



qurish jarayonini bildiradi. Biroq bu frazeologizm ko‘chma ma’noda o‘zbek tilida katta shovqin yoki bayramni, xursandchilikni yoki katta muvaffaqiyatni nishonlashni tasvirlash uchun ishlatiladi.

Frazeologik antonimiya – til birliklari orasidagi semantik munosabat asosida belgilanadigan hodisalardan biri bo‘lib, frazeologik birliklarda ham so‘zlardagi darajada uchraydi. Antonimiyani belgilash, bir tomondan frazeologik birliklarning lug‘aviy ma’nosini chuqurroq anglashga olib kelsa, ikkinchi tomondan, polisemiya bir iboraning ma’nolarini o‘zaro farqlashga yordamlashadi, uchinchi tomondan, sinonimlarni belgilashda ham foyda keltiradi. Barcha leksik komponentlari boshqa boshqa so‘zlar bilan ifodalangan frazeologik birliklar orasidagi antonimiyani belgilash oson: masalan, ingliz tilida *build from scratch* (boshidan qurmoq)- *Tear down* (buzib tashlamoq) o‘zbek tilida *esa bino tiklamoq –bino qulatmoq* kabi ma’nolarni ifodalab, bu frazeologizmlar semantik jihatidan bir-biriga qarama-qarshi bo‘lib, har ikkala tilda ham qurilish va vayron qilish tushunchalarni ifodalaydi. Ingliz tilida *from scratch* iborasi yangi boshlash ma’nosini kuchaytirs, o‘zbek tilida *qurishni tiklamoq, qulatmoq* esa yo‘q qilishni anglatadi. *Stand firm* (mustahkam turmoq), *Fall apart* (parchalanib ketmoq) o‘zbek tilidagi muqobili *temirdek mustahkam-qamishdek egiluvchan* degan ma’nolarni ifodalaydi.

Ingliz va o‘zbek tillaridagi bino-inshootlar qurilishi sohasiga oid frazeologik birliklar til va tafakkur birligining yorqin ko‘rinishidir. Ular nafaqat texnik faoliyatni, balki jamiyatning ijtimoiy-madaniy jarayonlarini ham ifodalaydi. Frazeologik birliklarning o‘xshashlik va farqlarini taqqoslab o‘rganish tarjima amaliyoti va soha lingvistikasi uchun muhim ilmiy asos bo‘lib xizmat qiladi.

Foydalanilgan adabiyotlar ro‘yxati

1. Абдуллаева, М. Ўзбек тилида фразеологизмларнинг лексик-семантик хусусиятлари. Тошкент: Фан нашриёти. (2021).
2. Cowie, A.P., Mackin, R., & McCaig, I.R. Oxford Dictionary of English Idioms. Oxford: Oxford University Press. (1993).
3. G‘anieva, N. Qurilish terminologiyasi va ularning tarjima muammolari. Filologiya masalalari, 3(2), (2019). 45–49.
4. Larson, M. L. Meaning-Based Translation: A Guide to Cross-Language Equivalence (2nd ed.). Lanham: University Press of America. (1998).
5. Mirzaeva, D. Frazeologik birliklarning tarjimada qo‘llanishi. Til va adabiyot ta’limi, (4), (2020). 85–88.
6. Yuldoshev, A. Qurilish sohasida qo‘llaniladigan idiomatik birliklarning tarjimasi. Ilm va taraqqiyot, 1(1), (2022). 112–117.
7. Rahmonberdiyeva, S. (2024). BINO-INSHOOTLAR QURILISHIGA OID TERMINLARNING XUSUSIYATLARI. Farg‘ona davlat universiteti, (4), 145-145.
8. Abdulmuhammad’s, R. S. Teaching Through Integration Method in Primary Education. International Journal on Integrated Education, 4(8), 31-32.
9. Raxmonberdiyeva, S., & Qurbonova, G. (2018). THEORETICAL APPROACHES TO THE PROBLEM OF INNOVATIVE PEDAGOGICAL TECHNOLOGIES. Теория и практика современной науки, (1 (31)), 48-49.
10. Qurbonova, G. Y., & Raxmonberdiyeva, S. A. (2018). THE MAIN INNOVATION APPROACHES IN THE TEACHING FOREIGN LANGUAGES. Мировая наука, (10 (19)), 41-43.

COMPARING TRADITIONAL TEACHING METHODS WITH MODERN APPROACHES IN THE CLASSROOM

Karimova Charos Xurshid qizi

Chirchik State Pedagogical University, Tourism Faculty,

e-mail: charoskarimova83@gmail.com

Teacher: Rozikova Zilola Tursunboy qizi

A teacher at Chirchik State Pedagogical University,

Tourism Faculty,

e-mail: rozikova1625@gmail.com

Abstract. This article examines the major distinctions between traditional teaching methods and modern approaches in the classroom. Traditional methods have long been associated with teacher-centered learning, memorization, and examinations, while modern approaches prioritize student-centered instruction, technology integration, and active learning. The article argues that although traditional methods



provide stability and structure, modern approaches develop critical skills required in the 21st century. A combination of both is recommended for balanced and effective teaching.

Keywords: traditional teaching, modern teaching, teacher role, student role, technology integration, learning outcomes, educational system

СРАВНЕНИЕ ТРАДИЦИОННЫХ МЕТОДОВ ОБУЧЕНИЯ С СОВРЕМЕННЫМИ ПОДХОДАМИ В УЧЕБНОМ ПРОЦЕССЕ

Аннотация. В данной статье рассматриваются основные различия между традиционными методами обучения и современными подходами к преподаванию в классе. Традиционные методы долгое время ассоциировались с обучением, центрированным на учителе, запоминанием и подготовкой к экзаменам, в то время как современные подходы отдают приоритет обучению, центрированному на студенте, интеграции технологий и активному обучению. В статье утверждается, что, хотя традиционные методы обеспечивают стабильность и структуру, современные подходы развивают критически важные навыки, необходимые в XXI веке. Для сбалансированного и эффективного обучения рекомендуется сочетание этих подходов.

Ключевые слова: традиционное обучение, современное обучение, роль учителя, роль студента, интеграция технологий, результаты обучения, система образования

AN’ANAVIY O‘QITISH USULLARINI ZAMONAVIY YONDASHUVLAR BILAN TAQQOSLASH SINF JARAYONIDA

Abstrakt. Ushbu maqolada an'anaviy o'qitish usullari va sinfdagi zamonaviy yondashuvlar o'rtasidagi asosiy farqlar ko'rib chiqiladi. An'anaviy metodlar qadimdan o'qituvchiga yo'naltirilgan ta'lim, yodlash va imtihonlar bilan bog'langan bo'lsa, zamonaviy yondashuvlar talabaga yo'naltirilgan ta'lim, texnologiya integratsiyasi va faol o'rganishga ustuvor ahamiyat beradi. Maqolada ta'kidlanishicha, an'anaviy usullar barqarorlik va tuzilmani ta'minlasa-da, zamonaviy yondashuvlar 21-asrda talab qilinadigan muhim ko'nikmalarni rivojlantiradi. Muvozanatli va samarali o'qitish uchun ikkalasining kombinatsiyasi tavsiya etiladi.

Kalit so'zlar: an'anaviy o'qitish, zamonaviy o'qitish, o'qituvchi roli, talaba roli, texnologiya integratsiyasi, ta'lim natijalari, ta'lim tizimi

Education is one of the most powerful tools that shapes individuals and societies. The methods teachers use in the classroom directly affect students' academic success, motivation, and skills development. Over the years, educational systems have experienced major changes influenced by technological progress, globalization, and modern pedagogical theories (Brown, 2007 [1]; Richards & Rodgers, 2014 [2]).

Traditional teaching methods are often described as teacher-centered approaches. In this model, the teacher is the authority who controls the flow of knowledge, while students are expected to listen, memorize, and reproduce information (Harmer, 2001 [3]). Traditional teaching methods mainly rely on teachers' explanations, while students listen carefully and take notes. Learning often happens through repetition, where information is memorized rather than deeply understood. Students' progress is commonly assessed through standardized tests, written assignments, and examinations. In addition, the classroom environment usually follows strict discipline and structure to maintain order and ensure that all learners receive the same content in a systematic way (Biggs & Tang, 2011 [6]).

Such methods are effective in providing students with fundamental knowledge, promoting organization, and creating a unified learning experience. They help maintain consistency and control within the classroom, which is especially useful for large groups of learners. However, many researchers argue that these approaches can limit students' creativity and reduce opportunities for critical thinking, independent problem-solving, and the development of individual ideas (Kumaravadivelu, 2006 [5]). In modern education, it is therefore important to balance traditional techniques with more student-centered and creative learning strategies that encourage deeper understanding and active participation.

Traditional teaching methods have long been used to provide students with fundamental knowledge and discipline. These methods mainly rely on teachers' explanations, while students listen carefully and take notes. Learning often occurs through repetition, where information is memorized rather than deeply



understood. Students’ success is typically assessed through standardized tests, written exams, and assignments. The classroom environment also follows strict discipline and structure to maintain order and ensure that all learners study the same material in a systematic way (Biggs & Tang, 2011 [6]). Although traditional teaching is effective for developing basic knowledge and maintaining organization, many educators argue that it limits creativity, problem-solving, and independent thinking. According to Kumaravadivelu (2006 [5]), this approach focuses more on remembering facts than on applying knowledge in real-life situations. Nevertheless, traditional methods are still valuable for providing stability, control, and a strong educational foundation.

Modern teaching, on the other hand, emphasizes student participation, critical thinking, and the development of practical skills. In this approach, teachers act as facilitators who guide and support students instead of being the only source of knowledge. They encourage discussions, teamwork, creative projects, and the use of modern technologies to make learning more interactive and meaningful (Prensky, 2010 [4]).

Modern education includes several important features. Active learning allows students to engage in discussions, debates, and group projects. Technology integration involves using interactive boards, multimedia tools, and online learning platforms to make lessons more engaging. It also promotes critical thinking and creativity by encouraging learners to analyze, evaluate, and apply knowledge. Personalized learning helps teachers adapt lessons to students’ individual needs and learning styles, enabling everyone to learn at their own pace (Jonassen, 1999 [7]).

This approach prepares learners for real-world challenges by developing not only academic knowledge but also life skills such as communication, teamwork, and adaptability. Students become more confident and capable of using their knowledge effectively in different contexts.

When comparing traditional and modern teaching approaches, several key distinctions emerge. In traditional education, the teacher is considered the main authority who delivers information and controls the classroom, while in modern education, the teacher serves as a facilitator who guides students to discover knowledge independently (Richards & Rodgers, 2014 [2]). Traditional methods also view students as passive listeners, whereas modern approaches encourage active participation through collaboration, discussion, and self-directed learning (Harmer, 2001 [3]; Prensky, 2010 [4]).

Assessment is another area of difference. Traditional classrooms rely mainly on exams and written tests, while modern education uses a variety of assessment methods such as projects, presentations, and portfolios to evaluate a broader range of skills (Kumaravadivelu, 2006 [5]; Biggs & Tang, 2011 [6]). Technology also plays a major role in distinguishing the two. Traditional teaching depends on chalkboards and printed textbooks, whereas modern education uses digital tools like e-learning platforms, tablets, and virtual simulations to make learning more engaging and flexible (Prensky, 2010 [4]; Jonassen, 1999 [7]).

The learning outcomes of these two approaches also differ. Traditional teaching ensures discipline, structure, and a solid base of core knowledge. In contrast, modern education promotes creativity, critical thinking, and problem-solving, helping students adapt to the demands of a rapidly changing world (Biggs & Tang, 2011 [6]).

In conclusion, both traditional and modern teaching methods have their strengths and weaknesses. Traditional methods are useful for maintaining order and building a strong knowledge base, while modern methods focus on engaging students, promoting creativity, and preparing them for real-life challenges. The most effective educational approach is to combine both. Teachers who successfully integrate traditional structure with modern innovation can create a dynamic and productive learning environment that meets the needs of all learners (Richards & Rodgers, 2014 [2]; Prensky, 2010 [4]).

References

1. Brown, H. D. (2007). Principles of Language Learning and Teaching. Pearson Education.
2. Richards, J. C., & Rodgers, T. S. (2014). Approaches and Methods in Language Teaching. Cambridge University Press.
3. Harmer, J. (2001). The Practice of English Language Teaching. Longman.
4. Prensky, M. (2010). Teaching Digital Natives: Partnering for Real Learning. Corwin Press.
5. Kumaravadivelu, B. (2006). Understanding Language Teaching: From Method to Postmethod. Routledge.
6. Biggs, J., & Tang, C. (2011). Teaching for Quality Learning at University. McGraw-Hill Education.
7. Jonassen, D. H. (1999). Designing Constructivist Learning Environments. Routledge.
8. Rozikova, Z. (2023, December). METHODOLOGY OF USING LANGUAGE LEARNING APPLICATIONS IN KINDERGARTEN. In Fergana state university conference (pp. 131-131).



9. Rozikova, Z. (2024). CASE IN ENGLISH AND GERMAN LANGUAGES. Mental Enlightenment Scientific-Methodological Journal

MA’NAVIY XAVFSIZLIK: “OMMAVIY MADANIYAT” HAVFI

Karimov Elmurod Salimjonovich

Andijon davlat pedagogika instituti dotsenti

Email: elmurod4267575@gmail.com

Annotatsiya: Ushbu maqolada insoniyat tarixi davomida mavjud bo’lgan turli xavf-xatarlar orasida ma’naviy tahdidlarning o’rni va ahamiyati yoritib berilgan.

Kalit so’zlar: ma’naviy tahdidlar, ommaviy madaniyat, yoshlar tarbiyasi, ma’naviyat, axloq, g’arb madaniyati, ta’lim tizimi, ma’naviy xavfsizlik.

MORAL INSURANCE: THE DANGER OF "POP CULTURE"

Karimov Elmurod Salimjonovich

Associate Professor, Andijan State Pedagogical Institute

Email: elmurod4267575@gmail.com

Abstract: This article highlights the role and importance of spiritual threats among various dangers that have existed throughout human history.

Keywords: spiritual threats, mass culture, youth education, spirituality, morality, Western culture, education system, spiritual security.

ДУХОВНАЯ БЕЗОПАСНОСТЬ: УГРОЗА "МАССОВОЙ КУЛЬТУРЫ"

Каримов Эльмурод Салимжонович

Доцент, Андижанский государственный педагогический институт

Email: elmurod4267575@gmail.com

Аннотация: В данной статье освещается роль и значение духовных угроз среди различных опасностей, существовавших на протяжении всей истории человечества.

Ключевые слова: духовные угрозы, массовая культура, воспитание молодежи, духовность, нравственность, западная культура, система образования, духовная безопасность.

Insoniyat yer yuzida paydo bo’lganidan buyon har doim qandaydir tahdidlar yoki havf-xatar ostida kun kechirgan. Tahdidlar, havf-xatarlarning turli darajalari bo’lgan: yirtqich hayvonlar, zaharli o’simliklar, begona qabilalar urishi havfi, kasallik, ochlik....Ular ana shulardan qochib, tinch hayot uchun kurash olib borgan.

Bugun insoniyat ulkan sivilizatsiya, fan va madaniyat taraqqiyoti davrida yashamoqda. Shubhasiz, bugungi kundagi havf-xatarlar, tahdidlar shu darajada ko’pki, ularni hatto sezmay qolamiz. Ba’zan oyog’imiz tagida, ko’zimizning eng yaqinida turganini ilg’ay olmay qolamiz. Ularning ta’siri esa juda ayanchli va zalvorli bo’ladi. Ilg’ab olgan bo’lsangiz mulohaza sababchisi havf-xatarlar, tahdidlar – ma’naviy tahdidlardir. Ma’naviy tahdidlar mohiyatan va amaliy jihatdan hozirgi kunimizdagi eng hatarli tahdid sanaladi. Chunki bunday tahdidlarni ko’zimiz bilan ko’rishimiz uchun fursat kerak bo’ladi, aql kerak bo’ladi. Biz esa bunga o’z vaqtida aqlimizni tafakkurimizni ishlatmaslik oqibatida duchor bo’lamiz. Agar biz ma’naviy tahdidlarni ko’ra olsak, bila olsak ularga qarshi kurasha olishimiz mumkin bo’ladi. Xalqimiz o’z tarixi davomida qancha og’ir musibatlarni boshidan kechirganini ham bugun kunning barcha avlodlari biladi. Prezidentimiz Shavkat Mirziyayev tomonidan ma’naviyat sohasiga berilayotgan alohida e’tibori ma’naviy tahdidlarni ko’ra olish imkonini berdi va shuning uchun ham yurtimizning tinch va osoyishta, farovon hayot va obod turmushi sharoitida, baxtli yoshlar safida kun kechirmoqdamiz.