, curiosity and the need for new knowledge, the absence of a language barrier, which can positively affect the assimilation of the proposed linguistic material. The informative and educational value of early foreign language learning is also important. On the basis of a foreign culture, the child is more aware of the culture of his own country by comparing them in the process of learning the language. Thus, we can talk about adherence to the principles of interdisciplinary learning.

Along with this, it is possible to talk about the rejection of the idea of forming exclusively subject knowledge, in this connection the principle of developing the potential of students, their abilities, abilities and personal motivation becomes a priority. It's no secret that the "ability to learn" allows you to go beyond the existing knowledge and helps the subject of learning to independently seek and find solutions to all new educational

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and life problems. However, experience shows that the work of the system, which would allow to fully educate a fully developed student, ready to take responsibility for setting and achieving educational goals, is not established.

Students with absolutely unformed skills of independent or autonomous work (up to the inability to use an explanatory dictionary) are trained, so necessary for the further development of professional competencies. In our opinion, the problem lies in not always correct principles of constructing educational activity at the earliest stages, such as the elementary school. The question is natural: how can the situation be improved?

Today, the modern approach to school education dictates the following key requirements: the development of students' independence and ability for self-organization, as well as readiness for successful cooperation in the learning process. The inclusion of independent learning activities in the learning process of the foreign language allows developing the ability of younger schoolchildren to adapt quickly to various conditions and independently find solutions for a number of educational, in particular, communicative tasks. At the age of five to seven years, children experience a transition from the predominance of gaming to the leading educational activity [5, 252]. The key to success may be the creation of conditions for a milder change of one activity to another. In our opinion, there can be several solutions to this problem. It seems expedient, for example, to involve information and computer technologies, which can significantly expand the field for independent activity, increase motivation.

However, this topic has not been fully studied yet. At the same time, the organization of independent educational activity of junior schoolchildren allows the teacher to solve several important tasks at once. One of the serious problems of schooling is that the teacher is forced to focus on the student, showing average results, because of which children with higher or lower achievers "drop out" of the learning process. Strong students can not effectively develop their abilities, and the weak - to catch up with "middles". In the course of independent work, it is easier for the teacher to take into account the individual level of different students and differentiate tasks, thereby enabling children to develop in the right direction and at the right pace. The above-mentioned principle of targeting the average result caused a negative effect in the form of a large number of school leavers, whose academic potential is not disclosed, and led to the need to find effective solutions to this problem. There is a tendency that the emphasis in the learning process is, firstly, on the personality as a subject of activity, and secondly, on attracting the latest achievements in the field of educational technologies that make learning the foreign language more differentiated and dynamic. Within the framework of independent educational activity, it is possible to effectively develop the skills necessary for further participation in both autonomous and collective learning activities. For a full study of the problem it is important to give definitions to the basic concepts. The key is to identify the differences between independent work and self-study. To date, there are several approaches to the concept of "independent work". For example, Shamova regards independent work as a form of organization of educational activity; There

is a goal, a specific task, a form of expression of the result and verification is defined [3, 176]. Usov, in turn, regards independent work as a method by which students acquire knowledge and, in particular, mastering concepts, mastering skills and solving a number of educational problems (education of activity, independence) [4, 123]. Zharova in her studies notes that independent work is "such a method of teaching, with the help of which students under the guidance of the teacher and on his instructions independently solve the task at a special time allocated for it and, by exerting efforts, are encouraged to independent activity, culminating in definite results "[6, 84]. In addition, the author identifies three levels of independent activity: copying, reproducing and creative. The separation depends on how well the student is able to use the knowledge gained. Briefly, these levels can be described as follows. At a low level, the student performs actions on the finished model (copying). The average level (or active-search) means that the student is free to use the knowledge gained in the standard situation. The teaching task is put in this case by the teacher, but the student independently plans its solution. The younger schoolboy learns to deal more freely with the material available, sets out briefly the main ideas in his own words, can paraphrase without needing blind copying. Achieving a high level (or intensively creative), the student is able to successfully apply the knowledge gained in an unusual situation. Such a process can be referred to as the transfer of assimilated models to real-life situations. In a number of studies, independent work is viewed as a means by which the teacher engages students in independent cognitive activity, purposefully organizes and manages this activity. This gives us

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grounds to consider independent work as a method of studying the new, consolidating the passed and testing knowledge, abilities and skills of students, assuming the use of a book or alternative teaching aids as a source of knowledge, and when fixing and verifying knowledge - independent performance of differentiated tasks.

Koryakovtseva emphasizes that the introduction of independent work is the key to the development of "cognitive independence of the student (cognitive activity, mental independence, mental activity)" [1, 22]. This indicator is a key factor in the personal development of learning a foreign language as part of the learning process, but which allows subjects to effectively carry out independent and active educational and cognitive activities. Development of cognitive independence for today is seen as a priority for us, as it allows us to maximize the personal potential of each student, and therefore meets modern educational requirements. And the earlier this process is started, the more active and successful the learning activity will be at the subsequent stages in the concept of lifelong learning. Independent learning activity, in turn, is more complex and is not limited to self-fulfillment of tasks given by the teacher. Within its framework, the student acquires new knowledge in the course of self-planning of his own activity, individual selection of means of solving assigned tasks; a benchmark in this case is a given result or an independently set educational goal. In our opinion, in a situation when society needs free and creative people who are able to acquire, allocate, evaluate and apply information, develop new ways of solving certain problems, the problem of forming the ability to be practically independent, independent work at the

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initial stage of training is particularly vital. But in this regard, there is a need for an optimal method and selection of funds for the organization of independent work of schoolchildren in the process of learning foreign language at the initial stage.

Now there is an active search and development of new technologies designed to make this process more effective. This trend seems to be promising for further studies. A modern approach in educational psychology that views teaching as an activity implies that knowledge, on the one hand, and knowledge and skills - on the other, do not exist separately. On the contrary, they are inseparable from each other, there is an inextricable. Thus, the following task becomes urgent: students should not acquire knowledge, and then develop skills and skills of their application; on the contrary, the teacher should create prerequisites for the conduct of such activities, in which a certain amount of acquired knowledge is pre-determined, and conditions for their application are created. P. I. Pidkasisty writes that tasks or a system of educational tasks play an important role in the educational activity. Any cognitive task is perceived by each student individually, subjectively [2, 67]. At the same time, the task is not an object of educational activity; it is only a link between the subject of knowledge, that is, the student, and directly the object. The presence of a specific task and the need for its solution serve as a prerequisite for the conduct of educational activities. But in the course of learning, changes occur both in the subject and in the object of cognition. The student improves his skills, cognitive abilities, satisfies cognitive needs, which makes it necessary to set new cognitive tasks. The very

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nature of cognitive activity undergoes changes, and at the same time - the structure of the object of cognition. It follows that even the number of correctly given answers to the questions of the control task does not reflect the amount of knowledge acquired by each individual student, the degree of development of his cognitive abilities, because both are closely related to the individual process of solving cognitive tasks [2, 134]. In addition, in recent years there has been a sharp increase in the intensity of education, due to the high activity of the information space around us.

In conclusion, it can be said that at the present stage, the personally oriented approach seems to us to be the most promising from the point of view of the development of an independent active personality, tuned to the effective achievement of one's own cognitive goals. The use of modern educational technologies and providing access to a wide range of educational resources can not only make the learning process more effective at all stages of continuing education, but also create in younger schoolchildren an initially correct attitude to independent learning activity, and also instill in them interest in intellectual development.

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INNOVATIVE APPROACH IN TEACHING FOREIGN LANGUAGES

The article describes the innovative approach to teaching foreign languages, which means the wide application of modern technologies in the educational process with the aim of optimizing it and forming the communicative competence of students. Modern technologies presented in the article include a communicative method, role-play, a project method, a computer programmed method for test programs, a group method, and a problem method.

Key words: innovative approach, modern technologies, teaching foreign languages, optimization of educational process.

Today teaching foreign language is mostly communicative and professionally oriented. Its tasks are determined by the communicative and cognitive needs of professional specialists.

If "competence" in a broad sense is the ability of a specialist to solve professional tasks in its field of activity, then "communicative competence" is the mastery of the skills of communication and interaction with the surrounding world. In linguistics, communicative competence refers to the ability to relate linguistic resources to specific spheres, situations, conditions and tasks of communication[4, 72]. Accordingly, the linguistic

material is considered as a means of implementing speech communication, when selecting it, a functional-communicative approach is implemented.

The term was first proposed by Dell Haim in 1966 in opposition to the term "linguistic competence" of N. Chomsky. M.Kanel and M.Mvein developed the concept of communicative competence, according to which four types of competences are distinguished: linguistic, sociolinguistic, discursive and strategic. Further development of the theory of "communicative competence" was received in the works of L. Bachmann (1990). Under the influence of a communicative approach to the study of foreign languages, the concept that communicative competence should become the main goal of linguistic education was widely adopted in practice[4, 45].

The basic principles of constructing a training course on the basis of a communicative method are:

• Speech orientation, i.e. teaching foreign languages through communication;

• Situation - communicative learning is carried out on the basis of situations, the training material is also selected on the basis of situations;

• Functionality - students' understanding of the functional purpose of all aspects of the language;

• Personal orientation, which takes into account the individual characteristics of students;

• Modeling - selecting the minimum of educational material and presenting it in a model form.

Optimization of the educational process is one of the main tasks of the modern higher school. This task is carried out by applying and improving methods of active learning, including a communicative method, a design method, a computer program for testing programs, role play, a group method, a problem solving method, and the use of interdisciplinary connections in the classroom, as a result of which the whole course of teaching foreign languages is oriented on the ultimate goal of language proficiency - using it for practical purposes for the needs of its specialty.

Computer technologies are mostly used in two directions: the use of the Internet as a source of information for the teaching process in foreign languages and the organization of boundary and final control [2, 18]. The Internet is widely used as a source of additional materials for the teacher in preparation for the lesson, writing textbooks. Materials can be printed and used during a traditional lesson. Thus, the Internet user gets access to current and authentic information, which is difficult to select from other sources. This increases the interest of students, strengthens their motivation to learn the language. In addition, you can use additional exercises from various sites that serve to repeat the material of the corresponding lesson.

In the learning process role-playing games are introduced to simulate real situations of communication in a foreign language. Role games are used to assimilate new material, consolidate and develop creative skills, and develop speech skills. Various types of role-playing games are used: controlled, moderately controlled, free, episodic, and lengthy. The main functions of the role-playing game: teaching (role play determines the

choice of language tools for communication), educational (the ability to defend one's point of view, instilling love for the medical profession), orienting (planning their own speech behavior), motivational (the need for communication in a foreign language)[1, 165].

Group method

Group learning has been known for many centuries: "one must teach the other." Group method of teaching is one of the effective ways of organizing the learning process in a foreign language. The group method is built from the following elements:

♦ The teacher builds a lesson so that each student understands that he can not succeed until the whole group is finished.

♦ The instructor structures the individual responsibility of students so that each student is assessed by individual testing, as well as by how he will teach his comrade what he knows himself.

♦ Stimulating students with the success of teammates. The group method can not be used constantly, the material should be suitable for group work, it must be quite complex, it should be divided into independent units. This can be working with the text, the formation of lexical and grammatical skills, modeling of dialogical situations.

The Problem Method

The problem solving method is used, mainly in optional and elective occupations. Problem training is understood as the organization of training sessions, which involves posing the problem by the teacher and active independent work of students to solve it[1, 98]. Schematically it looks like the statement of the problem by the teacher (for example, the problem of

youth drug addiction), reading the texts on the proposed problem, the students' answers on the read texts, expressing one's own opinion, stating their own questions, reasoning on the topic of discussion, discussing the problem in the group, preparing a scientific report. Use of supports

To effectively teach a foreign language, the use of supports is very important in a foreign language class. The pillars of specialty orientation should be used at the lessons: schemes, drawings, photographs, pictures, etc. The use of this kind of supports increases the motivation for teaching a foreign language, helps in improving communication skills, and allows effective organization of supervised independent work of students. Supports help to build statements, they are informative, interesting and arouse lively interest. The application of tasks with supports is aimed at the following types of educational activities: reproductive, mental, controlling, transformative, and productive.

The use of inter subject communications

In the classroom accounting in the educational process of inter subject communications is one of the most important principles of modern didactics. The use of interdisciplinary connections in the classroom allows specifying the purpose and objectives of the training, as well as optimizing the content of the educational process [3, 234]. The basis for the realization of this goal is the corresponding professionally-oriented teaching aids. The above-mentioned manuals will significantly improve the quality of the knowledge, skills and skills acquired in the possession of a foreign language. We can single out the following trends in the development of the methodology for teaching foreign languages at the present stage:

• Differentiation of methods, methods and contents of instruction, depending on the objectives and planned levels of language proficiency, on the characteristics of the student population and the conditions of education;

• Reduction in the proportion of transfer methods in the learning process;

• Application of new technical means in training;

• Integration of elements of different methods in modern learning systems. In educational practice, it is advisable not to confine oneself to one of the methods of teaching foreign languages, but to integrate several techniques, combining their best aspects, with regard to the student contingent and the learning objectives. At the moment there is no universal method, because the effectiveness of a method depends on many factors. At the present stage of the development of the methodology there is an integration of methods. We can say that the creation of a complex method has begun, which incorporates the best elements of different methods with the purpose of forming a communicative competence in teaching foreign languages.

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MODERN PEDAGOGICAL TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES

The article is about the use of modern pedagogical technologies in teaching foreign languages, their advantages and positive effect in developing students' communicative competence. It shares with some non-traditional forms of conducting lessons, which provide an opportunity to develop the creative independence of students, to teach them to work with various sources of knowledge.

Key words: *communicative competence, pedagogical technologies, non-traditional methods, teaching process, intercultural communication*

Under the Law of the Republic of Uzbekistan "On Education" and the National Program of Personnel Training, a comprehensive system of teaching foreign languages, and the further integration of the republic into the world community was established in the country. To accomplish the mentioned aims on December 2012 the presidential decree "On Measures for Further Improvement of Foreign Languages Learning System" was adopted in Uzbekistan.

According to it, the new level system determining a student's command as a foreign language CEFR (A1 – C2) which is commonly accepted in Europe was established in Uzbekistan. Each level is

characterized by a set of certain communicative skills. In addition, in order to develop these communicative skills in students, teachers should apply new modern information and pedagogical technologies in teaching foreign languages [2, 56].

With this reason nowadays the problem of teaching English is very urgent. The teacher is faced with the task of forming a personality that will be able to participate in intercultural communication. Increasingly, the question of the use of new information technologies in teaching process is being raised. In addition, these are new forms and methods of teaching, a new approach to the learning process as a whole. The main purpose of teaching English is to form and develop a communicative culture of students and to learn how to master the foreign language based on the target language.

The lesson is the basic organizational form of education. A good lesson is difficult. The art of the lesson depends on the understanding and fulfillment of the teacher's requirements, which are determined by the tasks and principles of instruction [1, 92]. Creating the conditions for practical mastery of the foreign language and choosing the training methods are the main task of the teacher. The global goal of the foreign language lesson is to become involved in a different culture and participate in the dialogue of cultures [3, 191].

Currently, a large number of modern pedagogical technologies are being used in teaching process: training in cooperation, project methodology, and Internet resource. Here huge possibilities of the Internet resource should be taken into account. It creates the conditions for

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obtaining any information: regional geographic material, information about the life of young people in the countries of the studied language, newspaper or magazine articles, and much more.

Using information resources of the Internet, you can more effectively solve didactic problems in the lesson: improving the ability to audit based on authentic texts, replenishing the vocabulary with the vocabulary of modern language, the formation of a steady motivation for learning English.

Interactivity does not just create real life situations, but it also forces students to respond adequately to them through the English language. And when it starts to work out, we can talk about language competence, even if there are errors. The main thing is the ability to react spontaneously to the statements of others.

When working with a computer, the role of the teacher changes, the main task of which is to support and guide students. Relations with students are built on the principles of cooperation and joint creativity by increasing independent and group work, the volume of practical works of search character increases.

Another form of non-traditional lesson is the method of projects. The project methodology differs in the cooperative nature of the tasks at work on the project. This work assumes a high level of individual and collective responsibility for the performance of each task. When selecting the topic of the project, the teacher focuses on the interests of the students, on the already acquired knowledge and skills. The completed project can be in different forms: an article, a recommendation, an album, etc. The forms of

the presentation of the project are also diverse: a report, a conference, a contest, a holiday, etc. The role of the teacher is to prepare the students for the project, to select the topic, to help the students at work, to monitor and advise students on the project as an accomplice.

Another unconventional form of conducting a lesson is a lesson-excursion. The student should be able to conduct a tour of the city, tell the guests about the identity of the culture of the peoples living here. The principle of dialogue of cultures assumes the use of cultural material about the native country, republic, city, etc. Other kinds of lessons are also can be applied such as lesson-performance, lesson-holiday, lesson-interview, etc. Preparation and conducting of lessons of these types stimulates students to further study of English, and broadens their horizons.

The effectiveness of the learning process depends on the teacher's ability to correctly organize a lesson and choose the right form of the lesson. Non-traditional forms of conducting lessons provide an opportunity to develop the creative independence of students, to teach them to work with various sources of knowledge. But it should be noted that it is not advisable to apply too often to similar forms of conducting lessons. This will lead to a drop in students' interest in the subject.

To conclude we may say that the key to successful speech activity of students is the skilful use of modern and non-traditional forms of lessons by teachers, when students join the culture of the countries of the studied language, expand knowledge about the cultural heritage of their native country, which allows them to actively participate in the dialogue of cultures

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TO THE PROBLEM OF TRANSFER OF PARUMIUS IN THE BOOK OF MAKHMUD AL-KASHGARI "DIVAN LUGAT AT-TURK"

Abstract

Article is devoted to the study of the history of Divani lugat it Turk one of the oldest written monuments of Turkic nations. It also exposes the problems of translations and recreation of proverbs and aphorisms of the work in foreign languages (Russian, English and Uzbek languages).

Key words: Old Turkic literature, "Divani lugat-it Turk", literary devises, proverb, scientific translation, literary translation, style, talent of translator, modern Uzbek literary language, phonetic, morphological, lexical, tribe, modern and archaic, linguistics, literature, encyclopedia, folklore, myth, wealth, rhyme, measure, peculiarity, contrary variant, time, Адам, general translation, sound, objective translation, word-by-word translation, special satiation, theoretical translation, practical translation, on bases of comparative typology, old Turkic words, analyze.

Аннотация

Статья посвящена изучению истории «Диван Лугат-ат-Турк» одного из древнейших письменных памятников тюркских народов. В статье также рассматриваются проблемы перевода на иностранный

язык пословиц и афоризмов (русский, английский и узбекский языки).

К ПРОБЛЕМЕ ПЕРЕВОДА ПАРЕМИЙ В КНИГЕ МАХМУДА АЛ-КАШГАРИ «ДИВАН ЛУГАТ АТ-ТУРК»

Языковые инновации, возникшие в древних языках, доступны современному исследованию, поскольку отражены в памятниках письменности, дошедших до наших дней.

Современный узбекский литературный язык является результатом длительного многовекового развития, последовательного исторического перехода от простых форм к более сложным. Изменения затрагивают практически все ярусы языковой системы – фонетического, морфологического, лексического и других. Для исследования этих изменений огромное значение имеют сведения,

представленные в труде «Диван лугат ат-турк» («Свод тюркских наречий»).

Неповторимое энциклопедическое произведение учёного «Диван лугат ат-турк» находится в центре внимания многих учёных мира и отличается глубоким лингвистическим содержанием и несомненным художественными особенностями.

Махмуд ал-Кашгари прошел долгий путь, начиная с Чина, заканчивая обширными территориями Маверауннахра – Хорезма, Ферганы и Бухары, охарактеризовал их особенности, места компактного проживания населения, род занятий народов, племён и языковых общностей, с целью исследования тюркских диалектов. Ему удалось систематизировать принадлежность описываемых слов тому или иному племени, произвести классификацию их современных и архаичных семантических и формальных вариантов. В результате долгого и скрупулезного труда им было создано, без преувеличения, бесценное произведение. В широком смысле слова, «Диван Лугат ат-Турк» можно назвать лингвистической и литературной энциклопедией, стоящего у истоков тюркологии как научной отрасли, поскольку в нем представлены обширные сведения о фольклоре и мифологии, истории и этнографии тюрков XI века.

Как уже отмечалось выше, в книге ал-Кашгари содержится более 400 паремий и афоризмов, в которых нашли свое блестящее отражение мечты и надежды, счастье и невзгоды, победы и поражения, любовь и ненависть тюркских народов Центральной Азии. Например:

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- совр. узб: "Дунёда кун ва тунлар худди йўлга чиққан саёҳатчига ўхшайди. Улар ким билан тўқнаш келиб қолса, ўшанинг кучини олади"; букв.: «*Дни и ночи похожи на путника, который вышел в путь. С кем они столкнутся, забирают у них силу*».

- совр. узб: Инсоннинг мол-дунёси унинг душмани ҳамдир. Сенинг йиғиб-терган бойлигинг худди қоядан пастга сув олиб тушиб кетаётган ҳарсангтошга ўхшайди. Ҳамма эркаклар бойлик сабабли бузилдилар. Улар мол-дунёни кўриб, худди гриф (бургут бошли шер каби) унга ташланадилар, уни босиб олиб, ундан фойдалана олмайдилар. Хасисликдан дод-фарёд қилиб, олтин тўплайдилар. Айнан ана шу мол-мулк туфайли улар худони унутадилар, фарзандлари ва қариндошларини бўғадилар"; букв.: «*Вещи человека-это его враги. Всё то богатство, что он накопил, похоже на камень, который падает сверху вниз. Все мужчины портятся из-за богатства. При виде богатства они кидаются на него как гриф (лев с головой орла), как только овладевают им, не могут им воспользоваться. Начинают копить золото из-за жадности. Именно из-за этого богатства они забывают бога, душат детей и родных*».

- совр. узб: "Марҳаматли кишиларга эргаш, улардан ўрган, мағрурланма"; букв. *Следуй за уважаемыми людьми, учись у них, не будь гордым*».

Существующие узбекские, турецкие и русские переводы тюркских паремий и афоризмов, по нашим наблюдениям, были сделаны в основном как художественные. Английский же перевод

является по преимуществу собственно лингвистическим, т.е. не выдвигающим требования художественности.

Как видно из анализа следующих пословиц, узбекский перевод С.Муталлибова отличаются своей научностью, стремлением к конкретности и адекватного соответствия к подлиннику. Так, в узбекском переводе не сохраняются рифма и размер, характерные для большинства пословиц, но они предельно адекватны, ср.:

1. древнетюркское:

őд

őд кӗчăр кіші тоjмас, jалïнуқ оғлï мэнӯ қалмас.[1]

современный узбекский перевод:

ЗАМОН, ЗАМОНА, ДАВР

Замон ўтар, киши тўймас, инсон боласи мангу қолмас.

русский перевод:

ВРЕМЯ

"**Время идёт, и человек его не замечает. Но потомки Адама не живут вечно.**"[2]

английский перевод:

TIME (ZAMANA).

Time (ҳamana) passes and a man does not perceive it, the sons of Adam do not live forever.[3]

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[1] Махмуд Кашгарий. Туркий сўзлар девони (Девону луғотит турк)/ С.Муталлибов. - Ташкент, 1960-1963. Т. I-III. 1т-79б.

[2] Махмуд ал-Кашгари. Диван Лугат ат-Турк/Пер., предисл. и коммент. З.-А. М. Ауэзовой. – Алматы: Дайк-Пресс, 2005. - 1288 с. 1т-84с.

В переводе выявлены три проблемы:

В английском переводе арабские варианты слов подлинника даются в скобках. Это в очередной раз доказывает, что «Диван» написан на арабском.

С.Муталлибов переводит с подлинника **jaлінуқ оғглі** на узбекский язык как **инсон боласи** немного обобщая перевод. Но в английском переводе **the sons of Adam** даётся как *сын Адама* (Одам ато ӯғли), здесь перевод несколько ближе к подлиннику.

В подлинном произведении **кіші тоjмас,** *человек его не замечает* (одам боласи тӯймас), на узбекский переводится как **киши боласи тӯймас** слово в слово, а на английский язык - несколько по-иному: **a man does not perceive it**, *человек его не замечает* (инсон уни англамай қолади). Это перевод не слово в слово, но раскрывающий подлинное содержание паремии.

تَويملس "*тоjмас*" -

Выражение "*кіші тоjмас*", переводимое с оргинала на узбекский буквально *киши тӯймас (человек им не насыщается)* на английский переводится несколько иначе, а именно: *a man does not perceive it (человек его не осознает)*, на русский же - как *человек его не замечает.* Английское слово *perceive* соответствует узбекским словам *пайқамоқ, сезмоқ, хис этмоқ; тушунмоқ, англамоқ,* русское *замечать* - соответствует

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[3] Mahmud al-Kashgari, Compendium of the Turkic Dialects (Diwan Lugat at-Turk), edited and translated with introduction and indices by Robert Dankoff, in collaboration with James Kelly. - Cambridge, Mass. [In: Sources of Oriental Languages and Literatures, ed. Sinasi Tekin.] Part I: 1982 (Pp. XI + 416). Part II: 1984 (Pp. III + 381). Part III: 1985 (Pp. 337 + microfiche).1-34p.

узбекским *кўрмоқ, кўриб қолмоқ; сезмоқ, фаҳмламоқ, пайқамоқ, пайқаб қолмоқ, англамоқ*[4]..

По нашему мнению, данное в оригинале, написанное арабской графикой, تَويملس –"*tojmac*" допускает двоякое прочтение: 1) "*тӯймоқ*" (насытиться, удовлетворить потребность в еде и воде, наестся, напиться, утолить жажду[5]; 2) "*туймоқ*" (чувствовать, ощущать, замечать[6]). Главная причина этого в том, что в арабском алфавите не отражены различия между звуками [ӯ] и [у]. Тем не менее, сама логика пословицы в оригинале делает предпочтительным понимание "*тӯймоқ*" *(насытиться)*, тем более что, согласно исламу и христианству, в этом мире все скоропреходяще, в том числе, и сам человек. Соответственно нелогичными выглядят русский и английский переводы тюркского "*кіші tojmac*" (человек его не замечает) (man does not perceive). Исходя из этого, нам представляется более адекватным и целесообразным перевод на русский "человек им не насытится" и на английский "man never *satiates* with it"[7].

При сравнении паремий «Диван Лугат ат-Турк» в узбекском, английском и русском переводах, можно увидеть некоторые различия в деталях. Так, авторы английских переводов, желая передать основной смысл оригинала, стремятся к тому, чтобы:

- переводить пословицы с оригинала слово в слово (точь-в-точь);

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[4] Абдурахимов М.М. Ўзбекча-русча ва русча-ўзбекча луғати: "Академнашр"-Тошкент-2010: 389 бет.

[5] Ўзбек тилининг изоҳли луғати. "Москва", 1981й. II том.221б.

[6] Ўзбек тилининг изоҳли луғати. "Москва", 1981й. II том.244б.

[7] Butayev Sh. English-Uzbek, Uzbek-English Dictionary: "Oʻqituvchi"-Taskent-2013: P.462.

- при буквальном переводе пословиц с оригинала давать специальные сноски и примечания к некоторым древним тюркским словам, которые трудно понять;

- использовать подходящие варианты с переводимого языка.

Отсюда можно сделать вывод, что для процесса перевода паремий и афоризмов характерна своя специфика, допускающая применение синонимов, развернутых пояснений и т.п. Анализ паремий в тексте «Диван Лугат ат-Турк» с точки зрения теории перевода и на основе сравнительной типологии нескольких языков очень важен при научном и эстетическом оценивании перевода книги на разные языки.

В настоящий момент, несмотря на существующий опыт решения проблемы перевода тюркских паремий на английский язык, теория и практика перевода по-прежнему ставит перед собой эту интересную и важную проблему.

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