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Globallashuv sharoitida davlatimizni yanada barqaror va jadal sur’atlar bilan rivojlantirish bo‘yicha amalga oshirilayotgan islohotlar samarasini yaxshilash sohasidagi ilmiy-tadqiqot ishlariga alohida e’tibor qaratilgan. Zero iqtisodiyotning, ijtimoiy sohalarni qamrab olgan modernizatsiya jarayonlari, hayotning barcha sohalarini liberallashtirishni talab qilmoqda.

Ushbu ilmiy ma’ruza tezislari to‘plamida mamlakatimiz va xorijlik turli yo‘nalishlarda faoliyat olib borayotgan mutaxassislar, olimlar, professor-o‘qituvchilar, ilmiy tadqiqot institutlari va markazlarining ilmiy xodimlari, tadqiqotchilari, magistr va talabalarning ilmiy-tadqiqot ishlari natijalari mujassamlashgan.

Mas’ul muharrirlar: DSc.prof. Turakulov O.X., PhD. O‘ralov A.I.

Tahrir hay’ati a’zolari: p.f.d.(DSc), prof. Turakulov O.X., b.f.f.d. (PhD) O‘ralov A.I., t.f.f.d.(PhD), dotsent Abdumalikov A.A., t.f.n., dots. Baboyev A.M., t.f.f.d.(PhD), dots. Abduraxmanov R.A., p.f.f.d.(PhD) Eshankulov B.S., p.f.n., dots. Alimov N.N., p.f.f.d.(PhD), dotsent Alibayev S.X., p.f.f.d. (PhD) Halimov O‘.H., p.f.f.d.(PhD), dotsent Karshiyev A.A., f.f.f.d.(PhD), dotsent Sindorov L.K., t.f.f.d.(PhD), dotsent Nasirov B.U., b.f.f.d. (PhD), dotsent Mustafaqulov M.A., f.f.f.d. (PhD) Alibekov D.A.., f-m.f.f.d. (PhD) Sharipov X.F., ps.f.f.d.(PhD) Norbekova B.Sh., i.f.n., dots. Tsoy M.P., Qayumov O.A., Jo‘rayev M.M.

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FLESCH RUDOLF'S CONTRIBUTION TO EDUCATION FOR THE DEVELOPMENT OF MODERN SCIENCE

Mamayusupova Intizor Shokhkadam kizi
Jizzakh branch of the National University of Uzbekistan
intizormamayusupova08@gmail.com

Annotation: This article demonstrates information about Flesch Rudolf and his great contribution to educational development. During this article, we try to analyze Flesch Rudolf's well-known book and learn about how not to rack our brains or how to try to avoid making mistakes. Flesch Rudolf's research and scholarly work means that many readers or students face difficulties in the process of reading works or texts. Emphasizes that it is necessary to understand the deep meaning of the text rather than reading it.

Keywords: Flesch Rudolf,"look-say" method, Ease test, Kincaid grade level, easier to read, syllables, plain in English, word, understanding, psychology and education, book, chapters, clear thinking, manipulation of memories, nerve cells, fingerprints, abstract ideas, interrupting objects, probability

First of all, it is worth talking about the scientist Flesch Rudolf, who contributed to the field of modern education today and worked on many scientific works. Let's speak about Flesch Rudolf. Who is and about his personal life? Rudolf Franz Flesch (8 May 1911 – 5 October 1986) was an Austrian-born naturalized American writer. He was born in Vienna and earned a doctorate in law from the University of Vienna in 1933. He fled to the United States to avoid the imminent Nazi invasion and antisemitism. In the United States, Flesch became a graduate student at Columbia University, where he earned a PhD in Library Science.Flesch also met Elizabeth Terpenning, whom he married and they had six children,five daughters and one son.Flesch lived for most of his life with his wife and children in Doobs Ferry,New York, a village in southern Westchester county.Also, not long after finishing his graduate degree, in 1955 he published what became his most famous book, Why Johnny Can't Read: And What

You Can Do About It.The book was a critique of the then-trendy practice of teaching reading by sight, often called the "look-say" method. The flaw of this method, according to Flesch, was that it required brute force memorization with no theory behind it so that when confronted with an unknown word, the learner became confused. As a solution, Flesch advocated a revival of the phonics method, the teaching of reading by teaching learners to sound out words using rules. The book inspired Dr. Seuss to write The Cat in the Hat (1957). Flesch flourished as a writing teacher, plain English consultant, and author. He published many books on the subject of clear, effective communication: How to Test Readability (1951), How to Write Better (1951), The Art of Plain Talk (1946), The Art of Readable Writing (1949), The ABC of Style: A Guide to Plain English (1964), and Rudolf Flesch on Business Communications: How to Say What You Mean in Plain English (1972).

Flesch is known for his methods, like a test. He created the Flesch Reading Ease test and was co-creator of the Flesch-Kincaid readability tests. The Flesch–Kincaid readability tests are readability tests designed to indicate how difficult a passage in English is to understand. There are two tests: the Flesch Reading-Ease, and the Flesch–Kincaid Grade Level. Although they use the same core measures (word length and sentence length), they have different weighting factors. The results of the two tests correlate approximately inversely: a text with a comparatively high score on the Reading Ease test should have a lower score on the Grade-Level test. Rudolf Flesch devised the Reading Ease evaluation; somewhat later, he and J. Peter Kincaid developed the Grade Level evaluation for the United States Navy. Graphs of Flesch-Kincaid reading ease and grade level scores against average syllables per word and average words per sentence.

Moreover, the second type of test is the Flesch reading ease test. n the Flesch reading-ease test, higher scores indicate material that is easier to read; lower numbers mark passages that are more difficult to read. The formula for the Flesch reading-ease score test is the quantity of dividing total words and total sentences or total syllables and total words. As a result, we can see the table of scores and levels. For instance, if you get 100.00-90.00, this test is for 5th grade and it is very easy to read and understand by an average. Or if you get 70.0-60.0 for 10th to 12th grade, this text is fairly difficult to read. Also, if you achieve 10.0-0.0, this text especially for the professional level and text is extremely difficult to read by university graduates.

Flesch Rudolf produced three other books of note:

In The Art of Clear Thinking (1951), Flesch consolidated research data and findings in psychology and education, showing people how they can apply those ideas to their lives. "It would be impudent to tell intelligent, grown-up people how to think," he wrote in this book's introduction. "All I have tried to do here is to assemble certain known facts about the human mind and put them in plain English."

In Lite English: Popular Words That Are OK to Use No Matter What William Safire, John Simon, Edwin Newman, and the Other Purists Say! (1983), Flesch advocated the use of many colloquial and informal words.

In How to Write Plain English: A Book for Lawyers and Consumers (1979), which he produced while working as a communication and writing consultant to

the Federal Trade Commission, Flesch wrote a "how-to" guide for writing rules and regulations, with a preface by then FTC Chairman Michael Pertschuk.

Now, we try to analyze some chapters or thoughts of “In the Art of Clear Thinking” book. In this book, the author brings together psychology and education in general and tells people how to apply these ideas in their own lives. I noticed that while reading the book, I noticed some wonderful sentences on the front cover of the book. For instance, look at these sentences:

“So refreshingly new that it’s like an exciting discovery”- H.A. Overstreet, author of The Mature Mind.

“Admirable… Adds to our American resources for facing life”- Dorothy Canfield Fisher.

“Helpful and amusing…A bright mirror in which we can see ourselves”- New York Times Book Review.

We can also know from these words at the beginning of the book that the main content of the book is mainly with a person, with his inner world, and that there is a new world inside every person. Even the fact that the author connects any surrounding events and objects with thinking throughout the work is surprising, of course. The author has such a statement as the main content of the book: “It would be impudent to tell intelligent, grown-up people how to think. All I have tried to do here is to assemble certain known facts about the human mind and put them in plain English” – Rudolf Flesch.

The book consists of 21 main chapters, each chapter is distinguished by its unique themes. But the interesting thing is that it all boils down to the art of clear thinking. During this article, I will analyze the 3 most important chapters that illuminate the art of clear thinking.

Foremost, “First aid for word trouble”. The activity of words or ideas in our brain can be as follows:

1. All thinking is the manipulation of memories. It is a very difficult situation to collect and manage information in our imagination at the same time

2. Your memories are patterns of nerve cells in your brain.

3. Your brain registers experience differently from everybody else’s. It can be seen that, just as each person’s eyes and fingerprints are different, their worldview and thinking levels are also various.

4. Abstract ideas are the patterns two or more memories have in common.

5. Translation helps your thinking because you use 2 sets of nerve patterns instead of fun. Of course, you can learn a lot of words or get new information while working with dictionaries or translations. If you compare the essence of two languages rather than the essence of one language, you will see an increase in your performance or qualifications, maybe

The main thing is that in this chapter, detaching ideas from your words. You also need to distinguish between what you think and what you say. The fact that your worldview is pure, smooth, and attractive, also depends on it.

The second chapter is called “How Not to Rack Your Brain?”. This chapter is about various interrupting objects and tools, somehow situations. The first rule of clear thinking is not to go by rules. We have an imagination about how excursions into logic,

law, psychology, science, statistics, etc. Moreover except for one thing. The art of thinking, like every other art, has also an element of sheer routine about it- the basic mechanics of the thing- when to do precisely what in what way. The art of writing, for instance, includes, at a lower level, penmanship or typing; the art of painting, a knowledge of brushes and paints. In the same way, the art of thinking includes a certain amount of mechanics: when to think; where to find ideas; how to use thinking tools. So, while it is impossible to draw up a list of thinking rules, it is quite possible to give you some definite, practical thinking tips.

The latter chapter is about "The Harnessing of Chance". During this page, you will come across one quota which is ‘’The wildly improbable happens every day". Every day we have to be prepared for whatever situation we face. There is no complete defense against the sea of improbabilities that surrounds us. But there are weapons armed with probability theory and statistics, it is possible to face calmly this world of coincidences and seemingly miraculous events.

Also, Aristotle, as we have seen, started with the analysis of the yes or no game; Mill, more sensible started with an analysis of the methods used in scientific research. So instead of the old rules of the syllogism, he came up with four methods of experimental inquiry. It is true that scientists, with their statistics and their probabilities, have made a stab at the harnessing of chance. But they know very well that certainty is unattainable. A high degree of probability is the best we can ever get.

In conclusion, we know that Flesch Rudolf wrote many works based on the thinking ability and worldview of many people. We considered one of them during the article "The Art of Clear Thinking". Why do you think Flesch did his research in this area or branch of science? We know that during his lifetime, science and technology were considered to be the development period. During the development of science, students should read many books and newspapers for the development of young people and teenagers. Young students and schoolchildren face problems with various texts and poems while reading school textbooks or study guides. When it comes to unfamiliar words or complex words, their brains begin to fail to absorb information. At the same time, many teachers require only memorization but do not require that the meaning of the text be understood or that any lesson be learned from it. Flesch Rudolf mainly created the techniques and methods of understanding the text. It's fair to say that I have made it clear how to improve your thinking skills and how to avoid distractions. I think we need to expand children's thinking before developing texts more easily. If we do not work on the texts a thousand times, we will not achieve results if we do not expand the worldview and thinking range of children and students.

The list of literature:

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4. "First aid for word trouble"/Rudolf Flesch-The Art of Clear Thinking/51-54-pages.

5. “How not to read your brain”/Rudolf Flesch-The Art of Clear Thinking/138-149 pages.
6. “The harnessing of chance”/ Rudolf Flesch-The Art of Clear Thinking/121-137 pages.

LITERARY NORM AND SPEECH CULTURE

Niyatova Maftuna Norbek qizi
O‘zbekiston Milliy universiteti Jizzax filiali
maftunaniyatova1991@gmail.com

Annotation: Literary language is a standardized, polished, redeveloped form of the national language based on certain rules. In the concept of literary language, the concept of norm is a basic concept. The norm is the state and possibility of using language units in the speech process that are accepted, approved and understandable by the members of the society.

Key words: standard, standard forms, spelling, accent, pronunciation, punctuation, lexical, grammatical, stylistic, standard in word groups, rules of linking words, management, adaptation, word order, speech defects - defects in oral and written speech, barbarisms, vulgarisms, slangs, violation of stylistic, orthographic and punctuation norms.

The norm has a special place in the system of language and speech. From the moment when language began to serve as a material in the speech process, its standardization became a need of society, and normative problems were put on the agenda. Along with the development of society, the need to study and analyze normative situations in language and speech has also increased, and in solving these problems, the household, spiritual and educational life of the people, socio-philosophical and aesthetic worldview, customs, as well as a number of factors are taken into account. It was impossible not to take into account the national characteristics of the language in the research of language phenomena and its normative aspects.

So, the norm acquires the content of nationalism and historicity, it acquires the traditionality that has been formed for several hundreds and thousands of years. Changing and renewing the traditional norms of language use over time is also a historical process.

It is understood that solving the problems of determining the language standard becomes an integral part of the development of every national language culture [2]. Therefore, it is not for nothing that normative issues are studied within the framework of speech culture.

Bringing language elements to a certain standard, on the one hand, is managed by language specialists, and on the other hand, it happens naturally. Even if the task of linguistics is to standardize language units, bring them to a common and understandable format, it does not deny the services of the field of speech culture.