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OLIIY TA‘LIM, FAN VA INNOVATSIYALAR VAZIRLIGI**

**JIZZAX DAVLAT PEDAGOGIKA UNIVERSITETI**

**PEDAGOGIK OLIIY TA‘LIM MUASSASALARIDA TA‘LIM JARAYONINI  
TASHKIL ETISHDA AMALIYOT BILAN UZVIYLIGINI TA‘MINLASH  
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In some cases we can observe specialization of meaning, as in the word *hangar*, denoting a building in which aero planes are kept and *revue*, which had the meaning of “review” in French and came to denote a kind of theatrical entertainment in English.

In the process of its historical development a borrowing sometimes acquired new meanings that were not to be found in its former semantic structure. For instance, the word *move* in Modern English has developed the meanings of ‘propose’, ‘change one’s flat’, ‘mix with people’ and others that the French *moveir* does not possess. The word *scope*, which originally had the meaning of ‘aim purpose’, now means ‘ability to understand’, ‘the field within which an activity takes place, sphere’, ‘opportunity, freedom of action’. As a rule the development of new meanings takes place 50-100 years after the word is borrowed.

The semantic structure of borrowings changes in other ways as well. Some meanings become more general, others more specialized, etc. For instance, the word “terrorist” that was taken over from French in the meaning of “Jacobin” widened its meaning to ‘one who governs, or opposes a government, by violent means. The word *umbrella*, borrowed in the meaning of a sunshade or *parasol* came to denote similar protection from the rain as well.

Usually the primary meaning of a borrowed word was retained throughout its history, but sometimes it becomes a secondary meaning. Thus the Scandinavian borrowings *wing*, *root*, *take* and many others have retained their primary meanings to the present day.

Sometimes change of meaning is the result of associating borrowed words with familiar words which somewhat resemble them in sound but which are not at all related. This process, which is termed folk etymology, often changes the form of the word in whole or in part, so as to bring it nearer to the word or words with which it is thought to be connected, e. g. the French *sur* (o) under had the meaning of “overflow”. In English *r* (o) under was associated by mistake with *round-dumalok* and the verb was interpreted as meaning ‘enclose on all sides, encircle’ *Folle-etimologization* is a slow process; people first attempt to give the foreign borrowing its foreign pronunciation, but gradually popular use involves a new pronunciation and spelling.

Another phenomenon which must also receive special attention is the formation of derivatives from borrowed words. New derivatives are usually formed with the help of productive affixes, often of Anglo-Saxon origin.

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## **MODERN PEDAGOGICAL TECHNOLOGIES IN TEACHING AT HIGHER EDUCATIONAL INSTITUTIONS**

*M.Ya.Kosimova*

*Fergana Polytechnic Institute*

### **Abstract**

*The article is devoted to the study of the possibilities of using modern pedagogical technologies and their impact on the training of competent specialists in higher education*

*institutions. The combination of traditional training with modern technologies in the educational process allows achieving the best quality of professional training of future specialists in the university.*

**Key words:** *innovative methods, pedagogy, high-tech environment, learning process, competency-based approach*

#### **Annotatsiya**

*Maqola zamonaviy pedagogik texnologiyalardan foydalanish imkoniyatlari va ularning oliy ta'lim muassasasida malakali mutaxassislar tayyorlashga ta'sirini o'rganishga bag'ishlangan. O'quv jarayonida an'anaviy o'qitishning zamonaviy texnologiyalar bilan uyg'unlashuvi universitetda bo'lajak mutaxassislarning kasbiy tayyorgarligining eng yuqori sifatiga erishish imkonini beradi.*

**Kalit so'zlar:** *innovatsion usullar, pedagogika, yuqori texnologiyali muhit, o'quv jarayoni, kompetensiyaga asoslangan yondashuv*

The new century has brought significant changes in didactics and teaching methods. The pedagogy of the 20th century differs from the pedagogy of the 21st century. The activation of the educational process, the increase in the cognitive activity of students led to the need to introduce modern pedagogical technologies into the educational process. This was facilitated by the introduction of information technology into our lives, scientific and technological progress in all spheres of human life, and the desire to achieve results [Силова, 2016; 12(6): 25-29, Штейнер-Хамси Г. 2018; 31(2): 25-36].

As Mamesheva states, "the high-tech environment - computers, smartphones, video games, Internet search engines - changes the human brain" [Мямешева Г. 2015; 44 (1): 152-156]. Innovations are characteristic of any professional human activity and therefore, naturally, become the subject of study, analysis and implementation. Innovations do not arise by themselves, they are the result of scientific research, advanced pedagogical experience of individual teachers and entire teams.

Modern pedagogy has transformed from a "science of upbringing and education" into a "science of upbringing and education". The category of "education" was transformed and expanded in the twentieth century. Since the time of Jan Amos Komensky, didactics has been understood as a theory of learning. In Soviet didactics, education was understood as a "learning result" [Ситаров В.А. 2015 (3-издание), с. 134], "the process and result of mastering a system of scientific knowledge and cognitive skills" [Кукушкина В.С. 2002; 25(1) с. 98]. That is, obtaining an education was expressed in obtaining a certificate of education or a university diploma. In modern textbooks on pedagogy, for example, by Bordovskaya and Rean, education is understood more broadly [Бордовская Н., 2015; с. 258-261]: (1) as a process and result of learning, (2) as a value of society, because society has spent more than 8 thousand years building a cumbersome education system; (3) the value of the individual, because a modern person spends more than 15 years in education and profession; (4) a social institution with its own powerful infrastructure, economy, educational programs, governing bodies, teaching systems, etc.

Education theories consider the interaction not only between the student and the teacher (micro level of interaction), but also the interaction of the state and the education system, social groups of students and teachers [Мануйлов Ю.С., 2017; 14 (4): 21-27, Ризолати Г. 2014; 11(4); 147-149]. This is the level of macro-influence of education on society and society on education. That is why pedagogical theories and problems are considered not only from the point of view of internal relations between the student and the teacher, but also as a didactic and at the same time social environment, open to innovations and intervention, dynamic changes. Therefore, by forming subject competencies, we simultaneously design the formation of social, communicative competencies, life competencies.

According to Manuilov [Мануйлов Ю.С., 2017; 14 (4): 21-27], we define the functional environment as something in which the subject is located, because of which his way of life is formed, which mediates his development and averages the personality. In the 1990s of the twentieth century, the Italian scientist Risolati discovered mirror neurons. Mirror neurons are neurons of the brain that are excited both when performing a certain action and when observing the performance of this action by another person. Such neurons have been reliably discovered in primates, their presence has been confirmed in humans and some birds. These neurons play a key role in the processes of imitation, empathy, imitation and language learning [8]. According to the theory of social learning of Albert Bandura, human behavior is not so consistent. Before the theory of A. Bandura, according to the theories of J. Piaget and others, it was believed that abilities and attitudes were formed as they grew [9]. Therefore, as we are accustomed to believe, a certain consistency is inherent in actions. A. Bandura believes that human behavior is not so consistent. Rather, it depends on the circumstances. Human behavior is determined more by the existing situation and its interpretation by the person than by the stage of his development, character traits or personality types. Based on the theory of social learning of A. Bandura, it can be concluded that education is playful, discrete and can ultimately be performed situationally.

Innovations in education according to Volov, “in the Middle Ages in educational institutions the ratio of the number of students at the university to the knowledge carriers was about ten ( $I \approx 10$ ); With the introduction of the pedagogical system of Ya.A. Komensky, the ratio of the number of students to the teacher reaches hundreds ( $I \approx 100$ ); modern innovative technologies increase the coefficient of educational technologies by tens of thousands of times ( $I \approx 100,000$ ), especially in online courses [Шевченко, О. И., 2019, 51-53].

Combining traditional education with modern technologies in the educational process allows achieving the best quality of professional training of future specialists at the university. Individualization and differentiation of training helps develop professional skills, creative abilities of students, thereby increasing the level of training of graduates of educational organizations.

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## АНАЛИЗ ИСТОРИЧЕСКОЙ ДИНАМИКИ ЦВЕТОБОЗНАЧАЮЩИХ ЛЕКСЕМ

**Оразымбетова Шахсанем Амирбековна**

Докторант (Phd) Нукусского государственного педагогического института  
им. Ажунияза, г. Нукус

### **Аннотация**

В статье рассматриваются исторические предпосылки становления лингвистики цвета как отдельной отрасли науки. Интерес человечества к цвету, существовавший еще в доисторическую эпоху, не спадал вплоть до современности, характеризуясь значительными динамичными сдвигами развития в каждый исторический период.

**Ключевые слова:** цветообозначения, символика цвета, лингвокультурология, мифологизм, религиозность

### **Annotatsiya**

Maqolada rang tilshunosligi fanning alohida sohasi sifatida shakllanishining tarixiy shartlari ko'rib chiqiladi. Tarixdan oldingi davrda mavjud bo'lgan insoniyatning rangga bo'lgan qiziqishi hozirgi kungacha pasaymagan, har bir tarixiy davrda rivojlanishning sezilarli dinamik o'zgarishlari bilan ajralib turadi.

**Kalit so'zlar:** rang ma'nolari, rang ramziyligi, lingvomadaniyat, mifologizm, dindorlik

### **Annotation.**

The article examines the historical background for the formation of color linguistics as a separate branch of science. Humanity's interest in color, which existed in prehistoric times, has not subsided until modern times, characterized by significant dynamic shifts in development in each historical period.

**Key words:** color terms, color symbolism, linguoculturology, mythology, religiosity

Наука о цвете, вероятно, начала развиваться в те времена, когда человек впервые осознал цвет и начал использовать краски, когда появились названия цветов и были замечены их свойства. Именно в доисторическую эпоху формируются основные представления человека о цвете и устанавливаются главные традиции его применения в различных сферах деятельности. На этом этапе единственным методом познания мира была «редупликация» реальности, выражавшаяся в чувственно воспринимаемых образах – в предметах, рисунках, скульптурах, пантомиме, музыкальных звуках и, в конечном итоге, в речи. Так, отношение первобытного человека к цвету можно охарактеризовать как «мифологизм». Например, красный цвет ассоциировался с кровью, огнем, теплом и солнцем. (Красный отпечаток руки, оставленный перед входом в жилище, использовался для отпугивания демонов). Белый цвет ассоциируется с дневным светом, молоком и семенем как символами жизни, а также является моделью воды, олицетворяющей высшие, потусторонние сферы. (За белым цветом закрепляется образ добра, изобилия и святости). В представлении первобытных людей черный цвет символизировал тьму, ночное время и могилы, ассоциировался с распадом и смертью, что в свою очередь означало зло. В этом сказывается свойство мифологического мышления: связывая «все во всем» [Лосев, 2008:57], оно не оставляет в мире места ничему случайному, малозначащему, ничтожному. Религиозные и магические ритуалы — области, где цвет используется наиболее широко. Более развитые и последовательные учения о цветах были созданы в Древнем Египте, Китае и Индии. В странах Древнего Востока были свои цветовые символы. Она, в свою очередь, повлияла на цветные культуры Европы и Азии.