тасриф ал-Иззий” номли асарида “муътал” - “заиф” ҳарфли феъллардаги тил ҳодисалари ўзига хос тил қоидалари асосида тўлиқ таснифланган. “Шарҳ ат-тасриф ал-Иззий” номли асарини 1338 йилда 16 ёшида ёзиб тугатади. Ушбу асарнинг қўлёзма нусхалари Ўзбекистон Шарқшунослик қўлёзмалар марказида 2875/V рақами остида сақланади. Ушбу асар араб тилининг морфологияси (сарф илми)га бағишланган бўлиб, “Шарҳ ат-тасриф аз-Зинжоний” деб ҳам номланади. [1] Бу асар Иззуддин Иброҳим ибн Абдулваҳҳоб ибн Имодуддин ибн Иброҳим аз-Зинжонийнинг “Тасриф ал-Иззий” асарига ёзилган шарҳдир.

3. “Муътал” - “заиф” ҳарфли феъллардаги мураккаб тил ҳодисалари шарқшунос олимларимиз ва замондош араб наҳвшунос олимлари асарларига нисбатан мумтоз тилшунос олимлар асарларида кенгроқ ўрганилгани эътиборга молик.

4. “Заиф” ҳарфли феъллар араб тили лексикасида катта ўринга эга бўлиб, тил ўрганувчиларнинг бундай феълларни ёд олиш баробарида унинг ҳосила бобларини, масдар, сифатдош ва бошқа отларни амалиётда ва луғат китобларидан фойдаланишда тўғри қўллай олиш кўникмаларини ҳосил қилишлари муҳим аҳамиятга эга эканлигини эътиборга олиш керак. Шу жиҳатдан олиб қараганда, “муътал” - “заиф” ҳарфли феъллардаги юқорида кўриб чиққанимиз мураккаб тил ҳодисаларини шарқшунос олимларимиз, замондош араб наҳвшунос олимлар ва мумтоз тилшунос олимлар асарлари асосида, классик ва замонавий адабиёт намуналари мисолида чуқур ва атрофлича ўрганиш долзарб масала бўлиб қолмоқда.

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Effectiveness of needs analysis for KSP courses

Abstract. In this article, we indicated small survey on needs analysis for KSP (Korean for specific Purposes) and discussed assistance of needs analysis for the development of effective language courses according to learners` needs. As other KLT courses, KSP programs require KL teachers' good knowledge and collaborative team-work with subject matter professionals. The target needs analysis was done to enhance the effectiveness of KSP course for medical workers. Triangulation was used to collect the data for identifying the 'needs', 'lacks', 'wants' of medical doctors. Triangulation method was consisted of semi-structured interview, questionnaire and observation. The results from the data were shown in pie chart and tables below. Statistics showed that doctors who are native Uzbeks have good background of knowledge of Korean but have some 'needs' to enhance the communication skills.

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[1]http://muslim.uz/index.php/rus/maqolalar/item/3307-sa-duddin-at-taftazonijning-ilmij-merosi

Keywords and expressions: KSP (Korean for Specific Purpose), triangulation, semi-structured interview, quantative/qualitative method.

Аннотация. Ушбу мақолада биз KSP (Корейс тилини махсус мақсадларда ўрганиш) учун тил ўрганувчининг "эҳтиёжлари" таҳлили бўйича кичик сўровнома кўрсатдик ва ўрганувчиларнинг эҳтиёжларига кўра самарали тил курсларини ишлаб чиқишда "эҳтиёжларни таҳлил қилиш" ёрдами ҳақида муҳокама қилдик. Бошқа KLT (Корейс тили курслари) сингари, KSP дастурлари ҳам KL (Корейс тили) ўқитувчиларидан яхши билим талаб қилади ва тил курсларини ташкиллаштириш бўйича "мутахассислар" (яъни тилни ўз мутахассисликлари) мақсадида ўрганувчилар билан ҳамкорликда жамоавий ишлашни талаб қилади. Тиббиёт ходимлари учун KSP курсининг самарадорлигини ошириш учун ўрганувчиларнинг "тилдаги эҳтиёжлари" таҳлили ўтказилди. Триангуляция шифокорларнинг Корейс тилини билишларидаги "эҳтиёжлари", "камчиликлари", "истаклари" ни аниқлаш учун маълумотларни тўплаш мақсадида ишлатилди. Триангуляция усули ярим тузилган суҳбат, анкета ва кузатишдан иборат эди. Маълумотлардан олинган натижалар думалоқ диаграмма ва қуйидаги жадвалларда кўрсатилган. Статистик маълумотлар шуни кўрсатдики, асли Ўзбеклар бўлган шифокорлар корейс тилини яхши билишади, лекин мулоқот қилиш кўникмаларини оширишга «эҳтиёжлари» бор.

Таянч сўз ва иборалар: KSP (Корейс тилини махсус мақсадларда ўрганиш), триангуляция усули, ярим структуравий интервью-суҳбат, миқдорий/сифат услуби.

Аннотация. В этой статье проведен небольшой опрос по анализу потребностей в KSP (корейский язык для специальных целей) и обсуждена помощь «анализа потребностей» для разработки эффективных языковых курсов в соответствии с потребностями учащихся. Как и другие курсы KLT, программы KSP требуют хороших знаний преподавателей KL и совместной командной работы со специалистами в предметной области. Проведен анализ целевых потребностей для повышения эффективности курса KSP для медицинских работников. Триангуляция использовалась для сбора данных для выявления «потребностей», «недостатков», «желаний» врачей. Метод триангуляции состоял из полу структурированного интервью, анкетирования и наблюдения. Результаты данных были показаны на круговой диаграмме и в таблицах ниже. Статистика показала, что врачи, являющиеся коренными узбеками, хорошо знают корейский язык, но имеют некоторые «потребности» в улучшении коммуникативных навыков.

Опорные слова и выражения: KSP (корейский для специальных целей), триангуляция, полуструктурированное интервью, количественный/качественный метод.

Introduction. As we know, Korea and Uzbekistan have been building strong ties and cooperation have been going between two countries. According to Robertson (2005) states that during the 1960s to 1990s, Korea was one of the most prosperous and affluent Asian countries, although the financial crisis of 1997 temporarily halted that prosperity. However, since the turn of the century, Korea has been immensely successful at promoting itself culturally, in what is called the "Korean wave" of cultural industry, becoming one of the world's top ten cultural exporters in 2008. With the growing success of the "Korean wave," the Korean language has received more attention in our country too as thousands of Koreans

are living and working in Uzbekistan and Uzbek and Korean professionals are having ties in various spheres. Especially, during last 10 years more investment contributed to medical projects and it is uniting Korean and Uzbek doctors during the implementation. In spite the fact that majority of Uzbek doctors who work in such projects have studied in Korea and have some job experience in Korea, they lack some language skills in Korean for Medical Purposes. Therefore, there should be developed some KSP courses for learners who has need for learning Korean for occupational purposes in Uzbekistan. While developing courses for Language learning for Specific Purposes (LSP), researchers initially apply to Needs Analysis theory. Needs analysis plays a vital role in developing any language course in order to accomplish it successfully as it is more likely to disclose the current needs, lacks and wants of the selected learners[1].

In addition to this, needs analysis can aid to figure out appropriate objectives, activities and instructions which eventually form an effective curriculum for the target group learners' needs. We conducted needs analysis based on three research instruments namely, observation, interview and questionnaire. According to Richard (2001), triangle method was advised to determine the target group learners' needs yet it can yield sufficient data about the leaners' wants and lacks in terms of language acquisition. Flowerdew (2013) acknowledges that needs analysis helps language teachers and instructors choose, tailor and adapt proper and effective course content. As Hyland (2006) states for collecting well -founded and valid data from the research, there are three main options: 1) triangulation- the use of more than one research tool; 2) prolonged engagement- the usage of repeated observation; 3) participant verification -Analysis discussion with participants[2].

Long (2005) also argues for the *triangulation* of data sources and methods by involving the students, teachers and domain experts. We did needs analysis for KSP and according to Lindy Woodrow (2018), it may occur in different settings, it may happen in universities, training institutions or in the workplace and the workplace needs analysis involves the analysis of authentic tasks through on-site observations and ethnographic research. To some extent, we tried to cover the stages in our needs analysis process. While conducting needs analysis, there were four doctors of private clinic who voluntarily participated in the research. First half of the doctors were males and the next of them were females. After conducting needs analysis, necessary data about the target learners were revealed through interview, questionnaire and observation tools and findings were depicted turn by turn in the above.

First half of the doctors were males and the next of them were females. After conducting needs analysis, necessary data about the target learners were revealed

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[1] Sung, J.B. (2015). Korean for specific purpose program for students of hospitality. In J, Trace, T. Hudson, J.D. Brown, *Developing Courses in Languages for Specific Purposes* (253-270).

[2] Flowerdew, L. (2013). *Needs Analysis and Curriculum Development in ESP*. In Paltridge, B. and S. Starfield (Eds) The handbook of English for Specific Purposes, 325-346.

through interview, questionnaire and observation tools and findings were depicted turn by turn in the above.

Interview

The first research tool that we deployed into our research was interview which encompassed Qualitative method: Semi-structured interview. Qualitative method semi-structured interview was consisted of three parts questions: background, consequences and strategies for coping with insufficient language skills and coping at work. Results of the semi-structured interview with the employees of private clinic showed the following:

Interview was done with four doctors two female and two male doctors. The same interview questions were given to each doctor individually and among the four doctors, one of the male doctor expressed strong need for enhancing communication skills for interacting with the patients especially he has problems with the cultural aspects due to the reason that he hadn`t been to Korea yet. He wants to improve the skills on speech acts. One female doctor expressed the need for expansion of medical vocabulary and enhance the pronunciation skills to be more accurate and fluent both in spoken and written discourse. Another male doctor expressed the difficulty with the understanding of Korean speech, she mainly wants to enhance listening skills and speaking accuracy especially with the pronunciation of the words. The last one, female doctor who has recently returned from maternity leave and has difficulty with linguistic aspect, she has to improve all language skills including speech acts, functional language, culture to be focused on speaking due to long years of having no interaction with Korean patients and most vocabulary is forgotten. Moreover, she has no living experience in Korea.

According to the interview results, we see the need for speaking skill showed 25% and it speaks about a big need especially for communication skills and high percentage with vocabulary and grammar 20% followed the speaking. Moreover, the need for improving functional language showed the same percentage 20%. They want to study the functional language of speech acts as they ease their job to interact with their patients in proper way. It was for cultural purposes more. Mainly, two of the doctors has need to improve listening skill and pronunciation of words in order to enhance the speaking accuracy was 15% (listening) and 10% (pronunciation). Writing was also showed the 10% of overall percentage that doctors have to enhance their writing skills in order to record patient illness history and prescribing the medicine. Generally, they want to benefit from course by enhancing their Korean skills in order to execute their work for clinical communication concerning medical procedures and treatments, and doctor-patient interactions. This data analysis was collected and calculated by using the quantitative method of statistics.

Results of the data analysis was illustrated by pie-chart (in percentage).

Linguistic problems:
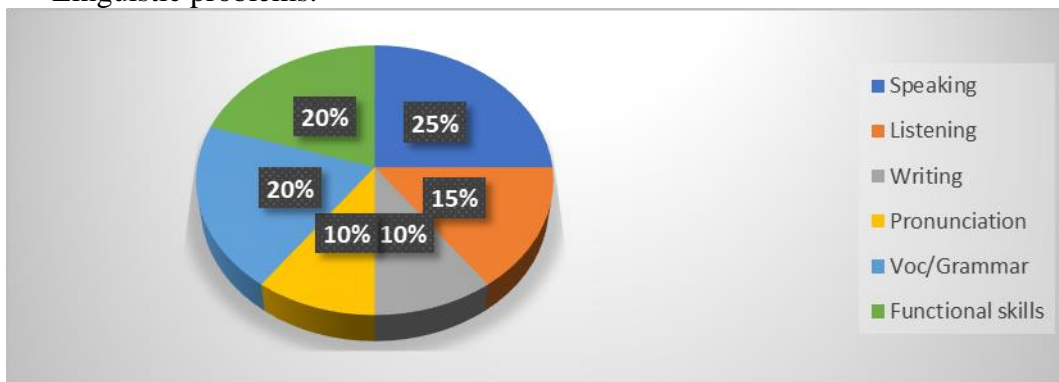
Questionnaire

The second type of instrument which had been utilized in the research was questionnaire and it consisted of three parts: personal questions (learner profile); language background (level); and language needs. In the first part of question-naire, doctors filled in the blanks according to their personal data and in the second part of questionnaire; they responded multiple choice questions according to their language level, strong and weak points in the language skills. The last part of questionnaire required the doctors to rate which skills of language less and more important for them based on their needs.
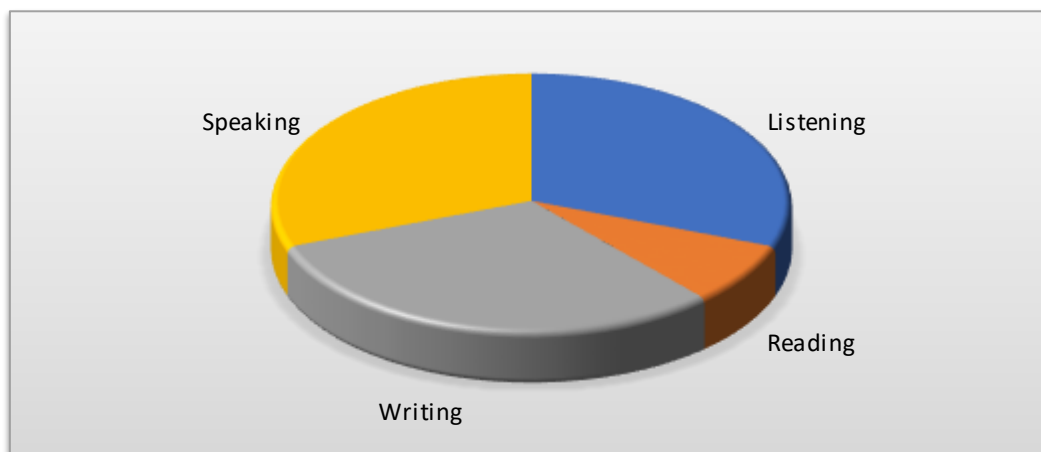
In the below three parts of questionnaire were illustrated. Firstly, their age and gender (learner profile) equality were depicted. Lastly, their language needs for each skill (speaking, writing, listening and reading) were shown. Results of the third part of the questionnaire showed that, most of the participants preferred to select "very essential" needs for speaking, listening, and writing. The participants selected "essential" or "not essential" responses for reading skills as well as sub-skills.

Personal questions (learner profile)

Female Male

50% 50%

Language needs

Speaking Listening

Writing Reading
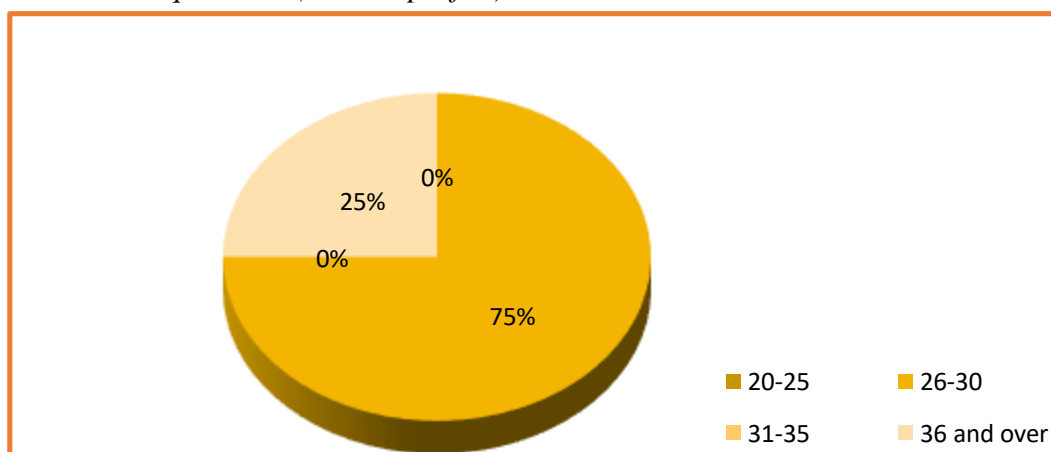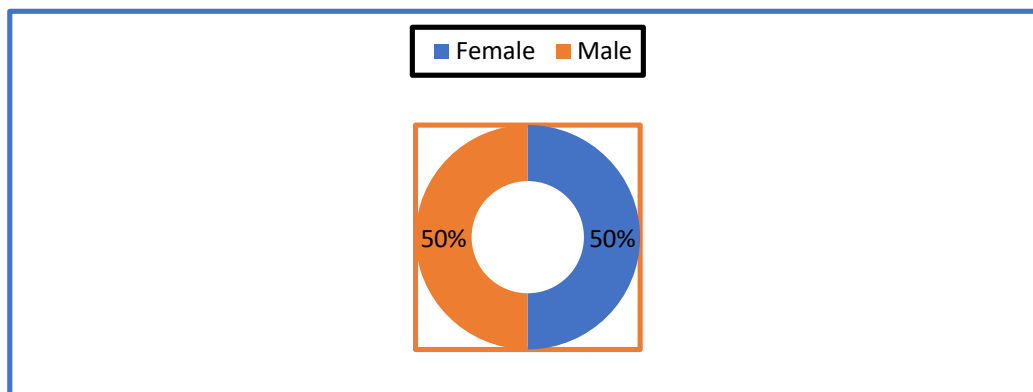
Observation

The third research tool that we used to receive data was an observation form. Observation is not only one of the best direct methods of collecting information about learners but also a great chance for language instructors to observe and find real problem of teaching process. As Sung, J.B. (2015) mentioned learners should recognize aspects of Korean culture and demonstrate culturally appropriate behavior. For this reason, we decided to directly observe conversation between doctor and international patient in order to find real problem of doctors' language process. The observation highlights significant parts of usual doctor-patient conversation such as greeting, leading, diagnosis, consultation, farewell. While observing, I focused on the duration and procedure of each part, and questions utilized in each part and cultural features concerning each part. The observation was carried out two times separately on different days, 4 doctors were observed[1].

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[1] Sung, J.B. (2015). Korean for specific purpose program for students of hospitality. In J, Trace, T. Hudson, J.D. Brown, *Developing Courses in Languages for Specific Purposes* (253-270).

Official permission was taken from the administration of the clinic, doctors, and patients. After having permission, we agreed on definite day and time, we carried out observation of the interaction between the doctors and patients. Each consultation lasted for 10-15 minutes. The first observation was administered on June 19st, 2021.

The second one conducted on June 21st, 2021. We observed the conversation between the doctors and two Korean patients. The first patient was a male at the age of 57 who suffered from cardiovascular disease and rheumatism. The second patient was a female at the age of 39 who had a stress-related illness and vulnerability to obesity. The patients were checked out by 4 different doctors. Indeed, I analyzed the observation from language and cultural points of view, and gave below in the tables:

Difficulties in Language	
Understanding challenges	Production challenges
- Doctor 1 intended to take notes; however, he could not since the patient spoke quite fast. Doctor1 could not catch the patient's fluent speech. -Doctor 1 and Doctor 2 constantly, asked clarification, because he didn't comprehend some words, especially verbs with particles and some casual words which are common in spoken Korean e.g. head is throbbing, come down with, fight off, to be under the weather. Therefore, the patient had to repeat the same things several times.	-Doctor 1 and Doctor 2 had difficulties in dealing with speaking, as challenged to express her views as well as recommendations. That's why overused fillers and always stopped to think what to say. -Doctor 1 and Doctor 2 lacked confidence, particularly in using specialized vocabulary. She applied some uncommon words in speaking. -Doctor 2 had spelling mistakes while writing a prescription. Besides made some grammar mistakes while filling a checklist.
-Doctor3faced difficulties in comprehending native speaker's speech because she was speaking in Busan dialect. Therefore, didn't understand different accent. Doctor 4 faced difficulties in understanding informal spoken Korean.	- Doctor 3 while giving recommendations and opinions utilized too formal language with formal academic vocabulary. -Doctor 4 spoke very slowly and had long pauses.

Cultural Points		
Cultural differences	Paralanguage	Speech acts
-Doctor1 as representative of Uzbek culture did a bit long greeting. She asked extra private questions not concerning the health conditions of the patient. Doctor2 shook hands when the patient didn`t expect it.	-Doctor3 mostly tried to avoid eye contact although the patient tried to keep eye contact during the interaction with Doctor3. Although Doctor 2 tried to look friendly since he was smiling he looked a bit unfriendly with crossed arms.	-Doctors were not aware of the apology speech act, when they misspelled the name of pills or name of the patient Doctors didn't know request speech acts as well.

As it might be seen doctors do not comprehend the native speakers who had fluent speech, and used some fixed expressions or phrasal verbs, while another doctor was not able to understand language due to different language variations in terms of pronunciation, stress, and accent. Besides, doctors faced challenges in speaking and understanding certain words, because the former vocabulary is limited.

On top of that, two doctors are unfamiliar with a Korean country's culture, beliefs, and particular features. Therefore, they could not interact appropriately with males and females, and those with certain religious beliefs. Moreover, doctors didn't take into consideration the significance of paralanguage. As a result, during the conversations with the patients, they didn't maintain eye-contact, keep hands in the pockets, or crossed arms.

After conducting needs analysis and analyzing the collected data, following objectives for this particular program teaching were set:

Language objectives: SWBAT

• enhance speaking skills in communicating with patients as well as with Korean colleagues;

• utilize appropriate vocabulary in writing reports and prescriptions;

• distinguish different examples and cases of speech acts provided in various situations;

• express opinions, offers and recommendations using suitable format, style and register of language; use essential strategies to listen for gist and specific information;

 Content objectives: SWBAT

• implement applicable types of speech acts according to a situation;

• analyze different cultural situations in terms of religion, gender, nationality;

• demonstrate a good listening and note taking abilities utilizing suitable strategies;

Conclusion. This needs analysis was done by KL teachers who has little experience in teaching KSP and especially with learners who are willing to learn KSP. In Uzbekistan, teaching KSP is absolutely new sphere to be developed in many universities and language institutes. However, majority KL teachers are already interested in developing the KSP courses and aware of the importance of needs analysis to learn their learners` needs and lacks in order to design successful syllabus. That`s why, we tried to have small investigation by using triangulation method in order to know the needs, lacks and wants of doctors of private clinic in Tashkent and further decided to develop the KSP course according to the results of data that was collected through oral interview, questionnaire and field observation. Doctors need to enhance their speaking skills which is the most 'need' currently, utilize medical vocabulary, and to be able to express speech acts properly in different cases. Further, this type of needs analysis can be done with more number of medical staff or with medical students who further are willing to work with Korean doctors and patients in Uzbekistan. Moreover, needs analysis for KSP in Uzbekistan should be done not only in the sphere of medicine but also in development of IT, Architecture, Engineering purposes too due to the prospering cooperation of Korea and Uzbekistan. As a big example, we may indicate that in some of the private institutes, Korean language has already set as a foundation subject in academic curricula and all freshmen study Korean in various faculties. Further, we may offer them more specific Korean courses that can assist in enhancing their language skills for development of specific or occupational purposes and improve their `lacks` and gain skills according to their `wants` and create an effective learning. Overall, we need to investigate more researches in KSP field and more needs analysis should be done by teachers in order to understand their learners` needs and more teacher trainings are necessary for understanding the effectiveness of KSP courses.

АЛИМОВА СЕВАРА
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Хитой тилида омонимиянинг сўз ясовчи жараёнларига оид

Аннотация. Омонимия масаласи нафақат тилнинг асосий бирлиги бўлмиш сўз-нинг чегараларини белгилаш билан боғлиқ муҳим назарий масала, балки амалий лексикографиянинг энг мураккаб масалаларидан бири.

Хитой тилидаги сўз ясовчи жараёнлар умуман олганда омонимиянинг тўлдири-лишига хизмат қилади. Сўз ясовчи жараёнлар қаторига сўз қўшиш, аффиксация, конверсия ва қисқартириш жараёни киритилади. Хитой тилидаги омонимиянинг ман-балари ва пайдо бўлиши сабаблари ҳақида айтиш керакки, хитой тилида омонимиянинг асосий ва туб манбаси сифатида тилнинг фонетик тузилиши ва фонетик жараёнлар хизмат қилади. Мазкур мақолада ана шу масалалар ўз ифодасини топган.