

gimnastika federatsiyasi rais o'rinbosari Irina Vinner kabi qator xalqaro sport tashkilotlarining rahbarlari tashrif buyurib, O'zbekistonda olimpiya harakatini rivojlantirish borasida amalga oshirilayotgan say-harakatlarga yuqori baho berdilar [14:65]

Poytaxtda O'zbekiston Milliy olimpiya qo'mitasining yangi binosi qad rostladi. Bu yerda O'zbekiston sportchilarini buyurib, biologik xizmat va sport psixologiyasi bilan ta'minlash bo'yicha ixtisoslashtirilgan markaz tashkil etildi. Markazga eng zamonaviy tibbiy uskunalar o'rnatildi. Markaziy Osiyoda yagona sanalagan Respublika sport tibbiyoti ilmiy-amaliy markazining tashkil etilishi sportchilarimizni nufuzli musobaqalarga puxta tayyorlash, ularning bor imkoniyat va salohiyatlarini ochib berishga ko'maklashish masalasida juda katta turtki bo'ldi. Buni so'nggi natijalar ham ko'rsatib turibdi [1:68].

O'zbekiston Milliy olimpiya qo'mitasining yangi binosiga tashrif buyurar ekan, Xalqaro olimpiya qo'mitasi prezidenti Tomas Bax "O'zbekiston Milliy Olimpiya qo'mitasining binosi dunyoda tengsiz, bunday sport saroyi men bilgan Milliy olimpiya qo'mitalari binolari orasida eng muhtashami" deya ta'rif berdi.

Shuningdek, Olimpiya va Paralimpiya o'yinlari dasturiga kiritilgan sport turlari bo'yicha O'zbekiston terma jamoasi a'zolari va murabbiylariga stipendiya to'lash tartibi to'g'risidagi nizom tasdiqlanib, xalqaro maydonlarda yurtimiz sharafiga munosib himoya qilayotgan sportchi va ularning ustozlari har oyda rag'batlantirib borilmoqda.

2013-yil 2-aprelda O'zbekiston Respublikasi Vazirlar Mahkamasining "O'zbekiston Milliy olimpiya qo'mitasi huzuridagi O'zbekiston olimpiadachilarini qo'llab-quvvatlash jamg'armasi faoliyatini tashkil etish to'g'risida"gi qarori qabul qilindi. Fondning asosiy maqsadi etib O'zbekiston milliy va olimpiya terma jamoalarini, respublika sport federatsiyalarini va assosiasiyalarini xalqaro va respublika sport tadbirlariga tayyorgarlik ko'rishlari va ularda ishtirok etishlariga ko'maklashish va rag'batlantirish deb belgilandi. Sportimiz faxriylari, yurtimizda faoliyat ko'rsatayotgan terma jamoalar maslahatchi murabbiylarining oylik maoshlari ham hozirda aynan ushbu jamg'arma mablag'lari hisobidan qoplanmoqda.

Aslida chorak asr tarix oldida hech narsa emas. Ammo ortda

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REZYUME Ushbu maqolada Xalqaro Olimpiya harakatining rivojlanish tarixi bayon etilgan bo'lib, unda Xalqaro Olimpiya harakatining har bir rivojlanish davri, unga turtki bo'luvchi omillar, shuningdek, erishilgan yutuqlar haqida so'z boradi.

РЕЗЮМЕ В данной статье описывается история развития Международного олимпийского движения, которая включает в себя каждый период развития Международного олимпийского движения, факторы, его побудившие, а также достижения.

SUMMARY This article illustrates the history of the development of the International Olympic movement, which informs about each period of development of the International Olympic movement, the factors that motivate it, as well as the achievements.

CULTURAL CHARACTERISTICS OF READING ACTIVITIES IN ELT

(on the example of course-book Teens' English 8)

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Tayanch so'zlar: o'qish, motivatsiya, o'qish ko'nikmasi, kompetensiya, madaniyat, darslik.

Ключевые слова: чтение, мотивация, навыки чтения, компетенция, культура, учебник.

Key words: reading, motivation, reading skill, competence, culture, course-book.

Reading is widely recognized as one of the most significant second-language abilities because it allows language learners to acquire a wide range of lexical items, grammati-

cal structures, and additional schematic knowledge through reading. Despite the fact that being able to read fluently in a foreign language is usually regarded as one of the most

qolgan ana shu 25 yillik davr mobaynida yurtimizda sport taraqqiyoti va olimpizm g'oyalarini ilgari surish borasida qilingan ulkan hajmdagi ishlar bugun mustaqil diyorimizni qudratli sport mamlakatiga aylantira oldi. Ha, bugun O'zbekiston dunyo sport sahnasida o'z o'rniga, obro'siga ega mamlakatga aylandi. Endi jahonning mana-man degan polvonlari ham o'zbek sportchilari bilan hisoblashishga majbur, bizni tan olishdi, bizni xurmat qilishmoqda. Bizdan hayiqishmoqda. Endi shak-shubha yo'qki O'zbekiston terma jamoasi a'zolariga qarshi har qaysi mamlakat vakillari alohida tayyorgarlik ko'rishadi. Bunga ularni biz majbur etdik.

Yuqorida keltirilgan barcha amaliy ishlar bevosita shaxsan O'zbekiston Respublikasining Birinchi Prezidenti Islom Abdug'aniyevich Karimovning umumiy rahbarligi ostida, shuningdek Prezident Shavkat Miromonovich Mirziyoyev boshchiligidagi bir qator Vazirlik hamda tegishli tashkilotlar bilan hamkorlikda amalga oshirildi.

O'rta qolgan davr mobaynida Milliy olimpiya qo'mitasiga Obid Nazirov, Sobir Ro'ziev, Aziz Nosirov, Rustam Qurbonov, Malik Babaev va Mirabror Usmanovlar rahbarlik qilishdi. Qo'lga kiritilgan muvaffaqiyat va g'alabalarda ularning hissalariga katta. Ayniqsa so'nggi olimpiya sikli 2013-2016- yillarda yurtimizda olib borilgan ulkan hajmdagi ishlar, olimpiya sport turlariga mustahkam poydevor yaratilishi, moddiy-texnik bazalarini mustahkamlash va buning natijasi o'laroq Olimpiya hamda Paralimpiya o'yinlarida qo'lga kiritilgan yorqin va tarixiy g'alabalarda Mirabror Zufarovich Usmanovning hamda u bilan yelkama-elka xizmat qilgan Milliy olimpiya qo'mitasi mutaxassislarning xizmatlari beqiyosdir.

Xulosa o'rinda ta'kidlash joizki, O'zbekiston Respublikasi sporti tarixan qisqa davr ichida xalqaro maydonda obro' o'rttirishga ulgurdi, dunyoga nafaqat qadimiy madaniyat, buyuk mutafakkirlar, olimlar, shoir va sarkardalar tuhfa etgan yurt, balki xalqaro sport olamida ulkan muvaffaqiyatlarga erishgan davlat sifatida ham tanildi. Hozir bemalol aytishimiz mumkinki, O'zbekiston sport sohasida yirik davlatga aylanib, boshqa mamlakatlarga ko'plab yillar kerak bo'lgan yo'lni tarixan qisqa muddat ichida bosib o'tdi.

significant abilities a foreign language student can possess, teaching reading poses a number of pedagogical and logistical obstacles. Reading is a simultaneous internal process of understanding and perception of a written text that includes the interpretation of the text, which carries the subject, as well as linguistic and semantic understanding. The understanding of the text, in turn, is based on subject competence and language competence [8:112].

Traditionally, the purpose of learning to read in a language has been to have access to the literature written in that language. In language instruction, studying materials have historically been chosen from literary texts that characterize «higher» types of culture.

A text chosen for studying is anticipated to be authentic-made or authentic-like, not too hard for the learners, suitable for the teaching intention and usable in the sequence of activities, lending itself as a useful resource of information and ideas.

Reading activities are based on a number of techniques for teaching to read. Techniques for teaching to read include extracting (extracting information from the text in answer to questions or other elicitation tasks), cloze procedure (filling gaps in the text), sequencing text parts (restoring the logical order of the crippled text), matching (matching headlines and passages in the text), restoration of the text (restoring the text from bits and scraps), finding irrelevancies (finding and ticking off sentences, which are logically irrelevant in the text), fitting in sentences or passages (fitting in the sentences or passages in the points of the text, where they are logically appropriate), digest (summarizing the most essential information points from a number of texts), comment (reader's response on the text) [2:72].

There are so many challenges in teaching reading in EFL classroom in Nukus. Teaching reading a passage is considered the easiest of all the activities that a teacher does in a foreign language classroom. Generally, teachers come to class without any preparation and they give a long lecture on the content. They don't care if the text is appropriate for the learner or not. Furthermore, they attach little importance to language teaching, language learners and their interests.

We found following major issues and challenges related to teaching reading: Selecting appropriate text; No reading culture; Designing reading task; Lack of Schema activation. There are also some other connected concerns, such as a teacher's lack of awareness of the target culture, difficult vocabulary, an overemphasis on the bottom-up approach by the instructor, a student's lack of enthusiasm to read, a teacher's lack of preparation in teaching, and so on. All of these obstacles combine to make text reading difficult and dull for students.

Culture can be thought of as a "social heredity" passed down from generation to generation with the retention of a specific nation's experience, or as a manner of behavior that tends to separate people in different societies. Culture is neither a physiological or biological phenomena, rather it may be described as a social behavior model that a society follows. This is a remarkable occurrence of a vastly diverse human society that is constantly changing its paradigms to accommodate new generations. Culture encompasses a nation's beliefs, ideas, and information about its customs and social norms.

According to Moran, culture is "the great achievement of people as reflected in their history, social institutions, works of art, architecture, music and literature" [6:4].

According to Cambridge online dictionary, culture is the way of life, especially the general customs and beliefs, of a particular group of people at a particular time [5].

Valdes states [3]: "every language lesson is about something and that something is cultural."

To analyze school textbooks and the reading tasks in them we examined the coursebook "Teens' English 8" recommended to secondary school pupils:

"Teens' English 8" compiled by a team of authors Khan Svetlana, Kamalova Lyudmila, and Jorayev Lutfullo and published in "Toshkent", O'qituvchi publishing office, 2020, meets the requirements of the component of the State educational standard of primary, basic, and secondary general education in foreign languages.

The "Teens' English 8" coursebook includes a pupil's book, a workbook, CD content for work in the classroom and at home, and a home reading text. The course content is chosen in a qualitative manner, allowing students to apply it in producing their own expressions and comprehending various sorts of texts. It should be noted that students can work singly, in pairs, or in groups.

The learner completes activities from the section "Progress check" at the end of each module, allowing them to assess their language knowledge and skills.

The socio-cultural focus of the textbook "Teens' English 8" is reflected in the topic content. Communication through dialogue (instruction, admiration, gratitude). Furthermore, in today's society, Internet communications are relevant in terms of how useful / detrimental they are. It is worth noting that the textbook is also geared toward cultural growth. It can be seen in subjects such as painting and sculpture, music, cinema, the environment, science, classics of world literature, and the study of their works. The coursebook is structured so that the study of these themes takes place through the use of various types of media texts: advertising, Internet texts, journalistic texts, and so on, which are given in each section.

We worked with three questions that would help us explain the points:

Are the reading texts interesting? As our pupils are learners of secondary school, they are interested in internet, studying abroad, gadgets and social media. From this point of view the topics are a little bit interesting. There are interesting reading materials about Steve Jobs [7:22] and "Tips for children" [7:26] "A Carrot an Egg and the Coffee Beans" [7:28], "The Secret", "Jane Eyre" and some interesting pictures.

Are there various types of texts? In general, there are a lot of interesting and a range of texts but there are six units devoted to different cultural peculiarities.

Do the texts help to improve student's cultural peculiarities and world knowledge? Unit 1 "Public holidays and traditions". Lesson 3. "Old traditions in modern life" [7:6-11].

1b Work in pairs. Read and check your ideas.

1 What is a tradition? Probably, traditions are a way of defining who people are. Traditions are something that people keep doing for a long time and join different generations together. That's why traditions are very important in any country.

2 There are a lot of traditions in our everyday lives which we carry on in our country. We celebrate birthdays, holidays and traditional wedding ceremonies. The family meal is another tradition that we should try to keep up in our everyday lives. Family meals reflect country's culture and traditions. Besides, it is a good way to bring the family together and a good chance for parents and children to talk.

3 People all over the world traditionally celebrate such a common holiday as New Year. But of course, each country has its own national traditional holidays connected with its history. There are some old traditions in Uzbekistan which make us proud of our country. For example, hospitality and traditional respect for elders. Tea ceremony and sharing it with the guests takes place in our life as an element of hospitality.

4 Ceremonies of Uzbek people have formed over the centuries as a result of complex process of cultures and traditions of different nationalities. They are quite original, bright, and go back to the past. Many ceremonies are associated with the birth and upbringing of children, and wedding.

As a result of this lesson, the student develops creativity and encourage to praise their countries. Implementation of the goals and objectives set at the beginning of the lesson, contributes to the development of the worldview, increases the level of motivation and take information about other countries cultures.

As we can see this unit devoted to public holidays and traditions. There are four short texts related to four different traditions and we would like to add one text which is about Karakalpakstan. The reason is that, while reading this text, learners will be proud of his/her countries traditions at the same time learn their cultures through reading English texts

and pictures also will be attractive and encourage them to read the text.

Sample. *The Karakalpaks have unique customs and rules of behavior at family and community meals, which are strictly followed so far. Like most of the eastern nations, the Karakalpaks usually eat food sitting on the floor around a tablecloth or dastarkhan. Solid food is eaten with fingers, the broth is served separately in a bowl or cup. Hands are washed before the meal, the water pouring down. It is not supposed to shake the water off the hands after washing to avoid it spraying on the food. According to the custom, the eldest or the senior member of a family or guest starts to eat the first. When a visitor came to the house, he was served with sour milk or airan. The custom of drinking tea began to spread in Karakalpakstan, as well as throughout Central Asia, only by the beginning of the 19th century [1].*



Unit 9 "The Environment" [7:70-75]

3a Work in pairs. Read and match the titles to texts about bio-fuels. One title is extra.

- a) Reduce greenhouse gases b) Cheaper fuel c) Benefits for ecosystem
d) Benefits from plants e) Growing economy f) Environmentally friendly

Advantages of Biofuels

- 1) Biofuels can be used with all kinds of engines and in most conditions. This keeps the engine use longer and needs less care, which saves money. Moreover, they are becoming cheaper in the future.
- 2) Biofuels are made from many different sources, such as plants grown for the fuel, and waste from crops. Fossil fuels will end sometime in the near future. Waste from crops and plants are renewable and are not likely to run out soon. These crops can be planted again and again.
- 3) Fossil fuels produce greenhouse gases in the atmosphere. These greenhouse gases cause the planet to warm. The burning of coal and oil increases the temperature and causes global warming. To reduce greenhouse gases, people around the world are using biofuels. Scientists say that biofuels reduce greenhouse gases up to 65 percent.
- 4) Not every country has much oil. If a country starts using biofuels, this country will be able to develop its economy. More jobs will be created with a biofuel industry. It will keep economy strong.
- 5) Since biofuels are made of renewable resources, they are cleaner fuels. It means that they produce less dangerous waste and cause less pollution to the planet.

In this unit, all the given materials closely connected with global environmental problems. Here, pupils can be aware of some issues, such as sources of energy and natural disasters in Australia, China, East Africa and European countries.

This unit really shows the global problems. It will be good information for the students if we show them our problems along with the global ones, because if the students

read this problem from book it will help to stay close to our motherland. That is why we decided to include in this unit a text about the Aral Sea. A lot of work is currently being done for the Aral Sea. For example, our President has ordered the planting of saksaul, which will help prevent dust and air pollution. That is why it would be great if we could include our own problems along with such global problems. Read the read about the Aral Sea.

Sample. The Aral Sea

The Aral Sea is one of the most ancient lakes on Earth, with a history of 3,500 years. It was also the fourth largest lake in the world until the late 1950s.

It is dying now. The sea has dropped by 16 metres and the water has become too salty. There are now three million hectares of land which were once covered by water. The climate has been affected and changed this land into desert.



The Amu Darya and Syr Darya rivers feed the Aral Sea. They travel through Kazakhstan, Kyrgyzstan, Tajikistan, Uzbekistan and Turkmenistan. In the 1920s new irrigation technologies were introduced and larger-scale cotton cultivation was begun.

Water from the rivers was diverted for agricultural and population needs. Until the 1950s, between 50 and 60 cubic kilometres of water reached the Aral Sea each year. Since the 1960s the Aral Sea has lost almost 75 per cent of its volume, and has shrunk to 50 per cent of its size. In some dry years in the 1980s no water flowed into the sea at all. The water has become over-salty and lost most of its natural plant and animal life. The low quality of water has caused many diseases [4].

Our goal is not only to teach students a different culture, but also to teach our own culture (Karakalpak culture) in parallel. Therefore, when we analyzed the textbook, we focused on the extent to which the selected teaching materials affect and develop the student's culture, the aspects of learning another language, culture, while preserving our national identity.

If we make changes to the reading texts as we recommended, we think that pupils will not only get acquainted with foreign culture, but also re-learn their national traditions and culture by reading English texts.

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REZYUME. Maqola "Teens' English 8" darsligidagi o'qish mashqlaridagi madaniy xususiyatlarni tahlil qilishga bag'ishlangan. Lingvistik va madaniy tahlil bizga o'smirlik davrida o'quvchilarning o'qish motivatsiyasidagi muammolariga ba'zi echimlarni topishga imkon beradi. Muallif o'qish ko'nikmalarini rivojlantirish bo'yicha tavsiyalar keltiradi.

PEZIOME. Статья посвящена анализу культурологических особенностей в упражнениях по чтению в учебнике «Английский язык для подростков 8». Лингвокультурологический анализ позволяет найти некоторые решения в мотивации чтения учащихся в подростковом возрасте. Автором представлены рекомендации по развитию навыков чтения.

SUMMARY. The article is devoted to the analysis of cultural characteristics in the reading exercises in the textbook "Teens' English 8". Linguistic and cultural analysis makes it possible to find some solutions in the motivation of reading students in adolescence. The author presents recommendations for the development of reading skills.