

PRAGMALINGUISTICS, FUNCTIONAL TRANSLATION STUDIES AND INTEGRATION OF LANGUAGE TEACHING PROCESSES



Deep Learning
Network capable of
adapting itself to new
data

Section 1: Cognitology and cultural linguistics in modern linguistics.

Section 2: Literary criticism and society.

Section 3: Problems of comparative typology and translation studies, modern problems of philology.

Section 4: Integration of communicative technologies in language learning.



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**O‘ZBEKISTON RESPUBLIKASI OLIY
TA‘LIM, FAN VA INNOVATSIYALAR VAZIRLIGI
BUXORO DAVLAT UNIVERSITETI**

Ingliz tilshunosligi kafedrası

**PRAGMALINGVISTIKA, FUNKSIONAL TARJIMASHUNOSLIK VA TIL
O‘RGATISH JARAYONLARI INTEGRATSIYASI**

**mavzusidagi xalqaro miqyosidagi ilmiy-nazariy anjuman materiallari
TO‘PLAMI**

2024 yil, 22-may

Buxoro 2024

Pragmalingvistika, funksional tarjimashunoslik va til o'rgatish jarayonlari integratsiyasi mavzusidagi xalqaro miqyosidagi ilmiy-nazariy anjuman materiallari: to'plovchi va nashrga tayyorlovchi: M.U.Saidova, M.A.Shukurova, N.J.Bobojonova, X.X.Qodirova; Buxoro; 2024 yil, 487 bet.

Xalqaro miqyosidagi ilmiy-nazariy anjuman O'zbekiston Respublikasi Oliy ta'lim, fan va innovatsiyalar vazirining 2024-yil 20-martdagi 76-sonli "2024-yilda qo'shimcha o'tkaziladigan xalqaro va Respublika miqyosidagi ilmiy va ilmiy-texnik tadbirlar to'g'risida"gi buyrug'iga asosan o'tkazilmoqda. To'plamda respublikamiz olimlari, katta ilmiy xodim-izlanuvchilari va mustaqil izlanuvchilarining xorijiy tillarda o'quv va badiiy adabiyotlar, elektron darsliklar, ixtisoslashtirilgan rasmlar bilan bezatilgan gazetalar va jurnallarni yaratish hamda chop etish samaradorligini oshirish, yoshlarda chet tilni egallash darajalarining Yevropa tizimi (CEFR)ni o'rganishning o'rni, yoshlarga chet tilni o'rgatishning psixologik aspektlari, chet tilni o'rganishda til xususiyatlarining ahamiyati va muammolari, til va madaniyatlararo kommunikatsiya metodlari, tilshunoslik va adabiyotshunoslik masalalari, uslubshunos olimlarning ilg'or tajribalarining roli kabi masalalar talqiniga bag'ishlangan maqolalari o'z ifodasini topgan. To'plamda til muammolari bilan qiziquvchi ilmiy xodimlar, katta ilmiy-xodim izlanuvchilar, mustaqil tadqiqotchi-izlanuvchilar, magistrantlar va o'quvchilar foydalanishlari mumkin.

Tahrir hay'ati:

Prof. O.X.Xamidov, prof. T.H.Rasulov, prof. M.Q.Baqoyeva, prof. D.S.O'rayeva, dots. N.B.Ataboyev, prof. Z.I.Rasulov (mas'ul muharrir), M.A.Shukurova (mas'ul kotiba)

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SOME CONSIDERATIONS ON BILINGUALISM

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Abstract: *The abstract describes analysis of languages in early childhood and its impact on bilingual cognitive development. Besides the thesis tells about specific areas where bilinguals may benefit linguistically*

Keywords: *Bilingualism, cognitive, metalinguistic, multilingual, phonological subcontinent, cognitive resources*

Аннотация: *В тезисе описан анализ языков в раннем детстве и его влияние на двуязычное когнитивное развитие. Кроме того, в тезисе рассказывается о конкретных областях, в которых двуязычные могут получить языковую выгоду.*

Ключевые слова: *билингвализм, когнитивный, металингвистический, полиязычный, фонологический субконтинент, когнитивные ресурсы.*

In language development and related research literature, bilingualism in early childhood and its impact on bilinguals' cognitive development have been examined from a number of angles. The ability of language to represent information is what is important and responsible for its cognitive-medicating effects (Homer, 2002). Numerous studies have shown the value of bilingualism for the acquisition of literacy. For instance, Bialystok (2001) emphasizes specific areas where bilinguals may benefit linguistically and developmentally in school contexts in her model of bilingualism in development. She also agrees that it can be challenging to maintain or even to obtain the conditions that enable bilinguals to fully engage their cognitive resources in learning a second language.

In order to understand what could be required in educating bilinguals to become literate, we can use the breadth and depth of the study on monolingual children as a guide. According to Bialystok, there are numerous ways for a youngster to be multilingual, and these seem to be especially significant. Spanish is one language where it has been frequently demonstrated that bilingual youngsters learning English benefit from cross-linguistic transfer of skills. In research by Researchers Durgunglo, Nagy, and Hancin-Bhatt (1993) discovered that levels of Spanish phonological awareness and Spanish word-recognition skills were predictive of readers' performance on an English language word recognition and pseudo word recognition task. Similar research investigations have examined this cross-language skill transfer phenomena, which supports the existence of cross-language transmission of metalinguistic skills (see Bialystok, 2001).

Inherent disparities in and between the languages that bilingual children learn or acquire literacy in, in addition to cognitive factors and individual variances within bilinguals, also bring significant differences in literacy learning. Each language has a slightly different relationship to its written form, each writing system represents the spoken language in a slightly different way, each social group places a different value on literacy and offers varying degrees of access to it, and each educational system addresses the pedagogical issues on its own, according to Bialystok. In other language study fields, similar observations have been made in greater detail (Jackendoff, 2002).

A setting where bilingualism can be favorable for the bilingual child is created by all of these factors, which make it easier to apply metalinguistic thinking abilities. Similar research investigations on the transfer of word identification, fluency, and accuracy between languages also support this conclusion (Durgunolo, Nagy) both Hansen-Bhatt (1993).

The study by Durgunolo et al. lends credence to the idea that word recognition skills are influenced by a person's capacity to process words phonologically both within a language (Spanish) and across languages (in English from Spanish). Children could recognize the phonological subcomponents of spoken words and comprehend how the orthographic symbols for written words projected onto their phonological subcomponents because both of these language structures are alphabetic.

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THE IMPLEMENTATION OF BLENDED LEARNING APPROACH IN TEACHING FOREIGN LANGUAGE

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Abstract. *This article is devoted to blended learning approach and in teaching foreign languages. Blended learning is believed to improve students' understanding in learning second language. The employment of offline and online activities is expected to give better outcome than the traditional face-to-face activities.*

Key words: *online, offline, learner, distance, educator, facilitator, classroom, traditional.*

Аннотация. *Данная статья посвящена смешанному подходу в обучении иностранным языкам. Считается, что смешанное обучение улучшает понимание учащихся при изучении второго языка. Ожидается, что использование офлайн- и онлайн-мероприятий даст лучшие результаты, чем традиционные очные занятия.*

Ключевые слова: *онлайн, офлайн, учащийся, дистанция, педагог, координатор, класс, традиционный.*

Annotatsiya. *Ushbu maqola chet tillarini o'qitishda aralash yondashuvga bag'ishlangan. Aralash ta'lim o'quvchilarning ikkinchi tilni o'rganishdagi tushunchalarini yaxshilaydi deb ishoniladi. Oflayn va onlayn faoliyatdan foydalanish an'anaviy yuzma-yuz darslarga qaraganda yaxshiroq natijalar berishi kutilmoqda.*

Kalit so'zlar: *onlayn, oflayn, talaba, masofa, o'qituvchi, koordinator, sinf, an'anaviy.*