

Depiction of Students' Portrait and its Features in English Literature

*Abdullayeva Nabiya Idrisovna*¹

Annotation: The article depicts the student's character in English literature. The role, genesis, national nature, poetic-typological features and the portrait of students in the works of English literary writers, their character's features, similarities and differences. The article presents samples from English literature, analyzes and studies comparatively and typologically. The comparative study of the works of world figures analyzed in the article will have a positive impact on the development of our international literature and will promote the reading literary books and reading culture.

Keywords: portrait, image, character, student, psychological, philosophical.

Introduction. In literary works, writers use artistic details to describe the world. Accordingly, artistic detail refers to the smallest pictorial or expressive artistic details: portrait and landscape elements, act, object, and so on. The artistic details can be divided into several groups to make the analysis easier. First of all, external and psychological details are covered. Their exteriors, which you can easily find in their names, paint us externally, objectively, their appearance and their surroundings. In turn, the external details are divided into portrait, landscape and real. Psychological details reflect a person's inner world, which are separate mental actions: thoughts, feelings, emotions, desires, and so on. External and psychological details are not separated by an inaccessible boundary. The portrait of a literary hero is a variety of artistic details, one of the elements of artistic integrity.

In literary works, the realities of life, people's lives are reflected through the behavior of literary heroes, the expression of their thoughts. The creator's worldview, purpose, social life events and philosophical observations about the human world are also expressed in the image of literary heroes. As the protagonists of the work appear in different passages in the works, in today's article we will discuss the presentation of the student image in the works, and its interrelationship with the character. Basically, in fiction, the reader begins his acquaintance with the heroes with a description of their external signs, such as: faces, physique, gait, clothing, etc. The role of the portrait in the fiction is undoubtedly very large. An external portrait description, as a rule, can say a lot about the inner content of a person, his character. Thus, the analysis of external portrait sketches complements our idea of the hero, making him complete and complete.

However, a literary portrait includes characteristics that allow the reader to recognize the inner world of the hero, to see his spiritual qualities, positive and negative character traits. These characteristics include the manner of behavior, facial expressions, manner of speaking, the nature of actions. Also, the reader receives a visual representation of the character from a description of his thoughts, feelings, speech characteristics, so that a portrait description may not be available. Of course, in our opinion, the main interest in the hero is focused not on his external appearance, but on the features of his inner world. But in those works where the portrait is present, it becomes one of the important means of creating the character's image.

Thus, a portrait in literature is one of the means of artistic characterization, consisting in the fact that the writer reveals the typical character of his heroes and expresses his ideological attitude towards them through the image of the characters' appearance: their figures, faces, clothes, movements, gestures and manners. In fiction as an art, a verbal portrait is only one of the means of characterization

¹ Doctor of philosophy philological sciences (PhD) Asia International university



used in compositional unity with other similar means: the deployment of an action in a plot, a description of the thoughts and moods of the characters, a dialogue of the characters, a description of the situation, etc. In our opinion, only in a literary work does a portrait absorb the fullness of a person's spiritual life. The main feature of a literary portrait is that it, like in a mirror, reflects not only the appearance of the hero, but also his inner world.

2. Method. In all literary works of English literature, we can find the image of the student in the work. Their portrait, character traits differ from each other but have similar aspects as well. Let's look through several samples from different kind of literary works.

Student Kirill Sidorovich Razumov, the protagonist of the English writer Joseph Conrad's "Under the Western eye". "Mr. Razumov was a tall, good guy. If its features were more subtle, its appearance would undoubtedly be attractive. It was as if a facial expression, represented by wax (and even when approaching the correct classical type), was brought to the fire, obscuring all the stiffness of the lines. But even so, his appearance was very pleasing. The behavior was also pleasant." [5:224] When describing the appearance of Razumov, we immediately see a handsome, handsome, tall young man. The writer describes not only his appearance but also how intelligent, perceptive, and knowledgeable he is. "Kirill Sidorovich Razumov, a third-year philosopher at St. Petersburg University, was considered by his peers to be a strong man, an absolutely reliable man," he said. In a country where faith is punishable by death and sometimes even more horrific than death, it would mean sharing views that are forbidden." [5:225]

His friends respected him, and the university had earned a reputation of its own. He could always reach out to everyone at the right time so everyone respected him. Razumov does not feel the need for money. The play states that he was an aristocrat and that money came to him under the guardianship of someone. "Mr. Razumov, the priest's son, was under the patronage of a certain high-ranking aristocrat - perhaps from a distant region where he came from. But his appearance contradicted such a humble origin; it seemed unbelievable." [5:225] He was always present at the event of high-ranking guests, professors, and put himself on the same position as them, and felt light in their circle, and never avoided them.

The character of Ricky, a student in English writer George Forster's "Long Journey," is one of those characters who grew up without a very humble, troubled parent in life. When describing his portrait, the author mentions that one of his legs is lame and this defect extinguishes his interest in life [6: 2]. Ricky was also a child of a normal family, his mother died early and his father married another woman. Ricky enters college and becomes one of the most talented students in the world.

Ricky has a lot of talent of his own, one of which is his writing. "Ricky really wanted his little stories to be published. After writing eight or nine, he longed to see them in book form. He even found a name for them called "Pan Pipes". He was zealous in this regard; he loved to work, because some incredible floriculture has passed from the world and is now from the people." [2:71] His aunt and wife tried to help him in this, but were unable to publish his work.

Another British writer, Evelyn Vaughn's "Decline and Fall," the protagonist of which is a student, Paul's character traits, are also unique. "Paul Pennifezer studied theology. It was the third year of his university life at Oxford. Prior to that, he graduated with honors from a small private school in Sussex with few religious views; at school he was a magazine editor, president of a discussion club, and by his character "had the best influence on his peers," so his friends respected him greatly." [4:2]

The English writer Iville Vaughn's Θ emphasizes the student attire in the image of students (Sebastian and Charles). When the writer describes the dress, we can see the dress culture that is typical of a real London.

Dress like in a country house. Never wear a tweed jacket with flannel trousers, but only suits. And the neck of a London tailor - there is better tailoring and a long-term loan. Clubs. You will now go to Carlton, and at the beginning of the second year, to Grid. If you want to run for the Union - it's not an idea at all - first build your reputation in Chatham or, say, in Kenning, and start with your speeches



about the newspaper. Boar hill bypasses. - The sky above the steep roofs opposite my windows lit up, then went out; I poured coal into the fireplace, lit a lamp, illuminating in all its glory his impeccable golf trousers from a London tailor and a leandre tie. - Do not treat assistants as teachers, keep them at home with the parish priest. In the second year, you will have to use the lion's share of your time to get rid of the unwanted acquaintances that you acquired in the first. Beware of the Anglo-Catholics, they are all sodomites and speak with an unpleasant accent. In general, stay away from all religious groups: there is only one harm from them.

In this play, the author distinguishes the stratification of images, their differences from each other only by their appearance and dress. He describes them so skillfully that the reader quickly realizes which layer the images are from. "He was tall, thin, rather dark, with huge wet eyes. We all wore coarse-haired suits and thick-soled shoes. He wore a tight-fitting chocolate, in a bright white stripe, a jacket, suede shoes, a large bow tie, and as he entered, he pulled off bright yellow suede gloves; half-gull, half-glades, perhaps even a half-Jew; the personality is completely exotic."

The author also skillfully used metaphors to describe women. He described in detail the parts of each appearance of the image. "I knew her, but she did not know me. Her dark hair was no longer than Sebastian's, and the wind also blew them from her forehead; her eyes fixed on the twilight road were his eyes, only bigger, and her painted mouth did not smile so friendly at the world. She wore a bracelet with key rings on her wrist, and gold rings in her ears. A colorful silk hem peeked out from under a light coat, skirts were then short, and her elongated legs on the pedals of the car were long and thin, which was also prescribed by fashion. Her gender embodied for me the whole difference between a friend and a stranger in her, and therefore I felt her especially feminine, as I had never felt a single woman." So author describes the women in details. If we discuss this detail separately so a beautiful woman embody to our eyes. Describing details: *dark hair, huge wet eyes, painted mouth, elongated legs*. Clothes in details: *bracelets, rings, gold ring, silk hem, a light coat, short skirt*.

3. Conclusion. It is obvious that as world literature touches on the image of writers, we can see that their lives are similar and even completely contradictory. In the theoretical part of the work, the definitions of the word "portrait" were presented, isolated from several literary sources and dictionaries. And also in the first chapter of the work, we defined the concept of a literary portrait in an artwork. Dictionary articles interpret a portrait, first of all, as a genre of fine art. However, dictionaries define the portrait and how to describe the character's appearance in the literature. An analysis of literary sources showed that a literary portrait is not only a description in a work of art of a person's appearance, including his face, figure, clothes, but also an image of the visible properties of the hero's behavior: gestures, facial expressions, gait, and manner of holding. In addition, the reader can get a visual representation of the character from a description of the thoughts of the heroes, feelings, actions, speech characteristics, so that a portrait image may be absent. Thus, the reader's attention does not focus on the appearance of the character, but on the characteristics of his inner world.

The practical part of the work was devoted to a selection of portrait characteristics used by the author to create images of the main characters.

Thus, portraiture and character play an important role in literature. First, they are necessary to better understand the protagonist of the work, to imagine it in the imagination of the author (literary portrait). When the author uses the portrait as the "hero" of the work, he uses the functions of the portrait in daily life, which brings the work closer to reality, which not only helps to better understand and comprehend the work, but also answers questions about true art and true beauty conveyed through the portrait.



References:

1. Abilities to Express Lexical Units in Translation. *International Journal of Psychosocial Rehabilitation*, 24(1).
2. Nabiya Idrisovna, A., Maqsudovna, A. M., Abduraxmonova, S. D., & Raxmatovna, F. Z. (2020). Abilities to Express Lexical Units in Translation. *International Journal of Psychosocial Rehabilitation*, 24(1).
3. Abdullayeva Nabiya Idrisovna. (2021). Skills of discovering students' psychological character in the world and Uzbek literature. *Philosophical Readings*, XIII(4), 619–625. <https://doi.org/10.5281/zenodo.5083298>
4. Abdullayeva N.I. (2020). Students portrait and its features in English literature. *Journal/X. Multidisciplinary Peer reviewed journal*. 6. Issue 4
5. Abdullayeva, N. I. (2019). DESCRIPTION AND EXPLANATION MATERIAL AND SPIRITUAL VIEW OF STUDENTS' CHARACTER IN THE WORLD LITERATURE. In *EUROPEAN RESEARCH: INNOVATION IN SCIENCE, EDUCATION AND TECHNOLOGY* (pp. 29-31).
6. Abdullayeva, N. I. (2019). METHOD OF TEACHING ENGLISH IN TECHNICAL INSTITUTES. *International scientific review*, (LXIV).
7. Idrisovna, A. N. (2020). STUDENTS' CHARACTER AND PORTRAIT IN ENGLISH LITERATURE. *International Engineering Journal For Research & Development*, 5(8), 5-5
8. Shirinova, N., & Abdullayeva, N. (2014). *English for You. Study-book for the intermediate students of irrigation and melioration.*
9. Abdullayeva, N. I. (2019). DESCRIPTION AND EXPLANATION MATERIAL AND SPIRITUAL VIEW OF STUDENTS' CHARACTER IN THE WORLD LITERATURE. In *EUROPEAN RESEARCH: INNOVATION IN SCIENCE, EDUCATION AND TECHNOLOGY* (pp. 29-31).
10. Abdullayeva, N. I., Sulaymonova, D. H., & Fattoyeva, Z. R. (2019). Methods of teaching in foreign and nonspecific directions. *European Journal of Business & Social Sciences*, (7), 610-611.
11. Idrisovna, Abdullayeva Nabiya (2021) PSYCHOLOGY OF STUDENTS' CHARACTER IN THE WORLD LITERATURE. *Web of Scientist: International Scientific Research Journal*, Volume 2, Issue 5, P. 551-556
12. Abdullayeva, N.I. ORGANIZING AND WORKING WITH SPECIAL TEXTS WITH STUDENTS OF LAND MANAGEMENT DEPARTMENT DURING ENGLISH LESSONS. *Теория и практика современной науки*, 4, P.3-6
13. Абдуллаева, Н. И. (2017). РОЛЬ ФИЛЬМОВ В ИЗУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА И ПЛАНИРОВАНИЕ ВИДЕО-УРОКА. *Ученый XXI века*, 44.
14. Абдуллаева, Н. И., & Ахтамов, У. У. (2016). ПРЕПОДАВАНИЕ АНГЛИЙСКОГО ЯЗЫКА ДЛЯ СТУДЕНТОВ НАПРАВЛЕНИЙ ВОДОПОЛЬЗОВАНИЯ. *Ученый XXI века*, 28.
15. Sulaymonova, D. H. (2019). Using music and song in teaching foreign languages. *International scientific review*, (LXIV).
16. Sulaymonova, D. H. (2020). Music and songs as an effective means of teaching foreign languages in ESP classes. *International Journal of Innovation in Engineering research and technology*.
17. Sulaymonova, D. H. (2019). INNOVATIVE AND INTENSIVE TEACHING METHODS OF FOREIGN LANGUAGES. In *EUROPEAN RESEARCH: INNOVATION IN SCIENCE, EDUCATION AND TECHNOLOGY* (pp. 68-70).



18. Xamzayevna, SulaymanovaDilnoza (2021)Web of Scientist: International Scientific Research Journal, Volume 2, Issue 5, P531-534
19. SULAYMONOVA, DilnozaHamzayevna (2021). WAYS OF USING INNOVATIVE METHODS IN TEACHING ENGLISH. E-Conference Globe, P 179-183
20. Rakhmatovna, F. Z. (2020). INTENSIVE METHODS OF TEACHING ENGLISH. *International Engineering Journal For Research & Development*, 5(8), 6-6.
21. Rakhmatovna, F. Z. (2021). SHORTENED WORDS OR ABBREVIATION SIMILARITY AND DIFFERENCES. *Academicia Globe: Inderscience Research*, 2(05), 480-484.
22. Fattayeva, Z. R. (2019). MUSIC AND PRONUNCIATION. International scientific review, (LXIV).
23. Fattoyeva, Z. R. (2020). The Influence of Music on Pronunciation. *International Journal of Integrated Education, Volume3*, (III), 8.
24. Fattayeva, Z. R. (2019). TEACHING ENGLISH BY MEANS OF MUSIC. In *EUROPEAN RESEARCH: INNOVATION IN SCIENCE, EDUCATION AND TECHNOLOGY* (pp. 75-77).
25. Фаттоева, З. Р. (2017). THE ROLE OF MUSIC IN TEACHING FOREIGN LANGUAGES. *Интернаука*, (9-3), 13-15.
26. Фаттоева, З. Р. (2017). THE EXPRESSION OF PREPOSITIONAL COMBINATIONS IN MODERN ENGLISH. *Интернаука*, (9-3), 15-17.
27. Фаттоева, З. Р. (2016). РОЛЬ МУЗЫКИ В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ. *Ученый XXI века*, 20.
28. Фаттоева, З. Р. (2017). ПРОБЛЕМЫ ФОНОСЕМАНТИКИ В СОВРЕМЕННОМ АНГЛИЙСКОМ ЯЗЫКЕ. *Ученый XXI века*, (2-2).
29. Фаттаева, З. Р. (2016). МЕТОДЫ ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ В ИНДИЙСКИХ УНИВЕРСИТЕТАХ. *Ученый XXI века*, (2-2).
30. Фаттоева, З. Р. (2016). ФОНЕТИКА КАК ЧАСТЬ ЛИНГВИСТИКИ. *Ученый XXI века*, 50.
31. Fattoeva, Z. R. (2016). PHONETICS AS A BRANCH OF LINGUISTIC. *Ученый XXI века*, (6-1), 48-50.
32. Фаттоева, З. Р. (2015). Problems of phonosemantics in modern English. *Молодойученый*, (11), 1699-1701.
33. Фаттоева, З. Р. (2017). ФОНОСЕМАНТИКА В СОВРЕМЕННОМ АНГЛИЙСКОМ ЯЗЫКЕ. *Интернаука*, (9-2), 32-34.
34. Фаттаева, З. Р. (2016). ПРЕДЛОЖНЫЕ СОЧЕТАНИЯ В СОВРЕМЕННОМ АНГЛИЙСКОМ ЯЗЫКЕ. *Ученый XXI века*, 64.
35. Фаттоева, З. Р. (2015). Problems of phonosemantics in modern English. *Молодойученый*, (11), 1699-1701.
36. Abdurakhmonovna, S. D. (2020). FORMING OF THE LEXICAL COMPETENCE OF STUDENTS OF TECHNICAL HIGHER EDUCATION INSTITUTIONS IN THE STUDY OF THE RUSSIAN LANGUAGE. *International Engineering Journal For Research & Development*, 5(8), 6-6.
37. ABDURAKHMONOVNA, S. D. (2020). METHODS OF INCREASING THE LEXICAL COMPETENCE OF STUDENTS OF TECHNICAL HIGHER EDUCATION INSTITUTIONS IN THE STUDY OF THE RUSSIAN LANGUAGE. *METHODS*, 6(4).
38. Abduraxmonovna, S. D. (2019). Technologies and methods of construction modern foreign language lesson. *European Journal of Business and Social Sciences*, 7(5), 599-603.



39. Sulaymonova, D. A. (2019). The main aspects of the formation of lexical skills of students of technical universities. *International scientific review*, (LXIV).
40. Sulaymonova, D. A. (2017). Slovarnaya rabota-vazhnyy faktor ovladeniya russkim yazykom v uzbekskoy auditorii. *Mezhdunarodnyy nauchnyy zhurnal "Internauka"*. M., 2017, (9 (13)), 30.
41. Sulaymonova, D. A. (2019). Structure and content of lexical competence in teaching Russian language to students of technical VUZOV. *European research: Innovation in science, education and technology*, 71-74.
42. Сулаймонова, Д. А. (2018). НАГЛЯДНОСТЬ И ТЕХНИЧЕСКИЕ СРЕДСТВА ОБУЧЕНИЯ НА УРОКАХ РУССКОГО ЯЗЫКА В НАЦИОНАЛЬНОЙ ШКОЛЕ. *Мировая наука*, (6), 329-332.
43. Сулаймонова, Д. А. (2017). СВОЕОБРАЗИЕ ТРУДНОСТИ УСВОЕНИЯ КАТЕГОРИИ РОДА ИМЁН СУЩЕСТВИТЕЛЬНЫХ В ТЮРКОЯЗЫЧНОЙ АУДИТОРИИ. *Интернаука*, (9-2), 28-30.
44. Сулаймонова, Д. А. (2016). СЛОВАРНАЯ РАБОТА–ВАЖНЫЙ ФАКТОР ОВЛАДЕНИЯ РУССКИМ ЯЗЫКОМ В НЕРУССКОЙ АУДИТОРИИ. *Ученый XXI века*, 56.
45. Сулаймонова, Д. А. (2017). ОБУЧЕНИЕ НАУЧНО-ТЕХНИЧЕСКОМУ ПЕРЕВОДУ В НЕЯЗЫКОВОМ ВУЗЕ. *Ученый XXI века*, 27.
46. Сулаймонова, Д. А. (2019). Основы аспекты формирования лексических навыков студентов технических ВУЗОВ. *International scientific review*, (LXIV).
47. Сулаймонова, Д. А. (2019). Структура и содержание лексической компетенции при обучении русскому языку студентов технических ВУЗОВ. In *EUROPEAN RESEARCH: INNOVATION IN SCIENCE, EDUCATION AND TECHNOLOGY* (pp. 71-74).
48. Ураев, Д.С. (2020). ВЫРАЖЕНИЕ ВЕРЫ В ОГОНЬ И ЗОЛУ В ВОЛШЕБНОЕ ИСЦЕЛЕНИЕ НА НАРОДНЫХ ПЕСНЯХ. *European Scientific Conference*, 2020
49. Z.T Safarova, D.S Urayeva. (2020) THE SIMILAR FEATURES IN DEPICTION OF ORPHANS' LIFE IN CHILDREN'S ADVENTURE NOVELS.- *Theoretical & Applied Science*, 2020
50. Ўраева, Д. С. (2014). Замонавий шеърятда бадий кўчимларнинг ангиланиши. Muassis: Vuxoro davlat universiteti TAHIRIYAT: Muharrirlar: MQ Abuzalova MA Bokareva NN Voxidova, 50.
51. Urayeva, D. S., Kaharova, I. S., & Kahhorova, G. S. (2019). MEANING OF EMOTIONAL WORDS IN THE FORMATION OF EXPRESSIONS IN ENGLISH AND UZBEK LANGUAGES. *Scientific reports of Bukhara State University*, 2(2), 57-66.
52. Davlatova, M. H. (2019). Variability of Aspectual Meanings in English. *European Journal of Research and Reflection in Educational Science*, 7(12.2019), 778-780.
53. H., Davlatova M. "Aspectual Variability of Information Culture in the History of the English Language." *International Journal on Integrated Education*, vol. 3, no. 3, 2020, pp. 24-28, doi:10.31149/ijie.v3i3.81.
54. Davlatova M.H. An Integrative history of Aspectual meanings.- *Journal NX-A Multidisciplinary Peer Reviewed Journal*, Volume 6, ISSUE 4, Apr.-2020.-P.17-22
55. Давлатова, М.Х. The role of songs in learning English. / *Молодой ученый*. – 2015. – №10. – С.1145-1147.
56. Davlatova, M. H. Relation of lexical-semantic structure of verbs in the linguistic essence. *IEJRD-International Multidisciplinary Journal*, 6, 5.



57. Davlatova, Mukhayyo H. "Lexico-semantic Structure and Its Analysis on the Example of Verbs." *JournalNX*, vol. 6, no. 06, 2020, pp. 189-192.
58. МХ Давлатова. Этапы работы с видеотекстами на занятиях Английского языка. *Международный научный журнал «Интернаука»*, - М. 2017,16-19
59. Davlatova Mukhayyo Hasanovna. Semantic Implementation of resultative structures. *novateur publications JournalNX- A Multidisciplinary Peer Reviewed Journal Volume 7, Issue 6, June. - 2021.*
60. Давлатова, Мухайё. "Aspectual and lexico-semantic classification of verbs." *Сўз санъати халқаро журналі 1* (2020).
61. Давлатова, Мухайё Хасановна. "The expression of resultative and depictive constructions in english and uzbek languages." *международный журнал искусство слова 4.5* (2021).
62. Davlatova Muhayyo Hasanovna. Variability of aspectual meanings in english .*European Journal of Research and Reflection in Educational Sciences Vol. 7 No. 12, 2019 ISSN 2056-5852 Progressive Academic Publishing, UK Page 777 www.idpublications.org .*
63. МХ Давлатова. Работа над видеотекстам на занятиях Английского языка. *Теория и практика современной науки*, 242-246
64. МК Davlatova. The Process of the transformation of philosophy understanding as factor of information culture of thye English Renaissance. (XVIC.) *Oriental renaissance: Innovative, educational, natural and social sciences 1.5\2021*
65. Davlatova Mukhayyo Hasanovna. (2021). Linguistic and cognitive features of performing effective actions. *World Bulletin of Social Sciences*, 3(10), 41-44. Retrieved from <https://scholarexpress.net/index.php/wbss/article/view/166>.
66. Davlatova Mukhayyo Hasanovna. (2021). Different aspects of the resultative structures according to their linguistic essence. *Academicia Globe: Inderscience Research*, 2(05), 475–479. <https://doi.org/10.17605/OSF.IO/D4T8J>
67. МХ Давлатова. Этапы работы с видеотекстами на занятиях Английского языка. *Международный научный журнал «Интернаука»*, - М. 2017,16-19. Qahramonovna, S. S. (2020). TEACHING FOREIGN LANGUAGE USING INFORMATION AND COMMUNICATION TECHNOLOGY IN PEDAGOGICAL AND PSYCHOLOGICAL ASPECTS. *International Engineering Journal for Research & Development*, 5(8), 5-5.
68. Sharopova, S. K. (2018). PECULIARITIES OF ARTICLE OMISSION IN MODERN ENGLISH LANGUAGE. *Теория и практика современной науки*, (4), 594-596.
69. Sharopova, S. Q. (2017). INGLIZ VA O'ZBEK TILLARIDA OMONIM VA SINONIM SO'ZLARNING TAHLILI. *Интернаука*, (9-3), 50-52.
70. Sharopova, S. K. (2016). ANALISYS OF SYNONYMS IN ENGLISH AND UZBEK LANGUAGES. *Ученый XXI века*, (6-1), 60-62.
71. Шаропова, Ш. К. (2018). Развитие системы профессионально-ориентированного обучения иностранным языкам в техническом вузе на основе предметно-языковой интеграции. *Школабудущего*, (4), 123-129.
72. Shahlo, S. (2020). PEDAGOGICAL CONDITIONS FOR THE FORMATION OF TRUE AUTHORITY OF THE TEACHER. *INTERNATIONAL JOURNAL OF DISCOURSE ON INNOVATION, INTEGRATION AND EDUCATION*, 1(3), 21-26.
73. Шаропова, Ш. К. (2018). КОММУНИКАТИВНЫЙ ПОДХОД К ИЗУЧЕНИЮ ИНОСТРАННОГО ЯЗЫКА. *АКАДЕМИЧЕСКОЕ ПИСЬМО. ББК 1 P76*, 119.



74. Шаропова, Ш. РАБОТА С ПРОФЕССИОНАЛЬНЫМИ ТЕКСТАМИ ПРИ ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ В ОБРАЗОВАТЕЛЬНЫХ ОРГАНИЗАЦИЯХ ТЕХНИЧЕСКОЙ НАПРАВЛЕННОСТИ КАК СРЕДСТВО ФОРМИРОВАНИЯ КОНКУРЕНТОСПОСОБНОГО СПЕЦИАЛИСТА. Проблеми та перспектив розвитку сучасної науки в країнах Європи та Азії, 43.
75. Sharopova, S. K. (2018). THE ROLE OF GAMES IN TEACHING ENGLISH. Теория и практика современной науки, (4), 596-598.
76. Шаропова, Ш. К. (2016). СЕМАНТИЧЕСКИЕ ОСОБЕННОСТИ СИНОНИМОВ. Ученый XXI века, 70.
77. Sharopova, S. Q. SEMANTIC PECULIARITIES OF SYNONYMS. УЧЕНЫЙ XXI ВЕКА, 69.
78. Шаропова, Ш. К. (2016). СОЕДИНЕНИЕ ПСИХОЛОГИИ И ЛИТЕРАТУРЫ. Ученый XXI века, (2-2).
79. Шаропова, Ш. К. (2016). АНАЛИЗ СИНОНИМОВ В АНГЛИЙСКОМ И УЗБЕКСКОМ ЯЗЫКАХ. Ученый XXI века, 62.

