

concepts, with the help of which the relationship between linguistic and extralinguistic human activities, by means of which the real world is transformed into a "projected world" human consciousness. According to M. F. Muryanova, the construction of Linguistic models of time are dominated by qualitative characteristics of temporal relations [5].

In the literature devoted to the problem of the linguistic representation of time, most often they talk about the temporality and aspectuality of the verb, since the verb basically denotes an action in the broad sense of the word, and the action always flows in time. Time, in relation to actions and states, as a form of their duration or brevity, is conceived as internal time, included in the action, occupied by it. Actions, depending on the length of internal time, are characterized by internally limited time and do not go beyond its limits, as well as holistic or representing a process of indefinite duration and not having a temporal limitation.

The most obvious indicators of time are circumstances time and time indicators [2]. Circumstances have more freedom of arrangement in a sentence in English than other members of a sentence. They can be at the beginning, at the end or in the middle of a sentence. However the place of a circumstance depends on its meaning and mode of expression, and certain kinds of circumstances have their places in a sentence. The general rule is that the circumstance cannot separate the object from the verb (i.e. stand between the verb and its object). In order to teach students of non-linguistic universities the correct perception and, accordingly, the translation of the circumstances of time and time indicators, it is necessary to know the features their functions and location in the English sentence. A feature of the English language is the ability of the circumstance of time to join one or another verbal or non-verbal noun character. In this case, the circumstance of time loses its connection with the verb-predicate and turns into an indicator of the time of the noun, becomes its definition. When teaching English to students non-linguistic universities, we recommend including such training exercises that would contribute to the development of skills in determining these functions and would provide an adequate perception of the circumstances of time and indicators time, for example:

At a meeting yesterday in France workers voted to reject any proposal for weekend working - Kecha Fransiyada bo'lib o'tgan yig'ilishda ishchilar dam olish kunlari ishlash bo'yicha har qanday taklifni rad etish uchun ovoz berishdi.

There is a nominal phrase with a noun of a verbal nature and meeting yesterday. These phrases often include the circumstance of the place, so in this example the phrase a meeting yesterday in France. In the literal Uzbek translation into rally yesterday in France, the content of the statement is not distorted, but how an adequate literary translation of such a phrase in Uzbek is not accepted. Attaching a time indicator as a definition to a noun is possible in Uzbek on the basis of the action expressed communion. In Uzbek, such phrases should be translated as at a rally held yesterday in France. Translated participial turnover can stand not only after the definitive word, but also in front: the rally held yesterday in France. In a nominal phrase, not only participle can occur, but and a time

indicator, for example, the agreed meeting in October, the proposed assembly in June. The initial position of the circumstance of time occupies semantic reasons and constructive ones. When the adverb of time is at the beginning of an English sentence for semantic reasons, this it is recommended to keep the production in the Uzbek translation, because it performs cognitive functions:

1. The circumstance of time reveals the content of the previously mentioned generalizing word. The initial statement in each of the subsequent sentences focuses on the time factor and, thereby, helps to better reveal the previously mentioned generalized member of the sentence. This setting of the circumstance of time produces a psychological effect on the reader.

FOR EXAMPLE:

This month, On August 21, in the evening, at noon on August 23, for a week, one late autumn, by twelve o'clock, at one o'clock, the next morning, every day, last night and etc. Yesterday our train arrived late. — Our train arrived late yesterday. Last summer I went to Paris but this summer I am going to London. — Last summer I went to Paris, this summer I'm going to London- bu oyda, 21-avgustda, kechqurun, 23-avgust kuni tushda, bir hafta davomida, bir kech kuz, soat o'n ikkida, soat birda, ertasi kuni ertalab, har kuni, kecha va hokazo. Kecha bizning poyezd kechikib keldi. - Kecha poyezdimiz kech keldi. O'tgan yozda men Parijga bordim, lekin bu yozda Londonga boraman. — O'tgan yozda men Parijga bordim, bu yozda Londonga boraman

2. The position of the circumstance of time at the beginning of the sentence is used to describe events in chronological order. Therefore, when translating such sentences into Uzbek, the initial the statement of circumstance should be retained. For example:

The museum visit yesterday.... Today.... next week. . On September 17 Next day.... Later....- Kecha muzeyga tashrif... Bugun.... Keyingi hafta. . 17 sentyabr kuni... Keyingi kun.... Keyinchalik....

3. The circumstance of time is at the beginning of the sentence to oppose some actions or phenomena to others. Some phenomena seem to contrast with others. For example:

At first But in the past few months Last Sunday ... the next day- Boshida.... Ammo so'nggi bir necha oy ichida ... Oxirgi Yakshanba... ertasi kuni.

Circumstances of time often appear at the beginning of a sentence from their typical final place in a sentence. If they hit the top sentences because of their syntactic and semantic incompatibility with other members at the end of the sentence, then in the Uzbek translation, the preservation of the initial setting of these members is not necessary. On the contrary, if the circumstances of time are at the beginning of the sentence for contextual and other cognitive reasons, it is desirable to preserve such a statement in the translation. Pay attention to the different functions of adverbs such as "just", "now", "already", "yet", etc. Being in contact with the verb, they give it character. Being associated with the circumstances of time, they perform an intensifying-indicative function. At

translating these time indicators often cause difficulties for students. Therefore, for a more successful assimilation of educational material, it is advisable to as one of the basic principles of learning to use the principle of novelty. It is necessary to organize the learning process in the most rational way, i.e. take into account the cognitive needs of students, features their cognitive sphere, as well as personal and psychological characteristics. Knowledge about personal and psychological characteristics of well.

REFERENCES:

1. Vinograd T. Programma, ponimayushhaya estestvennyy yazyk [A program based on the natural language]. Moscow, Mir Publ., 1976. 294 p.
2. Glyzina V. E. Vremennaya semantika imeni sushhestvitel'nogo v sovremennom angliyskom. Kand. Diss. [Time semantics of the noun in the contemporary English language. Cand. Diss.]. Irkutsk, 1999. 120 p.
3. Gorskaya N. E. Osobennosti i stanovlenie lichnostno-professional'nogo samosoznaniya i motivatsionnoy sfery studentov negosudarstvennogo vuza v protsesse obucheniya. Kand. Diss. [Features and formation of personal and professional self-consciousness and motivational sphere of the students of a non-state educational institution during educational process. Cand. Diss.]. Irkutsk, 2004. 120 p.
4. Gurevich A. Ya. Kategorii srednevekovoy kultury [Categories of the medieval culture]. Moscow, Iskusstvo Publ., 1972. 318 p.
5. Muryanov M. F. Time: concept and word. Voprosy yazykoznanija – Issues of Linguistic Science, 1978, no. 2, pp. 52–67 (in Russian). 6. Uspenskiy P. D. Tertium Organum. Klyuch k zagadkam mira [Tertium Organum. A key to the world's mysteries]. Saint Petersburg, Andreev and the sons Publ., 1992. 241 p.

ANIQ FANLARNI OQITISHDA INNOVATSION TEXNOLOGIYA ASOSLARI

Olimova Dilfuza Sobirjonovna

*Fargona “Temurbeklar maktabi” harbiy akademik litseyi
matematika fani bosh oqituvchisi.*

Annotatsiya: *Ushbu maqolada aniq fanlarni oqitishda qollaniladigan innovatsion texnologiyalar va ularning qollanish usullari va metodlari togrisida malumotlar keltirilgan.*

Аннотация: *В данной статье представлена информация об инновационных технологиях, применяемых в обучении конкретным наукам и методах и методах их реализации.*

Abstract: *This article presents information about innovative technologies used in teaching specific sciences and their implementation methods and information about it.*

Kalit sozlar: *Tehnologiya, innovatsiya, kreativ, metod, talim, qiyoslash*

Ключевые слова: *технология, инновация, креатив, метод, образование, сравнение.*

Key words: *Technology, innovation, creative, method, education, comparison*

Innovatsiya (inglizcha innovatsion)- yangilik kiritish, yangilikdir. P.I.Prigojin innovatsiya deganda muayyan ijtimoiy birlikka —tashkilot, aholi, jamiyat, guruhga yangi, nisbatan turgun unsurlarni kiritib boruvchi maqsadga muvofiq ozgarishlarni tushunadi. Bu innovator faoliyatdir. Innovatsion texnologiyalar pedagogik jarayon hamda oqituvchi va oquvchi faoliyatiga yangilik, ozgarishlar kiritish bolib, uni amalga oshirishda asosan interfaol metodlardan toliq foydalaniladi.

Interfaol metodlar-bu jamoa bolib fikrlash deb yuritiladi, yani pedagogik tasir etish usullari bolib talim mazmunining tarkibiy qismi hisoblanadi. Bu metodlarning birgalikda faoliyat korsatishi orqali amalga oshiriladi.

Bunday pedagogik hamkorlik jarayoni oziga xos xususiyatlarga ega bolib, ularga quyidagilar kiradi:

Oquvchilarning dars davomida befarq bolmasligiga, mustaqil fikrlash, ijod etish va izlanishga majbur etish;

Oquvchilarni oquv jarayonida bilimga bolgan qiziqishlarini doimiy ravishda bolishini taminlash;

Oquvchilarni bilimga bolgan qiziqishini mustaqil ravishda har bir masalaga ijobiy yondashgan holda kuchaytirish;

Oqituvchi va oquvchi hamkorligini tashkil etish.

Hozirgi davr talim taraqqiyoti yangi yonalish —innovatsion pedagogikani maydonga olib chiqdi. “Innovatsion pedagogika” termini va unga xos bolgan tadqiqotlar Evropa va AQSH da 60- yillarda paydo boldi. Keng manoda qaraganda talim tizimidagi har qanday ozgarish —bu innovatsiyadir. Pedagogik innovatsiya pedagogik yangiliklarni baholash, uni