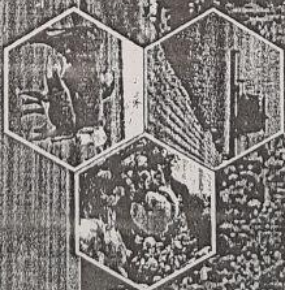


ҚАЗАҚСТАН РЕСПУБЛИКАСЫНЫҢ  
ІЧІШІ ҚАБЫЛДЫҒАН ЖЕТІЛІНГЕН АҚПАРАТ  
САЙЛАУ ҚАҒАЗЫ ҚИЛЫП ОҚУ АЖАЛЫ ГИЛ СІМІ

# ФАНТОМҒА ҚИЛЫП ОҚУ АЖАЛЫ ІСІН ҚИЛЫП ОҚУ



ПРОФЕСОР АЖАЛЫ ГИЛ СІМІ  
ИДИ ГАРЫШТЫ АЖАЛЫ ГИЛ СІМІ  
КОФЕРЕНЦИЯ ГИЛ СІМІ АЖАЛЫ

## ТУСҚАНЫ

Ш-ҚИСМІ

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Fe'ning ish-harakat joyi ma'nosi bilan bog'liq o'zgarishlar strukturasi o'gurlilarga tobe bo'lgan ravishlarga birkib, predloglar yordamida yoki ulasiz ifodalandi. Vaq: ma'nosi modifikatsiyasi strukturasi tobe predlogli o'gurlilarga qo'shildi. Bu strukturani o'zlashtiruvchi predloglar turli xil ko'rinishga ega:

*After at, in, on.*  
 Fe'larini tobe o'gurlilari bilan bog'lovchi predloglar davlati guruhlardan ko'ra rang-barangroqdir:

*At, after, to, toward, with, for*

Aktant pozitsiyalaridagi predloglar bilan substantivlar barcha lokativ funktsiyalarda argument(konkretizator)larni ifodalayotqada. Ba'zi predloglar (to, from, past) bir u yoki bu funktsiyani ko'rsatadi, boshqalari esa (round, up, down) kontekstidan kelib chiqqan holda ikki yoki bir necha funktsiyalar (funktsiyalar kombinatsiyalarida) haqida belgi berishi mumkin. Shuningdek, ravish ham lokativ argument (konkretizator) ko'rsatadi. Predlogli va predlogsiz substantivlardan farq qilgan holda, ravish argumentlarni ko'rsatmaydi, demak, umumiy ko'rinishdagi real situatsiyalardagi orientirlarni ko'rsatmaydi. Ba'zi bir ravishlar (in, off, forth) zang vazifalar haqida belgi beradi, boshqalari esa (behind, out, away) kontekstga qarab ikki yoki undan ortiq vazifalarni (vazifalar kombinatsiyasini) ko'rsatadi.

Bir lokativ argument (konkretizator) ravish predlogli substantiv birkimli, gapning sintaktik strukturasiida mamoyon bo'lishi mumkin. Agar ko'chish vertikal tekislikda bo'lsa u holda ravish doimiy predlogli substantiv, birkima esa vaqinchi tekislikda ko'rsatadi. Agarda ko'chish gorizontal tekislikda bo'lsa ravish va predlogli substantiv birkima bir xil orientir bilan bog'lanadi, biroq turli nomlanadi(predlogli substantiv birkima ma'nosi ravish ma'nosini konkretlashtiradi).

*But the whole thing was an odd business, and then the contents of his will became current coin on Forsyte Change, a shiner had gone round the clan (J.Galsworthy «The Forsyte Saga (II)» p.10)*

*The usual invitations, however had been issued, and Soames had gone down... (J.Galsworthy «The Forsyte Saga (II)» p.10)*

*Careful examination of her husband's relics prompted the thought that he had gone for good (J.Galsworthy «The Forsyte Saga (II)» p.22)*

*The price of pictures, more over had if anything gone up, and he had done better with his collection since the war began than ever before (J.Galsworthy «The Forsyte Saga (III)» p.9)*

*He stood grinning amiably, while they were ushers all on to the glowing pavement between the unrestrained appreciation of mothers and sisters. (J.Galsworthy «A modern comedy» (III) p.110)*

Biz yuqoridagi misollarda predloglar bilan fe'lar o'rtasidagi munosabarni ko'rdik. Bunda fe'larining yo'nalish semantikasi mamoyon bo'lishda predloglarning ahamiyati ancha muhim o'rin tutadi, to'g'ri, ba'zi fellar predlogsiz qo'llanishi mumkin, biroq aksariyat fe'lar predlog yordamida yo'nalish semantika ma'nosini ifodalaydi.

Biz yuqoridagi misollar biz konkretizator sifatida kelgan predlog va yo'nalish ko'rsatkichli ravishlarni ko'rib chiqdik Ularni tahlil qiladigan bo'lsak, predloglar hech qanday sintaktik funktsiya bajarmaydi, biroq fe'lga qo'shilgan holda sintaktik ahamiyati kash etadi. Ravishlar esa, asosan, hol vazifasida keladi, ya'ni fe'l bajarigan ish

hakikatining holdamini ko'rsatib keladi. Ayni predloglar qo'llanishiga qarab, bir necha ma'nolarni ifodalab keladi. Biz bu ma'nolarni kontekstga qarab farqlab olamiz

Barcha misollardan yordamida kelib chiqqan holda shuni aydush mumkinki, predlog va ravishlarning konkretizatorlik xususiyati (e'l semantikasidagi yo'nalish ma'nosini aniqlab berishi bilan ularga qo'shishda leksik ma'no beradi, bu esa, fe'larining semantik ma'domida ko'zga tashlanib turadi, ya'ni, fe'larining ikkinchi komponenti hisoblangan predlog yoki ravish bilan ifodalangan konkretizator o'zining leksik ta'sirini o'kazadi, fe'lga qo'shishda ma'no beradi.

O'z ta'sir doirasidagi konkretizatorlar keng qamrovli semantik ta'sir o'kazishi ko'rinib tursada, lekin fe'larining asosiy ma'nosi saqlanib qoladi.

Ushlaman olganda, predlog va ravishlarning konkretizatorlik xususiyati morfologik hodisa bo'lib hisoblanadi va fe'l semantikasi bilan bog'liq holda yuzaga keladi. Fe'l aksionallik kategoriyasi bilan bog'liq bo'lib, ushbu hodisa, ya'ni konkretizator bilan bog'liq vaziyat yuzaga keladi.

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**SOME WAYS OF EFFECTIVE QUESTIONING DURING THE LESSON**

Oshlova N.N., Ralيفا B.R.

Asking questions is a natural feature of communication, but also one of the most important tools which teachers have at their disposal. Questioning is crucial to the way teachers manage the class, engage students with content, encourage participation and increase understanding. Typically, teachers ask between 300-400 questions per day, however the quality and value of questions varies. While questioning can be an effective tool, there is both an art and science to asking questions.

Every question demands a response (except in the case of requests and suggestions), so that questions inevitably generate communication. However the quantity of questions asked needs to be considered in relation to general time constraints and the need to keep teacher talking time to a minimum while maximizing learner contributions.

Throughout the lesson, questions play an important role in classroom management, including general questions ("Can you all see the board?"; "Have you got your dictionaries ready?") and questions for checking progress. "Ready?"; "Have you finished?" Questions designed to check instructions are vital in order to avoid interpreting a task in order to reinstruct or clarify the task. These questions should be kept simple ("Are you

working alone or in pairs?'; 'Who's in group B?'; 'Are you going to write anything?') and spread around the class.

Many teachers find it difficult to estimate the amount of time needed for a student to respond to a question, often due to pressure of time, impatience or fear of silence. Rushing learners may result in mistakes and frustration. Sufficient 'wait-time' is needed for learners to comprehend the question, formulate an answer, process language and respond. Wait-time before nominating and after the initial response encourages longer answers, questions from the learners, self-correction and level of student involvement.

As with all aspects of teacher talking time, it is not the quantity but the quality and value of questions that is important. When thinking about their questioning technique, teachers might use the following as a check-list:

- Decide on the purpose of questions.
- Minimise the use of 'yes / no' questions except when checking meaning and understanding or encouraging weaker students.
- Ask a balance of referential and display questions.
- Use open-ended (divergent) questions to encourage opinions, elaboration and discussion.
- Ask questions about important rather than trivial content.
- Grade language in questions and try not to over-paraphrase.
- Personalise questions where possible.
- Avoid questions that contain the answer.
- Make sure that students clearly understand questions.
- Spread questions randomly around the class.
- Balance questions to the whole class with individual student nomination.
- Give enough time for students to answer.
- Anticipate students' responses.
- Give appropriate responses to questions, particularly where correction is required, and in order to extend the dialogue.

Clearly there is more to asking questions than the common division into 'information' or 'wh', 'yes/no', direct and indirect questions; though this is often how they are taught and how learners categorise them. Good questioning provides a model which hopefully will promote correct and intelligent questions from learners. There are pitfalls such as over-elaborating when the learners have little collective knowledge, and bombarding students with questions of little relevance or importance. The questions 'Do you understand?', 'Is that clear?' and 'OK?' are unlikely to provoke a helpful response. It is also wise to avoid questions which may cause embarrassment or which may offend through sarcasm ('Are you awake?').

Given that little training is given in asking questions, and it is rarely mentioned in general ELT texts, teachers are left to develop the technique themselves, and are often unaware of how effective their questions are. The teacher's questions are therefore a useful focus for peer observation and feedback on a lesson – an awareness-raising exercise for teachers themselves.

#### Used literature:

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### THE ROLE OF HOMEWORK IN TEACHING LANGUAGE

Rafeyra B.R., Batista O.I.

Homework is the most important part of teachers' and students' routines, but there is little mention of it in ELT literature. The role of homework is hardly mentioned in the majority of general ELT texts or training courses, suggesting that there is little question as to its value even if the resulting workload is time-consuming. However, there is clearly room for discussion of homework policies and practices particularly now that technology has made so many more resources available to learners outside the classroom.

#### Types of homework

There are a number of categories of useful and practicable homework tasks.

##### 1. Workbook-based tasks

Most published course materials include a workbook or practice book, mainly including consolidation exercises, short reading texts and an answer key. Most workbooks claim to be suitable for both class and self-study use, but are better used at home in order to achieve a separation of what is done in class and at home. Mechanical practice is thus shifted out of class hours, while this kind of exercise is particularly suited to peer- or self-checking and correction.

##### 2. Preparation tasks

Rarely do teachers ask learners to read through the next unit of a course book, though there are advantages in involving students in the lesson plan and having them know what is coming. More motivating, however, is asking students to find and bring materials such as photographs and pictures, magazine articles and realia which are relevant to the next topic, particularly where personalization or relevance to the local context requires adaptation of course materials.

##### 3. Extensive tasks

Much can be gained from the use of graded readers, which now often have accompanying audio material, radio and TV broadcasts, podcasts and songs. Sometimes tasks need to be set as guidance, but learners also need to be encouraged to read, listen and watch for pleasure. What is important is that learners share their experiences in class. Extensive reading and listening may be accompanied by dictionary work and a thematic or personalized vocabulary notebook, whereby learners can collect language which they feel is useful.

##### 4. Guided discovery tasks

Whereas classroom teaching often involves eliciting language patterns and rules from learners, there is also the option of asking learners to notice language and make deductions for themselves at home. This leads to the sharing of knowledge and even peer teaching in the classroom.

##### 5. Real-world tasks

These involve seeing, hearing and putting language to use in realistic contexts. Reading magazines, watching TV, going to the cinema and listening to songs are obvious examples, offering the option of writing summaries and reviews as follow-up