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OLIY TA'LIM, FAN VA
INNOVATSIYALAR VAZIRLIGI
NAVOIY DAVLAT UNIVERSITETI



**"MAKTABGACHA TA'LIMNING KELAJAK
MODELI: TADQIQOTLAR,
LOYIHALAR VA AMALIY ISHLAR"**

MAVZUSIDAGI XALQARO ILMIY-AMALIY KONFERENSIYA
MATERIALLARI TO'PLAMI
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МЕЖДУНАРОДНОЙ НАУЧНО-ПРАКТИЧЕСКОЙ
КОНФЕРЕНЦИИ

**"МОДЕЛЬ БУДУЩЕГО ДОШКОЛЬНОГО
ОБРАЗОВАНИЯ: ИССЛЕДОВАНИЯ,
ПРОЕКТЫ И ПРАКТИЧЕСКИЕ РАБОТЫ"**

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КОНФЕРЕНЦИИ**

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Umuman olganda, tadqiqot natijalari shuni ko'rsatadiki, bo'lajak tarbiyachilarni innovatsion pedagogik faoliyatga tayyorlashda kompleks yondashuv zarur. Bunda nazariy bilimlarni amaliy tajriba bilan uyg'unlashtirish, zamonaviy ta'lim texnologiyalarini joriy etish va innovatsion metodlarni rivojlantirish hal qiluvchi omillar sifatida e'tirof etiladi.

Tadqiqot natijalari shuni ko'rsatdiki, bo'lajak tarbiyachilarni innovatsion pedagogik faoliyatga tayyorlashda nazariy bilimlar va amaliy tajribaning uyg'unligi muhim ahamiyatga ega. Innovatsion texnologiyalarni o'quv jarayoniga joriy etish, interfaol metodlardan foydalanish va tarbiyachilarning kasbiy rivojlanishini qo'llab-quvvatlash ta'lim sifatini oshirishga xizmat qiladi. Shu bilan birga, xorijiy tajribalarni o'rganish va milliy ta'lim tizimiga moslashtirish zarur. Umuman olganda, kompleks yondashuv pedagogik faoliyatda innovatsion jarayonlarning samaradorligini ta'minlaydi. Ular quyidagilar:

- innovatsion texnologiyalarni ta'lim jarayoniga keng joriy etish – raqamli ta'lim platformalaridan foydalanish, interfaol metodlarni tatbiq etish va zamonaviy pedagogik texnologiyalar asosida tarbiyachilarni tayyorlash.
- amaliy mashg'ulotlar ulushini oshirish – bo'lajak tarbiyachilar uchun amaliy darslar, tajriba almashish dasturlari va treninglarni tashkil etish orqali ularning kasbiy tayyorgarlik darajasini oshirish.
- o'qituvchilarning doimiy kasbiy rivojlanishini ta'minlash – pedagoglarning malaka oshirish kurslarini kuchaytirish, ilg'or tajribalarni o'rganish va innovatsion metodlarni doimiy joriy etish tizimini shakllantirish.

Bo'lajak tarbiyachilarning innovatsion pedagogik faoliyatga tayyorlanishi zamonaviy ta'lim tizimining asosiy vazifalaridan biri bo'lib, bu jarayonni samarali tashkil etish ta'lim sifatini yuqori darajaga ko'taradi. Innovatsion texnologiyalarni ta'lim jarayoniga joriy etish, amaliy mashg'ulotlar orqali o'quvchilarni real pedagogik faoliyatga tayyorlash, shuningdek, o'qituvchilarning malakasini oshirish bularning barchasi pedagogik yondashuvlarning samaradorligini oshirishga xizmat qiladi. Ta'lim tizimida innovatsion metodlarni keng qo'llash, yosh tarbiyachilarning ijodiy fikrlashini rivojlantirish va ularning kasbiy kompetensiyalarini oshirish, jamiyatning ilg'or pedagogik ehtiyojlariga javob beradigan mutaxassislarni tayyorlashga imkon yaratadi. Shunday qilib, innovatsion pedagogik faoliyatga tayyorlash bo'yicha kompleks yondashuv O'zbekiston ta'lim tizimining kelajakdagi muvaffaqiyatini ta'minlaydi.

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INNOVATIVE DEVELOPMENT STRATEGIES OF PRESCHOOL EDUCATION

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Annotation: In linguistics, the term «number» refers to a grammatical category that helps to distinguish singular from plural forms of nouns. This category indicates whether a noun is referring to one entity or multiple entities. The concept of number is present in many languages, and nouns can change form to reflect singular or plural meaning. Understanding and using number correctly is important for ensuring proper agreement with other parts of speech in a sentence. This article seeks

to investigate the viewpoints of scholars in both English and Uzbek regarding this linguistic phenomenon. Through examining applicable theories and utilizing examples from literature in both languages, we aim to analyze and highlight the differences and similarities in the terminologies and methodologies used in each language.

Key words: Number, singular, plural.

Аннотация: В лингвистике термин «число» относится к грамматической категории, которая помогает отличать формы существительного в единственном числе от множественного. Эта категория указывает, относится ли существительное к одному объекту или к нескольким объектам. Понятие числа присутствует во многих языках, и существительные могут менять форму, отражая значение единственного или множественного числа. Понимание и правильное использование числа важно для обеспечения правильного согласования с другими частями речи в предложении. Целью данной статьи является исследование точек зрения англоязычных и узбекских ученых относительно этого языкового явления. Изучая применимые теории и используя примеры из литературы на обоих языках, мы стремимся проанализировать и подчеркнуть различия и сходства в терминологии и методологии, используемых на каждом языке.

Ключевые слова: Число, единственное, множественное число.

Annotatsiya: Tilshunoslikda “son” atamasi otning birlik va ko‘plik shakllarini farqlashga yordam beruvchi grammatik kategoriyaga ishora qiladi. Bu turkum ot bir shaxsga yoki bir nechta shaxsga ishora qilishini bildiradi. Son tushunchasi ko‘p tillarda mavjud bo‘lib, otlar birlik yoki ko‘plik ma‘nosini aks ettirish uchun shaklni o‘zgartirishi mumkin. Sonni to‘g‘ri tushunish va undan to‘g‘ri foydalanish gapning boshqa qismlari bilan to‘g‘ri kelishini ta‘minlash uchun muhimdir. Ushbu maqola ingliz va o‘zbek tillaridagi olimlarning ushbu lingvistik hodisaga nisbatan qarashlarini o‘rganishga qaratilgan. Amaldagi nazariyalarni o‘rganish va ikkala tildagi adabiyotlardan misollar yordamida biz har bir tilda qo‘llaniladigan atamalar va metodologiyalardagi farqlar va o‘xshashliklarni tahlil qilish va ta’kidlashni maqsad qilganmiz.

Kalit so‘zlar: Son, birlik, ko‘plik.

Grammar plays a crucial role in effective communication in the English language. It provides the structure and rules necessary for clear and coherent expression. Studying grammar not only enhances one's writing and speaking skills but also contributes to a deeper understanding of the language itself. But learners may have difficulties when they need to compare their native language with foreign one, in our case with the English. In this article we are going to compare number which is grammatical category of noun in English and Uzbek languages with grammatical point of view.

Number is a grammatical category of nouns which denotes the number of objects, expressed by a word. In English there are two numbers: singular and plural [3; 19]. When it is compared with Uzbek language it should be the same like: birlik, ko‘plik [2; 185]

...as one of Ron’s bishops wrestled her knight off his *horse* and... [4; 125]

...bekning yaylovlaridan gohida *ot* choptirib qizil askarlar o‘tib qoladi. [1; 19]

The common and basic type of number is singular which is referring to one entity and also the formal signal of the singular number is a zero morpheme [3;19] When it comes to Uzbek language it is the same compared with English like: Birlik sonning maxsus qo‘shimchasi yo‘q [2; 185]. As it is possible to see from the examples above in both English and Uzbek languages nouns *horse* and *ot* were used in singular number (birlik son) with zero morphemes.

... I might tell you that you can trace my family back through nine

generations... [4; 127]

...Bunday «qattiqqo‘llikni» tushunarmikan *avlodlar*?... [1; 93]

The usual signal of plurality *-e/s* [3;19] Mostly we use “*-s*” suffix in order to make plural numbers. In Uzbek language plural is formed morphologically by adding suffix *-lar* [2;186].

As we can notice the building of singular and plural numbers similar in both languages. However there are some noticeable differences in English and Uzbek languages. The formation of plural by means “*-e/s*” is considered to be productive, but in Modern English there are some non-

productive types of plural number, such as: a) suffix - en : ox - oxen b) variation of vowels in the root of a word:

tooth-teeth; goose-geese; mouse-mice; man-men, c) variation of vowels of the root + suffix- «ren» children; d) homonymous forms for both sing and plural:

sheep – sheep deer – deer [3;20].

...*"Men,"* clicked the spider who had caught Harry... [4;176].

But there are any non-productive types of plurals in Uzbek language. The difference of Uzbek language with English there are other features of *-lar* suffix in order to making plurals. The plural form of nouns can also express the meaning of respect, generalization, strengthening (ko'zim-ko'zlarim, labi-lablarim) in addition to the plural meaning. It is considered to have fulfilled an additional methodological features [2;186].

...Odamlarning quvonchlari-chi, mening o'sha *ko'z yoshlarim*, qorli cho'qqilarning, buloqlarning dillardagi jilvasi ... [1;110].

In the above given example the word *yoshlarim* is created with root + suffix- "*-lar*". This suffix does not define its entity, but it defines the strengthening the meaning of the word in this sentence.

In conclusion it should be mentioned that grammar of English and Uzbek languages is different because former belongs to analytical the other to synthetic type of languages. Nevertheless, in examples above we could find some similarities according to morphological structure of number.

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YANGI O'ZBEKISTONDA MAKTABGACHA TA'LIM TIZIMINI RIVOJLANTIRISHGA ZAMONAVIY YONDASHUV

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Annotatsiya: Mamlakatimizda maktabgacha ta'lim uzluksiz ta'lim tizimining ajralmas qismiga aylangan. Ta'limning mazkur bo'g'inini rivojlantirish, shu asnoda bolaning intellektual shaxsini shakllantirish, ta'lim xizmatlarini yaratish orqali sifat darajasini oshirishga alohida e'tibor qaratilayotgani sohadagi izchil islohotlarning natijasi bo'lmoqda. Ushbu maqolada yangi O'zbekistonda maktabgacha ta'limni rivojlantirishga zamonaviy yondashuv haqida so'z borgan.

Kalit so'lar: maktabgacha ta'lim tizimida, ta'lim sifati, ta'lim tizimini isloh qilish, moslashuvchan modellar, davlat talablari, zamonaviy informatsion kommunikativ texnologiyalar

Аннотация. В нашей стране дошкольное образование стало неотъемлемой частью системы непрерывного образования. В развитии этой части образования особый акцент делается на повышение качества интеллектуальной личности ребенка, а создание образовательных услуг является результатом последовательных реформ в сфере. В данной статье рассказывалось о современном подходе к развитию дошкольного образования в новой стране.

Ключевые слова: в системе дошкольного образования, качество образования, реформа системы образования, гибкие модели, государственные требования, современные информационно-коммуникационные технологии.

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