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PROCESSING OF LINGUODIDACTICS, LINGUOPHILOSOPHY AND TRANSLATION STUDIES IN LINGUISTICS

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THE AVANTAGES OF ESPERANTO AS A UNIVERSAL LINGUA FRANCA: ADDRESSING LINGUISTIC INEQUITIES IN SCIENTIFIC COMMUNICATION

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Abstract. *In a world increasingly interconnected through globalization, the need for effective communication across linguistic boundaries has never been more critical. While English has emerged as the dominant language of science and academia, this trend raises significant concerns regarding equity, accessibility, and cultural representation. Esperanto, a constructed international auxiliary language, offers a compelling alternative. This article aims to explore the advantages of using Esperanto in scientific communication, addressing common misconceptions and highlighting its potential to create a more equitable landscape for researchers worldwide.*

Keywords: *Emerged, misconception, prevelant, unifying, undermining, dual burden, authentic representation, academic curricula.*

INTRODUCTION.

Esperanto was created with an emphasis on inclusivity and respect for all cultures. Its vocabulary draws from various languages, allowing speakers from different backgrounds to feel represented. This characteristic makes it a fitting choice for global scientific discourse, where collaboration across cultures is essential.

One of the most prevalent myths about Esperanto is that it aims to eliminate all other languages and establish dominance over them. This notion is fundamentally flawed. Esperanto was designed as a common linguistic platform to facilitate communication among speakers of different native languages. Just as a hotel owner uses a master key to access all rooms without needing multiple keys, Esperanto provides a single, unifying language that can ease communication without undermining the rich diversity of existing languages. Another misconception is that Esperanto is merely a simplistic code incapable of conveying complex ideas. This claim is easily debunked by the fact that accomplished scholars, including Nobel Prize winner Reinhard Selten in mathematics, have utilized Esperanto to express intricate theories and concepts. The language's structure allows for flexibility and nuance, enabling speakers to articulate sophisticated thoughts effectively.

To realize the potential of Esperanto in scientific communication, educational initiatives must be established at various levels. Integrating Esperanto into academic curricula can provide students with valuable language skills while fostering an appreciation for linguistic diversity. Universities could offer courses in Esperanto alongside traditional language programs, equipping future researchers with the tools they need to engage in international collaboration.

In contrast, adopting Esperanto as a common language would allow researchers from diverse linguistic backgrounds to focus solely on their research without the added pressure of mastering English. This shift would promote fairness and inclusivity, enabling scientists to contribute equally regardless of their native language.

The translation works in the opposite direction. Usually, the translator works toward his/her native language. Kawabata is translated into French by a native French speaker. One might wonder. Kawabata into Esperanto is translated by a native Japanese speaker. This person knows the culture and the language, and the target language is Esperanto, a flexible language in which you can create the word you need.

Translation plays a crucial role in disseminating knowledge across cultures. However, it often relies on translators working toward their native language, which can introduce biases and inaccuracies. For example, when translating works like those of Japanese author Yasunari Kawabata into French, a native French speaker may struggle to capture the subtleties and cultural nuances embedded in the original text.

In contrast, translating Kawabata's work into Esperanto by a native Japanese speaker would allow for a more authentic representation of the original meaning. Esperanto's inherent flexibility enables translators to create words as needed, providing them with the tools to convey complex ideas accurately. This approach not only enhances the quality of translations but also fosters greater cultural understanding. Language is not merely a tool for communication; it embodies cultural identity and heritage. Elevating one national language to international status can unintentionally marginalize other cultures and languages. By adopting Esperanto as a neutral lingua franca, we can honor linguistic diversity while promoting equitable communication.

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ADABIY TIL TARAQQIYOTI JARAYONIDA MENTAL-MADANIY MULOQOT

Salohiy Dilorom Isomiddin qizi
filologiya fanlari doktori, professor, SamDCHTI

Annotatsiya. *Maqolada turkiy adabiy tillar yaratilishi jarayonida mutafakkir shoir va adiblarning ijodiy uslublarida ko‘zga tashlangan g‘oyaviy-badiiy uyg‘unlik haqida so‘z yuritiladi. Mutafakkir ijodkorlar Sharqda kechayotgan romantizm sharoitida o‘zlarini o‘ylantirgan ijtimoiy masalalar xususida faqat badiiy so‘z va timsollar vositasida fikr-mulohazalar bildiradilar.*

Kalit so‘zlar: *dunyo tillari, Eron va Turon, g‘ayrat-aql-ilm, Firog‘iy, “Qiyomat”, nasihatlar.*

KIRISH.

Turkiy-o‘zbek adabiy tilining asoschisi bo‘lmish mutafakkir shoir va davlat arbobi Alisher Navoiy “Muhokamatul-lug‘atayn” asarida til ta'rifi va xususiyatlari haqida shunday yozadi:

“So‘zning turlari shu qadar ko‘pki, o‘ylash va tasvirlab chiqish mumkin emas. Agar mubolag‘a qilmay, yuzaki bayon qilinsa va qisqalik bilan yozib chiqilsa, yetmish ikki navga bo‘linib, yetmish ikki xalqning so‘ziga aylanishida hech bir so‘z yo‘q; lekin bundan ham ko‘pdir. U shundayki, yer yuzi yetti iqlimining har birida necha mamlakat bor, har bir mamlakatda necha shahar, shaharcha va kent bor va har dashtda necha xil sahronishin xalq, har bir tog‘ning kamarlarida va yuqorisida, har bir daryoning orolida va qirg‘og‘ida necha guruh odamlar bor. Har bir jamoaning tillari o‘zgalaridan va har guruhning so‘zlashuvlari yana birlaridan o‘zgacha va bir necha xususiyatlar bilan farqlidirki, bu ayirma o‘zgalarda yo‘qdir”.

Ulug‘ shoir shunday tushuntiradi: bu tillarning barchasidan arab tili nafislik bilan ajralgan va badiiylik bezagi bilan mo‘'jiza ko‘rsatuvchandirki, bunda hech bir til ahllarining da'vosi yo‘q, so‘zi «to‘g‘ri” deyish va ishi taslim bo‘lish, xolos.

Bundan so‘ngra uch nav til borki, hamma tillarning aslidir va bu tillarning har biri o‘z gapiruvchilarining so‘zlashuvlariga mosdir. Bu tillarning shaxobchalari benihoya ko‘pdir. Ammo turkiy, forsiy va hindiy tillari asl tillarning chiqish o‘rnidirki, Nuh payg‘ambarning uch o‘g‘li: Yofas, Som va Homga borib yetishadi. Bu qisqa so‘zning tafsili shuki, Nuh to‘'fon fitnasidan xalos topganda va uning halokatidan qutulganda dunyo yuzida bashar jinsidan asar va inson navidan namuna qolmagan edi. Bu vaqtda Yofasni – uni tarixchilar Abu-turk deb yozgan – Xitoy mamlakatiga yubordi. Somni – uni Abu-furs deb yozganlar – Eron va Turon mamlakatlarining o‘rtasiga hokim qildi. Homni esa – uni Abu-hind deb ataganlar – Hindiston mamlakatiga uzatdi. Bu uch payg‘ambarzodaning avlodlari va o‘zlariga qarashlilari mazkur mamlakatlarda yoyildilar, u yerlarda zichlashib ketdilar.

Uch til: turkiy, forsiy va hindiy tillari bu uchovining avlod va qaramlari o‘rtasida tarqaldi”.

Markaziy Osiyoda mo‘g‘ul istibdodidan so‘ng boshlangan turkiy yuksalish davrida turkiy tilda badiiy asarlar yaratishga bo‘lgan ehtiyoj kuchaydi. X-XII asrlar o‘zbek diniy adabiyotida, xususan, Xoja Ahmad Yassaviy ijodida turkiy she'riyatning asosiy tarkibiy omillaridan biri bo‘lmish xalqchillik an'anasi – badiiy fikrning til va uslub jihatidan oddiy xalqqa tushunarli, ta'sirchan she'riy ifodasi ko‘zga tashlansa, XVI asr boshlaridagi adabiy yodgorliklarda nafaqat mavzu va mazmun, balki shakl jihatidan ham o‘ziga xos turkonalikka intilish, aniqrog‘i, turkiy qo‘shiq uslubi va vazniga murojaat etish hollari kuzatiladi.

Turkiy adabiy til yaratilishi jarayonida bu tildagi xalqchil she'riyatning turkiy mumtoz she'riyat darajasiga yetishi, ma'lum bo‘lganidek, XV asrning ikkinchi yarimlarigacha davom etadi. Bu ijodiy takomil jarayoniga Alisher Navoiy lirikasi yakun yasadi. Navoiy qadimgi o‘zbek tilining taqdiri yuzasidan Sulton Husayn Boyqaro amalga oshirgan siyosati va amaliy tadbirlarni o‘ziga xos yo‘sinda qo‘llab-quvvatladi.

Turkiy she'riyatning badiiy qonuniyatlar tizimi talablariga yaqin, tabiiy rivojini yanada tezlatish uning adabiy-estetik o‘ziga xosligi va ijtimoiy faolligini oshirish uchun nimalarga e'tibor qilmoq kerakligini Navoiy birinchi bo‘lib anglab yetdi. Eng avvalo, shoir turkona uslubiy asoslardagi she'riyatning klassik uslub darajasidagi takomili uchun turkonalik an'analaridan katta mahorat bilan foydalanib ijod qildi. U turkiy she'riyatni musta'zod va musammat kabi yangi janrlar bilan boyitdi. Bundan so‘ng, betakror badiiy tasvir usullari va favqulodda ta'sirchan badiiy lavhalar yaratish bilan bir qatorda, tatabbu va tazmin san'atlarining ham yangicha namoyishini ko‘rsatdi.

Donishmand adabiyot nazariyotchisi va mutafakkir shoir Alisher Navoiy benazir lirikada o‘zbek she'riyatining qadimiy an'analari va badiiy o‘ziga xosliklaridan ijodiy foydalanib ulkan ijodiy muvaffaqiyatlarga erishgan va bu hol avlodlar uchun alohida ibrat va xos maktab vazifasini o‘tayveradi.

Turkiy til taraqqiyotining qardosh xalqlar adabiyotidagi ko‘rinishlari, yozma adabiyotda adabiy til yaratilishi jarayoni ham nihoyatda qiziqarli.

O‘n sakkizinchi asr o‘rtalarida (taxminan 1733-yilda) Atrek daryosi yoqasidagi Hojigovshan qishlog’ida dunyoga kelib, ellik yoshlarida olamdan o‘tgan ulug‘ turkman shoiri Maxtumquli Firog’iy o‘z davri she’riyatiga yangi ruh va mazmun olib kirdi, bu bilan barcha turkiy tilli xalqlar orasida keng shuhrat qozondi.

Maxtumquli ijodining shakllanishida mumtoz sharq poetikasi uslublari, xususan tilga olingan benazir shaxsiyatlar asarlarining o‘rni va ta’siri g‘oyat katta bo‘ldi. Uning badiiy jihatdan yuksak, mazmunan chuqur, mavzu yuzasidan rang-barang, ravon va maftunkor til bilan ijod etilgan asarlari nafaqat turkman xalqi, balki barcha turkiy tilli xalqlar orasida shuhrat qozondi, keng yoyildi.

Maxtumquli she’riyatini sevimli va ellarga taniqli qilgan xususiyat – undagi xalqchillik tamoyilidir. Shoir mumtoz ilmiy-badiiy tafakkurga ega bo‘lgani holida, ijodi jarayonida xalq og‘zaki ijodidan ham barakali ta’sirlangan. U lirik yaratmalarini xalq orasida keng yoyilgan qo‘shiqlar janrlarida, marosim qo‘shiqlari ohanglari yo‘sinida, xalq tilida ko‘p qo‘llaniladigan iboralar, hikmatli so‘zlar, maqol va matallardan foydalanilgan tarzda ijod etadi.

Ammo Maxtumquli she’riyarining el orasida juda keng yoyilib, mashhur bo‘lib ketishiga sabab bo‘lgan xususiyatlardan eng ustunu – bu undagi pand-o‘git, nasihat motivlari, axloqiy-ma’naviy fikr-mushohadalar, ma’naviy qadriyatlar tashviqidir. Bu yo‘sinda shoir ba’zan o‘ziga ham nasihat qiladi, ijodining mohiyatini ham bayon etadi. Chunonchi:

Dono bo‘lsang, miskinlarni unutma,
Afzal bo‘lsang, nomardlarga bosh tutma,
Erk istasang, go‘zal dostoning sotma,
Elingga baxsh aylab o‘tgil, Firog‘iy.

Jamiyat va inson muammolarini o‘z ijodida teran tahlil etgan va bu sohada o‘zining o‘lmas insonparvar g‘oyalari, fikr-mushohadalarini bayon etib ketgan alloma – Abay (Ibrohim) Qo‘nanbay o‘g‘lidir. U – qozoq millatining yangi, yozma adabiyoti asoschisi, ma'rifatparvar shoir, olim, tarjimon, bastakor, o‘z davrining benazir bir daho shaxsiyati edi.

Turmush tarzi ko‘chib yurishlar – ko‘chmanchilikka asoslangan, shu boisdan ham turli urug‘larga bo‘linib hayot kechirayotgan qozoq xalqini ma'naviy uyg‘unlikka, barqaror va baxtli jamiyat egalari bo‘lishga da'vat etar ekan, buni u kishi tabiatiga tez va samarali ta'sir etuvchi so‘z vositasi – she'riyat va pandnomalar vositasida anglatishga harakat qildi. Shoir madaniyat va yuksak insoniy fazilatlarni targ‘ib etuvchi 45 ta katta-kichik lavhalar – hikoyalardan iborat “Naqliya so‘zlar”, ya'ni qadimdan naql qilinib – aytilib kelinayotgan so‘zlar asarini yaratdi.

Abay jahon adabiyoti namoyandalari asarlaridan ham bahramand bo‘lgan. Bu uning “Iskandar” dostonida, “Ajralganni bo‘ri yer”, “Mas'ud”, “Azim rivoyati”, “Vadim” kabi asarlarida o‘z ifodasini topgan.

Abay o‘z jamiyati vakilining yuksak axloqiy sifatlarga ega bo‘lgan ma'rifatli va madaniyatli shaxs bo‘lishini orzu qiladi va bunday orzusidagi shaxsni “to‘liq odam” deya nomlaydi. U bu orzusining g‘oyaviy formulasini ham tuzib beradi, ya'ni “to‘liq odam” bo‘lish uchun:

Aql, g‘ayrat, yurakni birdek ushla,

Shunda to‘liq bo‘lasan eldan bo‘lak,
deya uqdiradi xalqiga.

Abayning “to‘liq odam” g‘oyasi o‘rta asrlar sharq shoirlari, faylasuflari va mutafakkirlari asarlarida o‘zining mufassal tadqiqi, tavsifi va talqinini topgan “komil inson” tushunchasining aynan o‘zidir. Bu olimning Sharq va G‘arb adabiyoti o‘zak masalalarini teran tushunib, o‘z ijodiga tadbiq etganligi, ijodiy yangilaganligi, yangi ruh va mazmun kiritishga harakat qilganligining isbotidir.

Ijodkor “yozuvchi” va “adib” bo‘lib qo‘liga qalam olishi bilanoq, o‘z xalqi, millati qalbining kashshofi - ochuvchisi, “koshiful-asrori” – sirlarini biluvchi sirdoshiga, “xalq dilining ko‘zgusi”ga aylanadi. Bu ko‘zguda butun bir millat ruhiyati, salohiyati, madaniyati o‘z aksini topadi.

Qirg‘iz xalqining jahon tanigan yirik adibi, mutafakkiri, olimi bo‘lmish Chingiz To‘raqulovich Aytmatov shunday shaxsiyatlardan biri edi.

Adibning asarlari dunyoning ellikdan ortiq tillariga tarjima qilingan. Uning asarlariga bo‘lgan qiziqish qirg‘iz xalqining ko‘p asrlik qadimiy an'analarini, qadriyatlarini milliy ijtimoiy muhit fonida, millat va jamiyat muammolari bilan uyg‘un bir tarzda umuminsoniy masalalar maydoniga olib chiqishida ko‘rinadi.

Mutafakkir adibning o‘tgan asr 60-yillaridan boshlab turkiy tilli xalqlar adiblari ijodiga adabiy ta'siri kuchli bo‘ldi. U insonni mashaqqatli ruhiy iztiroblar chekib, turmush sinovlari va imtihonlari mehnatini his etib ma’naviy yuksaklikka ko‘tarilishi jarayonini mohirlik bilan aks ettiradi. Bu adibning xususiy adabiy-estetik pozisiyasi, tasvir uslubi sifatida ko‘rinadi. Shu ma’noda adibning “Jamila” povesti g‘oyaviy-badiiy jihatdan nafaqat qirg‘iz adabiyotiga, balki jahon badiiy adabiyotiga katta ta'sir ko‘rsatdi. O‘zbek yozuvchisi Odil Yoqubovning “Muqaddas” povesti mazmunan va badiiy tasvir nuqtai nazaridan bu asar bilan hamohanglik kasb etadi. “Erta kelgan turnalar” asarida Ikkinchi jahon urushining og‘ir yillarida ham insonlar qalbini qaynoq hissiyotlar, go‘zal tuyg‘ular to‘ldirib, bezab turganligining bayoni, albatta, nafaqat qirg‘iz xalqi, balki barcha sharq xalqlari adabiyotiga xos xususiyat sifatida ko‘zga tashlanadi. Ikkinchi jahon urushi davri front orti qiyinchiliklari, ayniqsa Markaziy Osiyo xalqlari hayotida chuqur iz qoldirganligi badiiy adabiyotda keng ifoda etilgan. Aytmatovning urush orti mavzusidagi qissa va hikoyalari mazmunan va g‘oyaviy jihatdan o‘zbek adibi O‘tkir Hoshimovning turkum hikoyalardan tashkil topgan “Dunyoning ishlari” romanida o‘z ifodasini topadi. Bu qissalarda asosan turli yoshdagi va ijtimoiy-maishiy muhitdagi ayol-qizlarning boy ichki ma'naviy dunyolari, ruhiy kechinmalari umuminsoniy muammolar kontekstida tasvirlanadi.

Chingiz Aytmatovning “Qiyomat” romanida ezgulik va yovuzlikning, haqiqat va yolg‘onning, diyonat va jaholatning o‘zaro kurashi insonlar va bo‘rilar oilasi orasidagi munosabatlar asosida yoritiladi. Asarda yigirmanchi asr o‘rtalarida insonlar o‘z to‘ymas nafslarini qondirishlari, moddiy manfaatlari uchun qirg‘iz cho‘llarida tabiatga, hayvonotga nisbatan qilgan vahshiyliklari qanday oqibatlarga olib kelganligi hikoya qilinadi. Nihoyatda maroqli xalqona til va uslub bilan bayon etilgan voqea-hodisalar tafsilotlari orqali adib tabiat mukammalligiga ziyon yetkazilishi, tabiiy boyliklar beayov istifoda etilishi, sarflanishi, vayron qilinishi, daxlsiz hududlarning o‘zlashtirilishi, o‘rmonlarning yo‘q qilinishi haqida iztirob bilan hikoya qiladi.

Kishilik boshiga tushgan xuddi shunday siyosiy balo, ijtimoiy ofat taniqli o‘zbek yozuvchisi Tog‘ay Murodning “Otamdan qolgan dalalar” asarida ham o‘z ifodasini topgan. Bu asar qirg‘iz adibining “Qiyomat” romani kabi o‘zbek milliy adabiyoti tarixida muhim hodisa bo‘ldi. Asarda mustabid tuzum davrida yashab, butun umri dalada ketmon chopib o‘tganligi, to‘g‘riso‘zligi, halolligi, sharqona odobi, madaniyati sababidan xor-zor bo‘lgan mehnatkash o‘zbek xalqi Dehqonqul obrazi misolida talqin etiladi.

Ikki asarda ham ijtimoiy ruh – pafos keng ko‘lamda o‘z ifodasini topgan. Asarlar markazida esa totalitar tuzum, mustabid hokimiyat va shu hokimiyat boshqarib turgan jamiyatning o‘ta xiyonatkor, munofiq kimsalari qarshisida turgan ojiz, ammo to‘g‘riso‘z va pok qalbli insonlari tasvirlanadi.

Muxtasar xulosa shundan iboratki, nisbatan qisqa, tezislar tarzida bayon etilgan mulohazalardan ayon bo‘layotganidek, turkiy tillar va turkiy adabiyot bugungi megalisoniy maydonda o‘zining muqim va nufuzli mavqeini namoyon etmoqda.

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МУЛОҚОТНИНГ ПРАГМАТИК МАЗМУНИ

проф. **Мирсанов Ғ.Қ.**
СамДЧТИ, Инглиз тили тарихи ва
грамматикаси кафедраси

КИРИШ.

Тил доимо инсон ҳаёти, унинг ижтимоий фаолияти билан боғлиқдир [5, 36]. Шундай экан, тил ва тилшунослик билан боғлиқ қизиқишлар турли соҳа инсонларини ўзига жалб этиб келган. Ўз навбатида тил мулоқот воситаси сифатида қадимги даврлардаёқ мулоқот маданиятининг бир кўринишига келган эди. Кишилар орасидаги мулоқот маданияти қадим-қадимдан олимлар, файласуфлар, мутафаккирлар ва ижодкорларни қизиқтириб келган. Қадимги юнон, Рим файласуфлари ҳамда кўҳна Шарқ мутафаккирлари, ижодкорлару олимлари ҳам мулоқот маданияти, нутқ одоби борасидаги фикрларини ўзларининг турли асарларида маълум даражада ифодалаб келганлар. Хусусан, Аристотел, Цицерон, Беруний, Форобий, Ибн Сино каби файласуф ва мутафаккирлар, А. Яссавий, Югнакий, А. Навоий, Бобур, Хоразмий, Мунис, Машраб, Аваз Ўтар, Фурқат, Фитрат, Авлоний, Беҳбудий каби ижодкорлар ўз асарларида бу масала юзасидан атрофлича мулоҳаза билдириб ўтганлар.

Бироқ нутқ маданияти масалалари билан жиддий, яъни нутқ маданияти, нутқ жараёнларини махсус лингвистик планда текширишни Прага тилшунослик мактаби вакиллари бошлаб беришди [1, 8]. Бу масалани тилшуносликнинг мустақил соҳаси сифатида ўрганиш XX асрнинг 20-30 йилларида бошланди. Кейинчалик, яъни 60-70 йилларга келиб рус тилшунослигида ҳам бу соҳа юзасидан иш олиб борувчи тадқиқотчилар сони тобора ортиб, бир неча тадқиқот ва монографиялар пайдо бўлди. Хусусан, А. А. Леоньтев, Н. В. Уфимцева, Ю. А. Сорокин, А. В. Шчерба, В. В. Виноградов каби таниқли олимлар бу борада эътиборга молик тадқиқотларни амалга оширди. Туркологияда эса бу масала Ф. Ф. Султонов, Н. Джунусов, А. Меджидова, Т. Айдаров каби олимлар томонидан тадқиқ этилди. Ўзбек тилшунослигида бу соҳа анча ёш соҳа ҳисобланади дейишимиз мумкин. Чунки 70-йилларда бу масалаларни назарий жиҳатдан ўрганишга эътибор қаратила бошлаган бўлса-да, бу масала жиддий тарзда кун тартибига қўйилган эмасди [2, 8]. Ўзбек тилшунослигида тилшунослардан Ё. Тожиев, С. Иброҳимов, Э. Бегматов, И. Иброҳимов, Б. Ўринбоев, С. Каримов, А. Рустамов, Н. Маҳмудов, Ш. Искандарова каби олимлар бу борада маълум ишларни амалга оширганлигини таъкидлаш жоиз. Буларнинг натижаси ўлароқ, бир қанча монографик тадқиқотлар, дарслик ва ўқув қўлланмалари яратилди. Лекин шуни алоҳида таъкидлаш керакки, яратилган бу тадқиқотларнинг барчасида нутқ маданияти масаласи лингвистик, услубий ёки педагогик жиҳатдан тадқиқ этилган эди.

Кейинги йилларда инсонлар ўртасидаги нутқий мулоқот, бу мулоқотнинг социолингвистик, психолингвистик, прагматик, *лингвокультурологик* жиҳатларини ўрганишга эътибор янада кучаймоқда. Нутқ маданиятига ижтимоий-лисоний аспектда ёндашишни ўзбек тилшунослигида ҳам кенг тадқиқ этилиши [1, 8] бошланди. С. Муминовнинг “Ўзбек мулоқот хулқининг ижтимоий-лисоний хусусиятлари” номли тадқиқотида нутқни ижтимоий лисоний хусусиятларига кўра тадқиқ этиш йўллари ва зарурлиги, миллий онг ва миллий мулоқот хулқи, миллий тафаккур ва миллий мулоқот маданияти, мулоқот жараёни босқичлари ва таркибий қисмлари каби қатор масалаларнинг назарий асосларини очиб беришга ҳаракат қилди. Албатта, бу тадқиқот нутқ маданиятини янгича аспектда ўрганиш борасида қилинган эътиборга молик тадқиқот эди. Ҳозирда бу масалалар олимнинг шогирдлари томонидан давом эттирилмоқда [2, 12]. Албатта, бу тадқиқотлар нутқ маданияти ёки мулоқот хулқини ижтимоий-лисоний аспектда тадқиқ этувчи илк уринишлар эди. Лекин шундай бўлсада, бу тадқиқотларда жуда кўп масалалар ўз ечимини топа олди. Хусусан:

1. Мулоқот хулқининг миллий психология билан боғлиқ жиҳатлари назарий жиҳатдан асосланди.
2. Мулоқот хулқининг ҳудуд, жинс, ёш ва соҳа жиҳатдан хосланиши асосланди.

3. Ўзбек тилида нисбатан кам тадқиқ этилган нолисоний ҳодисалар (новербал воситалар)нинг нутқ жараёнидаги иштироки ва шу жараёнга таъсири масалаларига янада мурожаат қилинди.

4. Мулоқот хулқининг турли соҳалар бўйича хосланиши масаласи илмий асосланди.

Кейинги йилларда тил ва унинг фактик бирликларига нисбатан анъанавий тарзда ёндашишдан янгича йўналишларга ўтилди. Шунинг учун сўнгги йилларда функционал лингвистика, психолингвистика, тилшуносликнинг коммуникатив лингвистикаси, текст лингвистикаси, лингвопрагматика каби янги тармоқлар юзага келди [3, 40]. Мулоқот фақат нутқий йўл билан эмас, балки нолисоний воситалар билан ҳам амалга ошади. Алоқа аралашув жараёни ва унинг коммуникантлар томонидан идрок этилиши масаласи тилшуносликда прагматик йўналишнинг ҳосил бўлишига сабаб бўлди [2, 16]. Прагмалингвистика тилни тадқиқ этишда тил бирликларини шу тилдан фойдаланувчи шахс ёки шахслар билан муносабати асосида текширувчи йўналиш ёки усул бўлиб, тилни инсон билан бирга ўрганиш кераклиги ҳақидаги тезисни илгари суради. Демак, прагматика ёки прагмалингвистика ҳам тилшуносликда пайдо бўлган янгича тадқиқ аспекти ҳисобланади.

“Прагматика” атамаси дастлаб тилшунослик фанига XX асрнинг 30-йилларида машҳур назариётчи Ч. У. Моррис томонидан киритилган. У прагматикани семиотиканинг таркибий қисмларидан бири деб таъкидлайди [5, 115]. Маълум олимлар фикрича [2], “семантика” белгилар (тил бирликлари)нинг уларда ифода этган нарсаларга муносабатини, “синтактика” белги (тил бирлиги)нинг белги (тил бирлиги)га муносабатини назарда тутади. Прагматика эса инсон қандай шароитда ва нима мақсадда гапираётганини очиб беришга интилади, ифоданинг прагматик эффекти қандай эканлигини тушунтиришга хосланади.

Лингвопрагматика ўзининг аниқ чегарасига эга эмас. У бир қатор масалаларни ўз ичига қамраб олади:

1) нутқ субъекти билан боғлиқ ҳолда унинг аниқ ва яширин мақсади, нутқий ахлоқ типлари, сўзловчининг ўз хабарига муносабати, ифодада баҳо мазмуни;

2) нутқ адресати билан боғлиқ тарзда ифоданинг адресатга таъсири – эмоционал ўзгариш, нутқий реакция типлари;

3) мулоқот (коммуникация) иштирокчиларининг ўзаро муносабати билан боғлиқ тарзда нутқий аралашув формаси, мурожаат шакллари, коммуникантлар нутқий актлари, илтимос, буйруқ , тавозе, мурожаат қилмоқ кабилар шулар жумласидандир.

Бадиий асар тилини ижтимоий лисоний ва прагматик тадқиқ этишда семантик пропозиция ва прессуппозиция кабилар алоҳида аҳамият касб этади. Прессуппозиция гапда иштирок этаётган бўлаклар орқали ифодаланаётган маъно эмас, балки зоҳирий маъно остидаги қўшимча – ботиний маъно. У экстралингвистик воситалар билан англашилади. Чунки сўзловчи бирон фикрни айтиш билан ўша фикр орқали қўшимча ниятини ҳам ифода этади.

Шунингдек, лингвопрагматика ўрганиш объекти нуқтаи назаридан семасиология, стилистика (услубият) каби соҳаларга жуда яқин туради. Шунинг учун прагматиканинг ўрганиш объекти ва чегарасини аниқроқ белгилаб олиш муҳим бўлади. Аслида уларни ажратиб олиш унчалик мушкул эмас, чунки стилистиканинг тадқиқ объекти марказида нутқнинг функционал турлари туради ва тил бирликларининг услубий характери назарда тутилади. Лингвопрагматикада эса асосий эътибор мулоқотнинг икки томонламалигига (сўзловчи-тингловчи) қаратилади. Прагматика сўзловчининг 1) моддий борлиққа; 2) хабарнинг мазмунига; 3) адресат (тингловчи)га бўлган муносабатини ифодалар экан сўзловчи ва тингловчининг коммуникатив актдаги иштирокида гап оҳанги (ишонч, қатъият, дадиллик, қўрқув, ишончсизлик, гумон, ҳадик, хурсандлик ва бошқалар), луғавий бирликлардан фойдаланиш, новербал воситаларни қўллаш каби коммуникатив унсурлар аҳамиятли саналади ва коммуникантлар ҳақида қўшимча хабар беради. Тил бирликларининг прагматик вазифаси контекст, нутқий вазият, сўзлашувчиларнинг тил кўникмалари ва нутқ объекти ҳақидаги умумий билимлар билан боғлиқ тарзда юзага чиқади. Нутқий мулоқотда прагматик мазмун ойдинлашишида нутқ, сўзланаётган мазмун, вазият, сўзловчи ва тингловчининг маънан, руҳан, ақлан яқинлиги каби омиллар ҳам ёрдамга келади.

Кўриниб турибдики, мулоқот хулқини ижтимоий-лисоний аспектда ўрганиш янги пайдо бўлгани каби бадиий асар тилини ижтимоий-лисоний ва прагматик жиҳатдан тадқиқ этиш ҳам худди шундай янгича тадқиқ аспекти ҳисобланади. Тўғри, бадиий асар тили адабиётшунослар томонидан турли хил аспектда тадқиқ этилган. Тилшунослар томонидан эса бадиий асар тили услубияти, бадиий асар лексикаси (аниқ асар мисолида) каби масалалар юзасидан қатор илмий тадқиқотлар олиб борилган. Маълумки, инсоннинг ким эканлиги, унинг ички дунёси, руҳияти унинг бошқалар билан бўладиган мулоқоти жараёнида очиб борилади. Бу мулоқот жараёни конфликтлардан, қарама-қаршиликлардан, зиддият ва тўқнашувлар, учрашув, мулоҳаза, муҳокама кабилардан ташкил топиши мумкин. Бадиий асарларда қаҳрамонлар характер-хусусиятларини очиб беришда уларнинг ўзаро алоқалари, яъни диалоглар муҳим роль ўйнайди. (Албатта муаллиф томонидан берилувчи тавсифий баёнлар ҳам қаҳрамон қиёфасини шакллантириш учун хизмат қилади. Аммо асосий хулоса уларнинг мулоқот жараёнлари (диалоглари) дан келиб чиқади). Чунки диалоглар суҳбатдошларнинг кетма-кет келадиган ифодалари – репликаларидан ташкил топади.

Инсонлар орасидаги мулоқотни янгича аспектда тадқиқ қилиш нутқнинг фақат лисоний хусусиятларини очиб берибгина қолмасдан, унинг ижтимоий функцияси, турли хил жиҳатдан хосланиши, нутқнинг миллий тафаккур ва миллийлик билан алоқадорлиги, нутқнинг маданият билан алоқадорлиги каби кўплаб жиҳатларини атрофлича ёритишга имкон яратади. Кўриниб турибдики, бадиий асардаги диалогларни прагматик тадқиқ этиш бугунги кундаги анча муҳим ва мураккаб масалалардан бири ҳисобланади.

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CULTURAL REFERENCES AMONG SPEAKERS OF THE PLANNED LANGUAGE ESPERANTO

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Abstract. *This paper explores cultural references among Esperanto speakers, highlighting how shared language fosters a unique identity. It examines the influence of diverse cultural backgrounds on communication styles, traditions, and social interactions within the Esperanto community, emphasizing the importance of mutual understanding and respect in promoting global unity.*

Keywords: *esperanto, cultural signs, identity, communication, traditions, social interactions, mutual understanding, global unity.*

INTRODUCTION.

All Esperanto speakers are polyglots, because a child in an Esperanto-speaking family speaks the language of his father and the language of his mother. Therefore, the references for such a child are vast and different.

Because the Esperanto language has existed for more than 130 years, it has developed its own worldview and culture. Due to frequent meetings and congresses, the language evolves within its 16 rules and enables mutual understanding between people from different regions of the world. To realize this, one must participate and immerse oneself in the people. Then it is possible to discover that there is one's own culture, references. The inner idea of Esperanto, the feeling of belonging to one human family, is clearly demonstrated. The products in this language – prose, poetry, theater, songs – abound and contribute to the spread of commonalities. Various verses from famous poems are known to everyone and serve as a reference: "*Eĉ guto malgranda – konstante frapante – traboras la monton granitan*." " Even a small drop constantly strikingly pierces the granite mountain". From "*La Vojo*" "*the Way"*, by Zamenhof. Another expression is often heard: *Kuraĝe antaŭen !* Courageously forward! If someone says courageously, some other Esperanto speaker will continue saying: forward!

The creator of Esperanto, Dr. Zamenhof, listed approx. one thousand words. By adding affixes, you can create ten times more expressions. Expressions were born by the people, every Esperanto speaker recognizes them, but they are not obvious. Here is an example: *necesejo*. *Necesa* is an adjective and means: necessary. The suffix *-ejo* means place. The place that is necessary. The meaning is: WC, toilet.

Here is another example: when computers appeared, two words appeared: *komputilo* and *komputoro*. Both are related to the verb *komputi*, to calculate. *-ilo* is a tool. Now I observe that all active Esperanto speakers who participate in congresses or appear in video conferences on the Internet use the word *komputilo*. Some isolated Esperanto speakers still use the form *komputoro*, but it can be predicted that this form will disappear with them.
The meaning of Esperanto words is very precise, often more precise than in ethnic languages. This is useful for various scientific works and analyses. Here is an example: in French *le complice* can have a negative meaning of accomplice, or can have a positive meaning of sympathy, same reaction to same facts, as in the expression *la complicité féminine*. The Esperanto word has only the negative meaning. Another example: in French the verb *permettre* has two meanings: to give permission and to enable. In Esperanto a speaker can clearly differentiate the two ways: *permesi – ebligi* (to make possible)
The use of Esperanto has many advantages. I would like to highlight just three here.
Number 1
If a Spanish-speaking, Portuguese-speaking or German-speaking expert in chemistry wants to publish an article, he must do so in English. He must therefore learn English in parallel with his research. The English-speaking researcher in chemistry will be able to dedicate his 24 hours to his research and will obtain patents and Nobel Prizes before his colleague. This situation is unfair. Therefore, the use of a language like Esperanto, **created as an international language**, is fair. If we elevate a national language, whatever it is, to the status of an international language, that is always unfair.
Number 2
The translation works in the opposite direction. Usually, the translator works toward his/her native language. Kawabata is translated into French by a native French speaker. Is this person able to read between the columns of the Japanese text, does this person know the hidden meanings among the lines of the ideograms? One might wonder. **Kawabata into Esperanto is translated by a native Japanese speaker.** This person knows the culture and the language, and the target language is Esperanto, a flexible language in which you can create the word you need.
Number 3
Learning Esperanto makes it easier to acquire any other foreign language. See Reference: Frank and Tellier.

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СПЕЦИФИКА ФРАЗЕОЛОГИЧЕСКИХ ЕДИНИЦ АНГЛИЙСКОГО И ФРАНЦУЗСКОГО ЯЗЫКОВ В СФЕРЕ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ

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Аннотация. *Обращение к внутренней форме фразеологических единиц позволяет выявить существенные межъязыковые различия, фиксирующие несовпадения в интерпретации определенных фрагментов действительности разными языковыми сообществами, что является культурно-значимым при изучении фразеологической картины мира.*

Ключевые слова: *коммуникация, фразеологическая единица, язык, английский , французский.*

ВВЕДЕНИЕ.

Специфика фразеологических единиц часто обусловлена экстралингвистическими факторами в их образности, вследствие чего фразеологический фонд представляет собой не только языковую, но и культурно-историческую сокровищницу народа.

Основной особенностью фразеологизмов, по мнению многих современных исследователей, является несоответствие плана содержания плану выражения, что определяет специфику фразеологической единицы, придает глубину и гибкость ее значению. Обращение к внутренней форме фразеологических единиц позволяет выявить существенные межъязыковые различия, фиксирующие несовпадения в интерпретации определенных фрагментов действительности разными языковыми сообществами, причем, по-видимому, лишь некоторые из этих концептуальных различий являются культурно-значимыми.

Справедливо утверждение Н.Ф.Алефиренко о том, что «одно из возможных следствий: мысли, чувства и поведение двуязычных индивидов будут зависеть от того, какой язык они используют» [1; с. 87]. Сравнивая американцев мексиканского происхождения и иммигрантов из Мексики, владеющих английским и испанским языками, Н.Ф. Алефиренко указывает, что они могут думать определенным образом, когда они говорят на американском английском, и они могут мыслить совершенно иначе, когда говорят на испанском. Действительно, многие люди, владеющие двумя языками, утверждают, что думают, чувствуют и действуют по-разному, в зависимости от того, каким языком они в данный момент пользуются. Такое оригинальное свидетельство, по мнению ученого, говорит в пользу лингвистической относительности.

Если лексические и фразеологические единицы обозначают сами реалии объективного мира, такие, как предмет, качество, действие и т.д., то в грамматическом строе языка находят отражение их связи и отношения.

Если лексика и фразеология отражают фактологический план картины мира, то высказывание – ее событийный план, в котором важную роль играет модальная и пространственно-временная характеристика бытия: *Le monarque perçait pourtant sous le gandin, l’autorité, le grand air, l’aisance à figurer noblement en n’importe quelle circonstance. (A. Daudet “Les Rois en exil”)* – И все же сквозь оболочку светского хлыста проглядывал монарх с присущими ему властностью, величественностью и умением сохранять достоинство при любых обстоятельствах [5; с. 32].

Воспринимая фразеологическую картину мира как форму отражения в сознании носителей языка

объективной реальности, системных отношений самого мира реалий, мы используем в нашем исследовании два подхода к фразеологической единице: гносеологический, участвующий в формировании целостного значения фразеологизма, и лингвистический подход, позволяющий увидеть языковые механизмы фразообразования.

Louis - ...Je n’ai pas à faire la fine bouche, moi! Je suis l’estomac de la France. Il faut que je digère tout. (J.Anouilh “La Faire d’empoigne”)

Людовик - ...Ну, а я не могу привередничать! Я – червь Франции. Мне приходиться переваривать все [5; с. 192].

Основу любого словаря составляют слова, обозначающие ключевые понятия, благодаря которым человек познает мир. В связи с этим в данной работе используется лингвокультурологический анализ корпуса лексических компонентов фразеологизмов с целью описания английского и французского фразообразования.

Исходя из вышеизложенного, можно сделать вывод о том, что фразеологические исследования имеют значения и для дальнейшего развития лексикографии, способствуя уточнению границы фразеологического фонда языка.

Семантическая цельность номинации при структурной раздельности составляющих элементов является признаком, характерным для всех без исключения фразеологических единиц. К примеру, выражение *to go to bed*– лечь спать, здесь значение целого не суть сумма значения составляющих его компонентов. Это своеобразный идиоматический способ выражения того содержания, которое можно передать как «пойти в сон», поскольку главным здесь оказывается не «движение к кровати», а то, что человек ложится спать, в данном случае не рассматривается, мог ли он сидеть на кровати перед тем, как лечь спать. Поэтому по-английски часто говорят именно так: «*I sat up till midnight and then I decided to go to bed*». Данный пример наглядно показывает, что семантическая цельность возвышается над структурной раздельнооформленностью составляющих компонентов. Таким образом, ее общее основное значение может меняться и находиться в большей связи с тем или иным компонентом.

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ЛИНГВОФИЛОСОФИЯ И МЕЖКУЛЬТУРНАЯ КОММУНИКАЦИЯ В МЕДИЦИНСКИХ ВУЗАХ КЫРГЫЗСТАНА

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Аннотация. *В статье рассматриваются теоретико-лингвофилософские основания межкультурной коммуникации в образовательном пространстве медицинских вузов Кыргызской Республики. Особое внимание уделено многоязычному характеру кыргызстанского образовательного контекста (кыргызский, русский, английский), роли языка как носителя профессионального и ценностного знания, а также проблеме коммуникативной адаптации будущих врачей в условиях глобализирующейся медицины. Показано, что лингвофилософский подход — понимание языка как формы бытия культуры и профессионального сознания — позволяет глубже обосновать необходимость целенаправленного формирования межкультурной компетентности у студентов-медиков. Предложены методические ориентации для медицинских вузов.*

Ключевые слова: *лингвофилософия, межкультурная коммуникация, медицинское образование, Кыргызстан, многоязычие, профессиональный дискурс.*

ВВЕДЕНИЕ.

Система медицинского образования Кыргызстана развивается в условиях сразу нескольких пересекающихся факторов:

многоязычие страны (кыргызский как государственный, русский как официальный и широко используемый в науке и медицине, английский — как язык международных медицинских источников);

интеграция в глобальное медицинское пространство (стандарты ВОЗ, международные протоколы, обмен специалистами);

возрастающая этнокультурная и религиозная чувствительность пациентов в регионе Центральной Азии;

цифровизация и дистанционное обучение, усилившие значение языка как основного канала профессиональной коммуникации.

В таких условиях проблема межкультурной коммуникации в медицинских вузах перестаёт быть лишь вопросом «хорошего владения английским» и переходит в плоскость философии языка — понимания того, как через язык формируется профессиональная картина мира будущего врача и как языковые и культурные коды влияют на качество медицинского взаимодействия «врач–пациент» и «врач–врач».

Цель статьи — обосновать значимость лингвофилософского подхода к обучению коммуникации

в медицинских вузах Кыргызстана и показать, что межкультурная компетентность будущего врача должна формироваться на стыке языковой подготовки, профессиональной этики и культурологического знания.

Лингвофилософские основания медицинской коммуникации. Лингвофилософия в широком смысле рассматривает язык не просто как средство передачи информации, но как пространство, в котором проявляются ценности, нормы и способы мышления определённого сообщества. Для медицины это особенно важно, потому что:

медицинский дискурс опирается на строгую терминологию, но обслуживает живого человека, принадлежащего к конкретной культуре;

одно и то же заболевание может описываться по-разному в научном, профессиональном и обыденном языках;

отношение к боли, смерти, репродуктивному здоровью, психическим расстройствам и даже к самому врачу культурно обусловлено.

Следовательно, язык медицины — это не только латынь и английская терминология, но и система смыслов, через которую врач выстраивает доверие, объясняет диагноз, согласовывает лечение.

С лингвофилософской позиции можно выделить три уровня медицинской коммуникации:

Онтологический уровень — язык как форма существования профессионального знания (термины, классификации, МКБ, стандарты).

Герменевтический уровень — язык как средство понимания Другого (пациента иной культуры, коллеги из другой страны, студента из другой этнолингвистической группы).

Этический уровень — язык как носитель уважения, эмпатии и культуры общения.

Именно совмещение этих уровней делает подготовку врача по-настоящему межкультурной.

Образовательная среда медицинских университетов Кыргызстана характеризуется рядом особенностей:

контингент студентов многонационален: помимо кыргызов и русских обучаются представители узбекского, таджикского, уйгурского и других сообществ; растёт число иностранных студентов (Южная Азия, Ближний Восток);

языки учебного процесса вариативны: часть дисциплин читается на русском, часть — на кыргызском; английский чаще используется для специальных курсов, работы с источниками и при обучении иностранных студентов;

врачебная практика ориентирована на население с разным уровнем владения государственным/официальным языком.

Это означает, что студент-медик в Кыргызстане изначально попадает в ситуацию естественной межкультурной коммуникации, но далеко не всегда получает теоретическое осмысление этого опыта. Учебные планы часто дают «иностранный язык (английский) для медиков», но редко — «межкультурная медицинская коммуникация», «язык и культура пациента», «прагматика врачебного общения».

В результате возникает разрыв между реальной практической потребностью (уметь объяснить, убедить, корректно задать интимные вопросы, сообщить неблагоприятный диагноз) и узкой языковой подготовкой (лексика + грамматика + термины).

Межкультурная коммуникация в медицине — это не только взаимодействие представителей разных стран. В кыргызстанском контексте она включает:

Внутристрановую межкультурность — общение врача с пациентами разных этносов, религиозных практик и уровней урбанизации (город/село).

Межязыковую медицину — необходимость переходить с русского на кыргызский (и обратно), а иногда и на узбекский/таджикский для повышения комплаентности пациента.

Глобальную профессиональную коммуникацию — участие в англоязычных конференциях, чтение международных гайдлайнов, телемедицинское взаимодействие.

Отсюда межкультурная компетентность врача может быть описана через следующие компоненты:

когнитивный (знание культурных различий в представлениях о здоровье и болезни; знание речевого этикета разных групп);

лингвистический (владение минимум двумя рабочими языками медицины: русским и английским; желательно — кыргызским как языком пациента);

прагматический (умение адаптировать терминологию к уровню пациента, использовать метафоры и пояснения);

этический (толерантность, недопустимость дискриминационных высказываний, уважение к религиозным ограничениям);

рефлексивный (осознание собственных языковых и культурных установок).

Лингвофилософский подход усиливает этот перечень тем, что показывает: каждый язык задаёт свой образ «нормы» и «смысла», а значит, врач обязан уметь переходить между этими образами.

В ходе наблюдений за практикой преподавания (по данным открытых учебных планов медвузов стран Центральной Азии и описаний работодателей) можно выделить типовые проблемы, актуальные и для Кыргызстана:

Терминологический перевес. Английский и русский преподаются преимущественно как языки для чтения медицинских статей, а не как языки живого профессионального диалога «врач–пациент».

Недооценка родного/регионального языка. Студенты хорошо объясняют на русском диагноз, но затрудняются сделать это на кыргызском простыми, неуничижительными словами.

Отсутствие кейсов межкультурных конфликтов. В учебных пособиях редко моделируются ситуации: отказ от лечения по религиозным мотивам, разговор о репродуктивном здоровье с женщинами из консервативных семей, сообщение плохих новостей пожилым пациентам.

Неустойчивость речевого этикета. Перенос «университетского» стиля общения в клинику порой приводит к излишней официальности или, напротив, к фамильярности.

Эти проблемы указывают на необходимость не просто «больше учить язык», а перестроить саму целевую установку языковых и коммуникативных дисциплин: от «языка как инструмента» — к «языку как форме профессионально-культурного бытия».

Методические ориентации для медицинских вузов Кыргызстана

Опираясь на лингвофилософское понимание языка и на реальные межкультурные запросы, можно предложить ряд направлений:

Введение междисциплинарного курса «Язык, культура и коммуникация в медицине» для 1–2 курсов, где в одном блоке даётся:

философия и антропология языка (кратко),

основы межкультурной коммуникации,

специфика медицинского дискурса в Кыргызстане.

Кейс-метод на основе местного контекста. Задачи должны описывать реальные для Кыргызстана ситуации: сельская пациентка, не владеющая русским; иностранный студент в клинической практике; религиозно мотивированные отказы; диалог с родственниками пациента.

Триединая языковая модель в заданиях: один и тот же клинический случай проговаривается на русском (как языке науки), на кыргызском (как языке пациента) и на английском (как языке международной коммуникации). Это формирует перекодирование — важный навык межкультурного врача.

Рефлексивные мини-эссе: «Как моя культура влияет на то, как я говорю с пациентом?», «Как сообщить плохую новость на кыргызском, не утратив уважения?».

Совместные занятия с кафедрами гуманитарного профиля (философия, социология, психология): показать студентам, что коммуникация в медицине — это философски нагруженная практика.

Оценка коммуникативных навыков в ОСЭ (объективно структурированном экзамене): в

сценарий включать не только клинические, но и культурно-коммуникативные задачи.

Лингвофилософская рамка ценна тем, что она «поднимает» коммуникативную подготовку врача над уровнем простой языковой практики. Врач в Кыргызстане сталкивается с многообразием культур и идентичностей: городские и сельские жители, мигранты, иностранные студенты, представители разных конфессий. Любая из этих групп несёт свои языковые образы болезни — как её называть, кому сообщать, кто принимает решение о лечении.

Если будущий врач знаком лишь с «языком учебника», но не знает «языка пациента», возникает коммуникативный разрыв, который может привести к:

снижению приверженности лечению;

искажению анамнестических сведений;

конфликтам по поводу стоимости и объёма услуг;

снижению доверия к медучреждению.

Поэтому задача медицинского вуза — научить видеть в языке не помеху, а ресурс: через правильный выбор слов врач может сохранить лицо пациента, учесть возраст и пол, продемонстрировать уважение к традиции — и в итоге улучшить медицинский результат.

Заключение. Медицинские вузы Кыргызстана работают в условиях естественного многоязычия и межкультурности. Это не временная сложность, а устойчивое условие, которое следует превратить в образовательное преимущество. Лингвофилософский подход показывает, что язык в медицине — это форма культуры и профессионального мышления, а межкультурная коммуникация — не факультативный, а базовый компонент подготовки врача.

Такой подход позволит выпускать врачей, способных эффективно работать как внутри Кыргызстана с его культурным разнообразием, так и в международных медицинских проектах.

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KOREYS VA O‘ZBEK XALQ MAQOLLARIDA ODOB ME’YORLARI VA AXLOQIY QADRIYATLARNING MANTIQIY-PRAGMATIK TALQINI

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Annotatsiya: *Maqolada o‘zaro munosabat ,murojaat qilish jarayonidagi o‘zni tutish va fikr almashuvlar muomala madaniyati tushunchasi haqida fikr yuritilgan. Munosabat, murojaat, muloqot, munozara, mubohasa, muhokama, mulohaza singari tushunchalarning barchasi muayyan millat ,ya’ni o’zbek va koreysning ziynatiga mos bo‘lgan ziynatlar haqida bo‘lib, u etik va estetik me’yorlar, qoidalar bilan amalga oshirilishiga ko’p ta’riflar berib o’tilgan. Maqolada inson dilini ovlash, unga mehr berish, samimiy tilaklar izhor etish ilinji sharq adabiyotida sharaflangan, taraflangan. Sababi, dunyoda bir ilm borki, bu adabiyotning bosh mavzusi bo‘lib kelgan. Bu insonshunoslikdir. Ushbu ilmning ibtidosi esa inson diliga yo‘l izlashdir. Ilmu fan ham, ma’naviy madaniyat va san’at ham shu haqda bosh qotirib kelgan.*

Kalit so’zlar: *Muloqot , muomala madaniyati, xulq-atvor, odob-axloq, nutqiy faoliyat, qalbga yo‘l, o‘zaro tushunish, сўз кўрки, тарбия асоси, 한국어 속담, 중의적 표현, 직접접 표현, 동음어, 다의어, 단의어.의사 소통,치료 문화,매너,품위, 연설 활동,영혼의 길,상호 이해,단어 비전,교육의 기초*

KIRISH QISM.

Kundalik hayotimizda uchrovchi turli xil narsalarni hamisha ikki xil, ya’ni bir-biriga qarama-qarshi jihatlari orqali bilamiz. Bular ichida eng ko‘p uchrovchi hodisalardan yaxshilik va yomonlik xislatlaridir. Yoki tilimizda bularni ijobiy bo‘yoqdor so‘zlar va salbiy bo‘yoqdor so‘zlarga ajratamiz. Yaxshilik va yomonlik leksemalarining maqollarda keng ko‘lamda uchrashi tabiiy holdir. Chunki maqollar xalqning hayotiy haqiqatga nisbatan qarashlarini va munosabatlarini ko‘rsatuvchi hodisadir. Shu o‘rinda koreys va o‘zbek maqollarida uchrovchi yaxshilik va yomonlik mavzusidagi maqollar xalqning ushbu tushunchalarga bo‘lgan munosabatlarini yaqqol ifoda etadi. Keltirilgan fikrlarimizni isbotlash maqsadida quyida bir qator yaxshilik va yomonlik mavzusidagi ayrim o‘zbek va koreys maqollarining semantik tahlillarini keltirib o‘tamiz.

Koreyscha maqol :

나쁜 변명은 없는 것보다 낫다.

O‘zbekcha variant:

Yaxshi gap bilan ilon inidan chiqar, Yomon gap bilan musulmon dinidan.

Maqolning koreyscha variantini o‘zbek tiliga tarjima qilsak, umuman kechirim so‘ramagandan ko’ra kech bo‘lsa ham kechirim so‘ragan ma’qul degan tarjimani beradi. Maqol bir qarashda o‘zbekcha “Hechdan ko‘ra kech yaxshi” maqolini esga tushirishi mumkin. Ammo maqolning har ikkala tildagi variantini chuqur tahlil qilib chiqadigan bo‘lsak, “Hechdan ko’ra kech yaxshi” muqobil variant bo‘lolmasligiga amin bo‘lamiz. Negaki “나쁜 변명은 없는 것보다 낫다” maqoli koreys xalqi tomonidan insonni kechirimli bo‘lishga, har qanday sharoitda ham insonlar orasida yaxshi xulq-atvorli bo‘lish kerakligiga o‘rgatadi. Inson yaxshilik bilan,

shirin so‘zlilik orqali ko‘plab yutuqlarga erishishi va hayotini bir tekisda olib borishi mumkinligi aytiladi. Maqolning o‘zbekcha variantida keltirgan fikrlarimizning yanada ta’sirchan qilib ifodalanganini ko‘ramiz. Ya’ni:

“Yaxshi gap bilan ilon inidan chiqar, Yomon gap bilan musulmon dinidan”

Ushbu maqol orqali o‘zbek xalqi insonni hamisha shirinso‘z bo‘lishi kerakligini uqtiradi. Maqolda ishlatilgan “ilon” obrazi qanchalik xavfli hayvon ekanligi barchaga ma’lum. Aslida bu obraz tagida salbiy xususiyatli insonlar qo‘shtirnoq ichiga olinadi. Ya’ni har qanday yomon, razil, zahar insonlar ham yaxshi gapga kirishi mumkinligi xalq tajribasidan kelib chiqqan holda maqolda o‘z aksini topadi.

Demak, keltirib o‘tgan maqolimizning har ikki tildagi variantlari bir xil ma’no-mazmunga ega. Bu jihatdan o‘zbek va koreys xalqining insonlar orasidagi muloqotda g‘oyatda shirin so‘z bo‘lish kerakligi insonlarga xos xususiyatlardan biri ekanligini ko‘rsatadi.

O‘zbek va ingliz xalq maqollari sirasiga kiruvchi maqollardan:

Koreyscha: 나쁜 시작은 나쁜 끝을 만든다

O‘zbekcha: Yomonchilik bo‘lganda, qor ustiga muz yog‘ar.

Koreyscha: 좋은 시작은 좋은 끝을 만든다.

O’zbekcha: Yaxshi yil — bahoridan, Yomon kun — saharidan ma’lum.

Ushbu singari maqollar eng ommabop maqollar sirasiga kiradi. Biror ishning natijasi qanday bo‘lishi, uning qanday boshlanishiga bog‘liq ekanligi maqollarda ham o‘z aksini topa olgan. Odatda boshlagan ishimizning yakuni uni qanday ruhiyatda boshlashimizga va yon - atrofimizdagilarni bunga bo‘lgan munosabatiga bog‘liq bo‘ladi. Shuning uchun ham ishni yaxshi boshlasak yaxshi, aksincha, yomon boshlasak, yomon yakun topishi maqollarda ifodalangan. Bunga qo‘shimcha qilib quyidagi maqolni ham keltirib o‘tsak bo‘ladi.

Koreyscha: 모든 시작은 끝을 생각한다.

O‘zbekcha: Yaxshi yerga yotsang, Yaxshi tush ko‘rasan.

Yomon yerga yotsang, Yomon tush ko‘rasan.

Demak, har bir boshlamoqchi bo‘lgan ishimizning yakuni uni qanday boshlashimizga bog‘liq ekanligi yuqorida keltirib o‘tgan maqollarimizda ifodalangan. Ushbu maqollarning tahlilidan kelib chiqib, har ikki tildagi variant bir xil ma’no- mazmun anglatayotganini ko‘rishimiz mumkin.

O‘zbek va koreys tillaridagi maqollarda o‘zining g‘oyat mazmunga boy ekanligi bilan ajralib turuvchi maqollardan yana biri “모든 구름에는 은색 안감이 있다” va maqolning o‘zbekcha varianti qilib:

“Har yaxshida bir “ammo” bor, Har yomonda — bir “lekin” olingan.

Koreyscha keltirilgan “모든 구름에는 은색 안감이 있다” aslida o‘zbek tiliga – “Har bir bulutning kumush hoshiyasi bor”, - deb tarjima qilinadi. Keltirilgan tarjima orqali biror ibratli fikrni darhol anglab olish biroz qiyin koreyschadan o‘zbekchaga qilingan tarjimada maqol oddiy bir gapdek bo‘lib qolgan. Agar berilgan tarjimani mazmunan tahlil qiladigan bo‘lsak, bulutning kumush hoshiyaga ega ekanligi aslida yomg‘irning yog‘ishi bilan baholanadi. Bir qarashda maqolda ishlatilgan so‘zlar “구름”- “bulut”yoki “은”- “kumush” hech qanday salbiy ma’noga ega emas. Biroq maqolning umumiy mazmunidan kelib chiqadigan bo‘lsak, havoning bulutli bo‘lishi salbiy holatni ifodalasa, bulut bo‘lib yer-u zaminga yomg‘ir yog‘ishi va bu orqali xalqqa risq-nasiba kelishi ijobiy hodisa sifatida baholanadi. Ko‘chma ma’noda ifodalangan bulutning kumush hoshiyasi-yomg‘ir yog‘ib, elga rizq ulashishi, tabiatni musaffo qilishi va ba’zan insonlar qalbidagi g‘uborni yuvishi bilan baholangan.

Endi maqolning o‘zbekcha muqobil varianti bilan tanishib chiqsak.

O‘zbekcha varianti qilib “Har yaxshida bir “ammo” bor, Har yomonda — bir “lekin” keltirilgan. Maqolning ma’nosi shuni anglatadiki, inson hech qachon butunlay yomon yoki butunlay yaxshi bo‘lolmaydi. Har bir yomon deb qaralgan shaxs yoki narsa-buyumning ham o‘ziga yarasha yaxshi tomonlari va har bir yaxshining o‘ziga xos yomon jihatlari bo‘lishi mumkin. Shu bugungi kungacha o‘zbek xalq maqollari orasida xalq tomonidan faol tarzda ishlatilib kelinayotgan ushbu maqol o‘zbeklar uchun aynan yuqorida keltirgan

vaziyatimizda ishlatiladi. O‘zbek xalqi qadim-qadimdan shu narsaga alohida e’tibor beradiki, biror shaxs yoki narsani mutlaqo qoralab bo‘lmaydi va shu o‘rinda mutlaqo yaxshi deb bo‘lmaydi. Maqolning umumiy mazmuni shundan iboratki, har narsada faqat yaxshilikka erishish. Yomonni yomon deb umuman qatordan chiqarib tashlamaslik, yoki yaxshini juda yaxshi deb kibrga berib yubormaslik. Inson kibrga berilganda,o‘zi bilmagan holda yomon bo‘lib qolishi mumkindir. Demak, keltirb o‘tgan maqolimizning har ikkala tildagi variantini bir xil ma’no- mohiyatga ega deb hisoblasak bo‘ladi. Umuman, ishlatilish o‘rniga ko‘ra semantik jihatdan deyarli bir xil ma’noga ega.

Shu o‘rinda, aynan yaxshilik va yomonlik leksemalari bilan ifodalanmagan bo‘lsa ham, mazmun jihatidan shu mavzuga aloqador yana bir nechta maqollarni keltirishimiz mumkin.

Koreyscha: 비온뒤 햇살이 온다.

O‘zbekcha tarjimasi: Yomg‘irdan keyin quyosh chiqadi.

O‘zbekcha ekvivalenti: Oyning o‘n beshi qorong‘u bo‘lsa, O‘n beshi yorug‘ bo'ladi.

Koreyscha: 저녁이 낮을 삼킨다.

O‘zbekcha tarjimasi: Oqshom kunduzning toji.

O‘zbekcha ekvivalenti: Har kechaning — kunduzi, Har kunduzning kechasi bor.

Ushbu maqollar orqali xalq o‘z tajribasidan kelib chiqqan holda mangu yomonlik va yovuzlik bo‘lmasligi yoki har doim ham faqat yaxshilik bo‘lavermasligini ifodalaydi. “Oyning o‘n beshi qorong‘i bo‘lsa, O‘n beshi yorug‘ bo‘ladi” va “ Har kechaning — kunduzi, Har kunduzning kechasi bor” maqollari orqali xalq har qanday yomonlik ketidan yaxshilik yoki qiyinchlik ketidan faravonlik kelishi tasvirlanadi.

Ta’kidlab o‘tganimizdek, maqollar bu xalq og‘zaki ijodining mahsuli bo‘lib, xalqning hayotiy tajribasi va orzu- intilishlarini, umuman olganda hayotga bo‘lgan munosabatini qay daraja baholashining natijasidir. Quyida keltiradigan maqollarimiz orqali o‘zbek va koreys xalqining yaxshilik va yomonlikka nisbatan bergan baholarini yanada aniqroq tushunib olish maqsadida quyidagi maqollarni ham ko‘rib chiqamiz.

Koreyscha: 개에게 나쁜 이름을 붙이고 목매달아라.

O‘zbekcha tarjimasi:Itga yomon nom bergin-u, osgin.

O‘zbekcha ekvivalenti: Yomon atalib tirik yurguncha, Yaxshi atalib o‘lgan yaxshi.

Koreyscha: 개와 함께 누운 자는 벼룩과 함께 일어나다.

O‘zbekcha tarjimasi: Itlar bilan yotgan, bitlab turar.

O‘zbekcha ekvivalenti: Yaxshiga yondashsang, yetarsan murodga, Yomonga yondashsang, qolarsan uyatga.

Koreyscha: 좋은 개는 좋은 뼈를 가질 자격이 있다.

O‘zbekcha tarjimasi: Yaxshi itga — yaxshi suyak.

O‘zbekcha ekvivalenti: Yaxshiga ipak ilashur, Yomonga tikan ilashur.

Ko‘rib turganingizdek yaxshilik va yomonlik haqidagi ushbu maqollarning har uchalasining inglizcha variantida “dog” ya’ni “it” obrazi keltirilgan. Aslida “it” obrazining tagida inson va unga xos jihatlar ifodalangan. Ushbu “it” obrazi ifodalangan inglizcha maqollarning o‘zbekcha variantlarida aynan “it”obrazi gavdalanmagan bo‘lsa-da, baribir ma’no- mazmun bir xil. Har ikkilasida ham maqol hayvonga qarata emas, balki insonga qarata aytilgan. Ya’ni, yaxshi inson bo‘lib el-u yurtga yaxshilik qilib yurish eng oliy fazilat hisoblansa, aksincha yomon, razil inson bo‘lib xalqqa yomonlik qilib yurgandan ko‘ra o‘lgan yaxshi deb qaraladi.

Qadimdan ota-bobolarimizdan kelayotgan nasihatlarga ko‘ra yaxshilik hamisha insonni ezgulikka yetaklaydi. Ezgulik bor joyda tinchlik-totuvlik, sihat- salomatlik va farovon hayot bo’ladi. Yaxshlik qilish va ezgulikka intilish xalq maqollarida alohida tarbiyaviy ahamiyatga egadir.

Koreyscha: 밝은 면을 보라.

O‘zbekcha tarjimasi: Yorug‘ tarafga qara.

O‘zbekcha ekvivalenti: Yaxshi niyat — yorti mol.

Koreyscha:미덕은 결코 늙지 않는다.

O‘zbekcha tarjimasi: Ezgulik sira qarimas.

O‘zbekcha ekvivalenti: Ezgulikning kechi yo‘q.

Koreyscha:넘어지지 않는 좋은 말이다.

O‘zbekcha tarjimasi: Hech qoqilmaydigan ot yaxshidir.

O‘zbekcha tarjimasi: Otning yaxshisi tizidan ma’lum, Odamning yaxshisi — so‘zidan.

Lekin bu bilan biz o‘zbek va koreys maqollarida faqat ezgulik va yaxshilik tushunchalari keng ifodalangan deyolmaymiz. Yomonlik va yomon inson bo‘lishning salbiy oqibatlari haqida ham maqollar mavjud. Ular quyidagicha:

Koreyscha: 두 세계의 최악을 만드십시오.

O‘zbekcha tarjimasi: Ikkala dunyoning ham eng yomon ishini qilmoq.

O‘zbekcha ekvivalenti: Yomon bilan talashsang, qadring ketar.

Koreyscha: 최선을 희망하고 최악에 대비하라.

O‘zbekcha tarjimasi: Yaxshilikka umid bog‘la va yomonlikka tayyor bo‘l.

O‘zbekcha ekvivalenti: Yaxshilik — yog‘och boshida, Yomonlik oyoq ostida.

Koreyscha: 한 바보가 많은 것을 만든다.

O’zbekcha tarjimasi: Bir ahmoq ko‘plarini yaratadi.

O’zbekcha ekvivalenti: Qozonga yondashsang, qorasi yuqar, Yomonga yondashsang, yarasi yuqar.

Dono xalqimiz hamisha kechirimli bo‘lishni eng yaxshi fazilat deb biladi. Yovuzlikni yo‘qotishning eng buyuk tadbiri yaxshilik ekanligi maqollarda ifodalanadi. Yomonlik ustidan faqat yaxshilik bilan g‘alaba qozonish mumkinligi xalq maqollarida o‘z ifodasini topgan. Buni quyida keltirajak ingliz va o‘zbek xalq maqollari misolida berib o‘tamiz.

Koreyscha: 잘못된 것은 결코 옳은 것이 아니다.

O‘zbekcha tarjimasi: Yomonlik sira yaxshilik keltirmas.

O‘zbekcha ekvivalenti: Yomonlik qilganga yaxshilik qil.

Koreyscha: 선을 악에 맞서게 하라.

O‘zbekcha tarjimasi: Yomonlikka yaxshilik qil.

O‘zbekcha ekvivalenti: Yomonlikka yaxshilik er kishining ishidir, Yomonlikka yomonlik har kishining ishidir.

Koreyscha: 한번의 좋은 결정은 다음번 결정도 좋게한다.

O‘zbekcha tarjimasi:Bir yaxshilik o‘zga yaxshilikni keltiradi.

O‘zbekcha ekvivalenti:Yaxshilik qilsang, yaxshilik qaytar, Yomonlik qilsang — yomonlik. O‘zbek va koreys tillaridagi yaxshilik va yomonlik mavzulariga oid bir qancha maqollarni semantik tahlil qilib, ma’no jihatidan bir-biriga o‘xshash va farqli jihatlarini o‘rganib chiqishga harakat qildik.

Xulosa o‘rnida shuni aytish mumkinki, o‘zbek va koreys tillaridagi ko‘pchilik yaxshilik va yomonlik mavzusiga oid maqollar deyarli bir xil ma’no- mazmunga egadir. Faqat har ikki tilda aynan bir-biriga mos keladigan so‘zlardan foydalanilmagan. Odatda tarjimada turlicha ma’noga ega bo‘lgan maqollarni semantik jihatdan chuqur tahlil qilish jarayonida bir xil ma’no anglatishi kuzatiladi. Yaxshilik va yomonlik mavzusiga doir koreys va o‘zbek maqollarining barchasida yaxshilik eng buyuk ezgu ish sifatida baholangan bo‘lsa, yomonlik insoniyatning eng razil va jirkanch tomoni ekanligi ko‘rsatiladi.

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THE EVOLUTION OF KOREAN FEMINIST LITERATURE: FROM RESISTANCE TO RECOGNITION

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Abstract: *The article explores the emergence and evolution of Korean feminist literature, focusing on the contributions of its writers and the transformations within literary processes. It examines the thematic diversity of feminist works through cultural-historical, comparative, and hermeneutic methods. As society has developed, aesthetic culture has evolved alongside various philosophical disciplines, with shifts in values enriching human life through the formation of new traditions. These processes have contributed to the development of the spiritual foundations of aesthetic culture and have played a role in reshaping both past and present worldviews, particularly in the consciousness of younger generations through the principle of continuity.*

Keywords: *Literary feminism, confucian traditions, gender equality, sijo, kyubang kasa, annexation, division of the country*

INTRODUCTION.

In South Korea, Confucian traditions remain deeply rooted, contributing to a patriarchal social structure where male dominance is evident across many spheres of life. Compared to Western developed nations, women's participation in politics and large-scale business remains limited. Nonetheless, there has been a growing awareness of women's roles and their significance in all areas of society. The initial steps toward feminist activism in Korea can be traced back to the latter half of the 19th century, when Christian missionaries introduced the idea of gender equality. These ideals later influenced the Tonghak movement, which became one of the key forces in Korea's struggle for independence. Amid external threats to national sovereignty, the Independence Club (Dongnip Hyeophoe, 동립 협회) was founded. Alongside advocating for democratic reforms, its members emphasized education as a path toward national progress and highlighted the importance of women's roles, supporting the establishment of girls' schools. However, at the time, calls for educational equality did not fully extend to advocating equal rights between men and women. Following the Enlightenment movement, women's activism gained momentum. By the early 20th century, various women's organizations had been established, some publishing journals dedicated to education and others engaging in charitable work. Although Western concepts of gender equality entered Korea during the 1920s and 1930s, they failed to take root due to the strong Confucian underpinnings of Korean society. Women who engaged in public or social work were often viewed as immoral. During the Japanese colonial period, Korean women, alongside men, participated in nationalist movements opposing colonial oppression, ethnic discrimination, and gender inequality. However, by the 1930s, Japanese authorities began to suppress both patriotic and women's organizations, significantly curtailing their activities.

It was during the 1920s and 1930s that the first female writers emerged on the Korean literary scene. These pioneers laid the groundwork for contemporary women's literature, using their works to expose the marginalization of women, challenge patriarchal norms, and assert women's rightful place in society. Their advocacy extended beyond literature, as public discourse around women's rights began to take shape. With the establishment of democratic institutions in the Republic of Korea in 1948, women were formally granted equal political rights, including access to education and employment. These rights, however, were conferred rather than earned through direct political struggle. As a result, entrenched traditional norms remained unshaken, preventing many women from experiencing genuine freedom. Literary critic Kim Jong Jae referred to the

women’s movement of this period as "unorganized and lacking autonomy." Unlike the Western feminist movement, which emerged through the fight for civil rights such as suffrage and legal equality, Korean feminism in its early stages was primarily educational and nationalist in nature. The second wave of feminism, which swept the West during the 1960s and 1970s, reached Korea somewhat later. As South Korea underwent rapid industrialization, the demand for labor extended to women, resulting in a surge of women’s workforce participation. This period also witnessed the rise of labor and student movements, with women’s rights organizations becoming increasingly active. Despite this, Korean society remained largely indifferent to feminist voices. In the 1980s, feminist ideas continued to permeate various segments of Korean society. The country embarked on a path of democratization, fueled by sustained economic growth and a rise in the standard of living. These changes led to significant transformations in the social fabric. The influx of Western cultural values influenced lifestyle choices and prompted many Koreans to reject rigid institutional norms in favor of individual expression. New terms like "women’s emancipation" gained traction, and the legitimacy of male-dominated ideologies began to be questioned. A marked increase in divorce rates during this period reflected women’s growing autonomy and changing societal expectations.

By the 1990s, feminist activism in South Korea had gained considerable momentum. Women’s organizations intensified their efforts, and in 1998, the academic society Feminism and Korean Literature was established. This organization remains active and continues to promote the study and development of feminist literary thought. These developments have played a crucial role in enriching Korean literature by bringing greater focus to the exploration of the human psyche. Women writers have made substantial contributions to this cultural transformation.

II. MAIN PART

Women’s prose has a special place in South Korean literature, it has its own history and its development spans a long time. Unfortunately, Uzbek Korean studies still do not pay enough attention to this topic. A chronological study of the formation of women’s prose reveals its most important stages in Korea, and in the Republic of Korea after 1945: 16th-century lyrical poetry (sijo) written by women in Korean and Chinese has survived. The authors of these poems were kisen (singers and musicians), the most famous of whom were Khwan Chi Ni (pen name Muyengwol) (1506-1544), Li Ke Ran (Machkhan) (1573-1611), and Chin Ok.

Modern researchers of women’s poetry in the Sijo genre believe that their poems are “magic”, “prayer” aimed at making the world happy, “... life goes on due to two eternal principles - the harmonious interaction of man and woman.” The poetic tradition of the 16th century continued in the poetry of the 18th century with the development of the genre of kyubang kasa. The theme of women’s poetry at that time did not change much - the world of personal feelings; women wrote about their difficult destinies, meetings and divorces, their devotion to a loved one, waiting for his return. In the early twentieth century, “civic issues” began to emerge in women’s literature, along with love poetry. Sonya Haussler, a German scholar of Korean literature, argues that the kyubang kasa genre has “disintegrated” since the 1960s, but has retained its traditions. Today, talented women in the literature continue to create and perform kasa in accordance with the rules of the genre. Women have left their mark on prose, primarily in the everyday genre. In the 17th and 18th centuries, Korean literature became increasingly interested in private life. The daily prose, which was a record of the members of the palace, is filled with personal impressions and emotional experiences. The most famous work in this genre, written in Korean, is “Written in Suffering” (한중록). Its author is Mrs. Khan (1735-1815), wife of the heir to the throne, Prince Sado (1735-1762). Mrs. Khan died in 1815, leaving behind a diary named “... her emotional state is close to that of women’s lyrics.” At the end of the 17th century, the traditional Korean novel genre developed. The main readers of these manuscripts, whose authorship is unknown, were usually women. It is possible that the main authors of these novels were women as well. Interest in man, in his personal destiny, was revived in the 18th century in the genre of chon – biography. His characters were real historical figures, often with tragic fates. Among the works in this genre is the “Biography of the Emperor In Hyun”, dedicated to the “exemplary wife” who was driven out due to the conspiracies of the members of the palace. There is speculation that the author of this work may have been one of the women closest to the emperor (p.205). As for the female protagonists of

popular works of traditional literature, it should be noted that the main characters are, as a rule, the image of a virtuous wife (the story of an unknown author "Faithful Chung Hyang", Kim Man Jun's novel "Mrs. Sa's Journeys in the South" or "The Tale of Sim Cheon". This traditional Korean female symbol dominated literature until the early 20th century. In the 1920s and 1930s, new types of heroes began to emerge. Korean society has always been critical of women's social life in society in general, and literature in particular. In the works of Korean researchers, this literature "seems to be a special island and does not join the general flow of literary development." Even in the researches of modern authors, it is considered not as one of the directions related to the general principles of the literary movement, but only in special parts devoted to women's poetry and prose (p.175). One of the writers of new wave in the 20th century was Kim Myong Sun (김명순) (1896-?). As well as male writers, she worked as a member of the editorial boards of such magazines as Creation (창조), founded by Kim Tong Jing, and Kim Eok – a magazine founded by a group of young writers led by Kim Ok (1896-?). She has published her works in these magazines. Kim Myong Sun's first story, written in 1917, is called The Girl Under Suspicion (의심의 소녀). This story is an actual image of reality and describes a woman's plight with deep sympathy. After this work, the author published several more romantic and sentimental stories. Her talent was also reflected in poetry – in 1925 a collection of her poems was published. However, in her homeland, Kim Myong Sun's work was met with protest and became an object of criticism and condemnation. Traditionally, literature in Korea has been considered the prerogative of men. But in the 1930s, in addition to Kim Myong Sun, two other writers appeared in the literary field: Kim Won Ju (김원주) (1896-1971) and Na Hye Seok (나혜석) (1885-1946). Their work has also been condemned and attacked by the conservative section of society. However, their activity helped to liberate the Korean woman from patriarchal foundations, contributing to her ability to create Art. The first writers were prominent women of their time. They had not only courage but also literary talent. However, critic Kim Young Chan said, "they lacked the experience to analyze current events and understand life in all its aspects." 8 In the 1930s, Kim Mal Bong (김말봉) (1901-1961), Kang Kyung Ae (강경애) (1907-1943), Bek Shin Ae (Bek Shin Ae) (1908-193) continued their activities in the women genre. The introduction of Koreans to Western culture and the emergence of women's schools and institutions have helped women to take an active part in society, to be able to teach and to be creative. Their works have been published in newspapers and magazines. Some Korean women have managed to continue their studies abroad. One of the most famous women writers of the period, Kang Kyong Ae, has a special place in Korean literature. Unlike most of the works in the main line of didactic prose of that period, the principles of realism were confirmed in the work of Kang Kyong Ae. The writer portrayed the lives of ordinary people, and her stories often ended tragically. The story "Mother and Daughter" (어머니와 딸), published in 1931, deals with the contradictions between the older and younger generations. The Problems of Humanity (인간 문제) (1934) depicts the lives of peasants in the 1920s and 1930s. Young people go to the capital in search of a better life and fight for their lives and happiness. As the Korean literary critic Cho Dong Il (조동일) points out, "... there were not many works in this period that accurately and unreservedly portrayed the lives of people fighting violence. Kang Kyong Ae's art is characterized by a unique style, the author's point of view is expressed not in the decisive actions of the heroes, but in the reflection of special signs, characters."

Another writer, Bek Sin Ae, has left a significant mark on Korean literature, despite his short life. An active member of the women's movement, she expressed sympathy for the plight of ordinary people and her attitude to the current problems of her time. The author wrote real stories about the fate of Korean families living not only in Korea but also abroad. The novel "Koreans" (꺼래이) (1934) describes the tragic fate of a family who left their homeland in search of a better life and settled in Siberia. In "A Friend Who Goes Far Away" (멀리 간 동무), the boy tells the story of his friend who is forced to divorce: poverty has driven his family to Manchuria. The main idea behind the works: "…. the need to liberate the homeland and the suffering people from colonialism." Unlike the above-mentioned authors, who focused on the social problems and

atrocities of the modern world, Kim Mal Bon continued the traditional direction of women’s literature, dedicating her stories and novels to human relationships, giving priority to love stories. “Business” (고행) tells the story of a man who regrets the futility of his life. In the story “Letter” (편지), the protagonist suffers from jealousy. “Kim Mal Bon’s works have become very popular, despite the lack of determination and strength of his heroes in the fight against fate.”

According to modern Korean scholars, the works of women writers of the 1930s are characterized by a high degree of artistic skill. These works are united by a common theme - suffering of the poor from the tough colonial life, revealed through the character and destiny of the female protagonists. “In the 1930s, the ideological maturity of women writers and women’s self-awareness increased.” 13 Typically, all of the women writers were educated, fought for equality with men, and participated in the activities of women’s organizations. In women’s prose of the period of foreign aggression, the tragedies that befell ordinary people, their sufferings, and the tragic endings of the lives of the protagonists of the works are reflected. It should be noted that the theme of women’s prose is different from works written by men. The only distinguishing feature is that its protagonists are mostly women. Therefore, at that stage, the selection of specific “women’s literature” by critics seemed artificial. Perhaps critics could not follow the tradition and escape the usual “woman-man” confrontation. A similar contradiction in the assessment of Korean literary work can be seen in the works of modern critics. By 1945, when Korea was liberated from Japanese rule, the number of women writers had increased. In addition to their literary work, they also took part in discussions between various literary groups in newspapers and magazines. The writers, along with other public and cultural figures, sought to find a way for the new literature of a nation that had been liberated after 35 years of colonial rule. After the end of the Korean War in 1953, the most prominent female writers who contributed to the emergence of new Korean literature were Song So Hee (손소희) (1917-1986), Han Mal Suk (Xan Mal Suk). Hán mò shū) (born 1931) and Park Kyung Ni (박경리) (born 1927) and others. The most famous female writer of this period is Park Kyung Ni. Her story The Age of Unbelief (불신시대) (1957) shows the decline of modern society from a women’s point of view. At that time, most writers addressed the tragic theme of the division of the country. The novel The Market and the Battlefield (시장과 전당)) (1964) provides an analysis of the causes of the civil war from the perspective of ordinary people. Author Song So Hee focused on the psyche of women by describing love stories in the novels “When the irises bloom” (창포 필 무렵) (1956) and “Valley of the Sun” (태양의 계곡) (1959). Love helped the heroes of these works to overcome the difficulties of life. The main theme of Khan Mal Suk’s prose is also the position of the woman, her attitude to the current system. “A ravine shrouded in mystery” (신화의 단애) (1957), a novel about the life of the people after the war, criticizes women who live only for today. In “Bon voyage” (하얀 도정), Khan Mal Suk described the bigotry of the townspeople and the new generation of people who opposed the old system.

The central themes in women’s literature of the 1960s in South Korea included legal inequality, women’s inferior social and familial status compared to men, and discriminatory laws. Despite addressing these issues, Korean literary critics at the time did not categorize these works as feminist. From the 1970s onward, a growing self-awareness among Korean women became evident in literature, which increasingly reflected feminist ideologies as a challenge to male-dominated societal norms. Notable authors from this period include Park Wan-seo (박완서,), O Jeong-hui (오정희; b. 1947), Seo Yeong-eun (서영은; b. 1943), and Kim Chae-won (김채원; b. 1946), among others. Their works explored women’s roles within the family and society in a rapidly modernizing era. Through their narratives, these writers highlighted the struggles of ordinary women living within patriarchal family structures, exposing the injustices and often hostile treatment inflicted by men. Their stories not only examined interpersonal dynamics between genders but also emphasized women's longing for mutual respect and harmony. These writers also critiqued male characters driven by selfishness or greed, and examined themes such as the idealized, often self-sacrificing love of mothers for their sons. In the fast-paced, transforming society of 1970s and 1980s Korea, there was little space for individuals to confront personal

issues. The increasing influence of mass media and the spread of computerization across all sectors began to dominate daily life. Both male and female writers of the period focused on the decline of traditional ideologies, the commodification of life under a profit-driven system, and the psychological impact of mass media on society. Literature of this era took on a distinctly social orientation.

III. CONCLUSION

The patriotic sentiments that spread in the early years of the annexation turned into a nationwide uprising in the spring of 1919 (March 1 movement for independence). During this period, along with newspapers and magazines, the role of fiction in the life of the Korean people was invaluable. The novel in Hanmun was in crisis, and modern prose in Hangul developed. It is known that in ancient Korea, women were first taught Confucian books on morality. Knowledge consisted of the rules of the correct behaviour of educated women in the home of their fathers and husbands, the qualities they possessed, the organization of family life, and the conduct of ceremonies. In the state of Joseon, men were engaged in science. Most women did not have access to education. Noble women were not given the opportunity to engage in literature and art. Women were taught to read in Hangul (the Hangul-Korean alphabet for women and ordinary people). The men wrote and read in Hanmun (Chinese for Korean phonetics). Textbooks (규중요람 1544, 사소절 1775, etc.) stated the importance of women’s education: 남자를 가르치지 않으면 내집을 망케 하는 것이요, 여자를 가르치지 않으면 남의 집을 망하게 하는 것이다 If you don’t teach a man, you lose your house, if you don’t teach a woman, someone else loses his house. 여자는 정절을 사모하고 남자는 재주를 본받는다 A woman should be faithful and a man should be capable.16 Despite the difficult circumstances of Japanese colonization (1910–1945) and the subsequent division of the Korean Peninsula (post-1945), Korean women continued to engage in literary creation. Feminist writers, who had already established a presence in the literary landscape, remained dedicated to exploring women's experiences and issues in their work. They persisted in writing despite cultural and political obstacles, including state censorship, increased surveillance of intellectuals, and the prohibition of the Korean language in literary expression. Through resilience and determination, these women built a cohesive and enduring literary tradition that continues to evolve today.

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ИНТЕГРАЦИЯ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ В УЧЕБНЫЙ ПРОЦЕСС В МЕДИЦИНСКИХ ВУЗАХ КЫРГЫЗИСТАНА

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Аннотация. *В статье обосновывается необходимость системной интеграции межкультурной коммуникации в образовательные программы медицинских вузов Кыргызской Республики. Показано, что многоязычие и культурное разнообразие Кыргызстана, а также растущая доля иностранных студентов и международных медицинских стандартов требуют от будущих врачей не только владения профессиональной терминологией, но и развитых межкультурных коммуникативных компетенций.*

Ключевые слова: *межкультурная коммуникация, медицинское образование, Кыргызстан, многоязычие, профессиональная компетентность врача, образовательная интеграция.*

ВВЕДЕНИЕ.

Медицинское образование в Кыргызстане развивается в условиях устойчивого многоязычия (кыргызский — государственный, русский — официальный и язык науки, английский — язык международной медицины), а также в условиях культурной и конфессиональной неоднородности населения. Дополнительным фактором выступает интернационализация высшего образования: рост числа иностранных студентов в медицинских вузах республики и ориентация на международные клинические протоколы.

В этих условиях коммуникативная подготовка будущего врача не может ограничиваться традиционными курсами «иностранного языка для медиков» и «латинского языка». Врач вступает в профессиональное общение с пациентами разных этноязыковых групп, с родственниками пациентов, с коллегами из других стран, а также с администрацией лечебных учреждений. Следовательно, межкультурная коммуникация должна стать не внешним дополнением, а встроенным компонентом образовательного процесса.

Цель статьи — теоретически обосновать и описать направления интеграции межкультурной коммуникации в учебный процесс медицинских вузов Кыргызстана.

Под межкультурной коммуникацией в контексте медицинского образования понимается целенаправленное формирование у будущих врачей знаний, умений и установок, позволяющих

эффективно взаимодействовать с представителями иных языковых, этнических, религиозных и профессиональных культур при сохранении этических и клинических стандартов.

Интеграция как педагогический принцип означает:

1. включение межкультурного компонента в уже существующие дисциплины (языковые, клинические, коммуникативные);
2. сквозной характер формирования компетенций (с 1 курса до клинических кафедр);
3. связь с реальными ситуациями лечения и консультирования в многоязычном обществе.

Теоретическую базу такого подхода составляют: культурно-историческая концепция общения (язык как носитель культурных норм); компетентностный подход в высшем образовании (межкультурная компетентность — часть профессиональной); коммуникативно-деятельностный подход (обучение через моделирование реальных речевых действий врача).

Социально-языковой контекст медицинских вузов Кыргызстана:

Особенности кыргызстанского контекста:

1. Многоязычный контингент студентов. Учатся кыргызскоязычные, русскоязычные, билингвальные студенты, а также иностранные обучающиеся (преимущественно на английском).
2. Многообразие пациентов. Врач работает с кыргызами, русскими, узбеками, таджиками, дунганами и др., чьи представления о здоровье, семье, репродукции, старости и смерти могут отличаться.
3. Тройная языковая нагрузка. Русский необходим для освоения отечественных и постсоветских учебников и приказов; английский — для доступа к современным клиническим рекомендациям; кыргызский — для эффективной коммуникации с пациентами и их родственниками.
4. Религиозно-культурная чувствительность. В ряде случаев врач должен подобрать форму общения, учитывая религиозные установки (например, при обсуждении гинекологических, онкологических, ВИЧ-вопросов).

Таким образом, медвуз, игнорирующий межкультурный аспект, фактически перекладывает эту задачу на самих студентов и на клиническую практику, где ошибки уже могут повлиять на качество помощи.

Анализ существующей практики преподавания. В большинстве учебных планов медицинских вузов региона присутствуют дисциплины:

- «Иностранный язык (английский)»;
- «Кыргызский/русский язык в профессиональной сфере»;
- «Медицинская терминология (латынь)»;
- «Медицинская этика и деонтология».

Однако эти курсы чаще существуют параллельно и не выстроены в общую линию формирования межкультурной компетентности.

Интеграция межкультурной коммуникации в учебный процесс

- Обязательное изучение местного языка: В таких вузах, как Международный медицинский университет (ММУ), для всех иностранных студентов с первого семестра вводится курс местного (кыргызского/русского) языка. Это необходимо для повседневного общения и, что критически важно, для взаимодействия с пациентами во время клинических стажировок.
- Медицинские программы на английском языке: Многие вузы, включая Кыргызскую государственную медицинскую академию (КГМА) и ММУ, предлагают обучение на английском языке, что устраняет языковой барьер для иностранных студентов и способствует интернационализации образовательной среды.
- Клиническая практика и стажировки: Студенты проходят практическую подготовку в аффилированных больницах и клиниках, где они работают под руководством опытных врачей и взаимодействуют с разнообразной категорией пациентов. Этот опыт "из первых рук" помогает развить необходимые клинические и коммуникативные навыки в реальных условиях.

• Современные методики обучения: В учебном процессе активно используются симуляционное обучение, ролевые игры и решение клинических задач, что помогает студентам практиковать общение и взаимодействие в безопасной, контролируемой среде.

• Развитие профессиональной компетентности: Понимание культурных особенностей пациентов из разных стран (например, из Индии, Пакистана, России, Казахстана и др.) является неотъемлемой частью подготовки, направленной на формирование профессиональной компетентности будущих врачей.

Ключевые ВУЗы и их подходы:

Кыргызская государственная медицинская академия (КГМА): Старейший и престижный вуз, который активно использует международные стандарты и аккредитации (ВОЗ, NMC). Акцент делается на сильной клинической подготовке и исследовательских проектах, в том числе затрагивающих вопросы общественного здоровья и коммуникации.

Международный медицинский университет (ММУ): Отличается высоким уровнем интеграции международных студентов и наличием программ, направленных на изучение местного языка и культуры, чтобы обеспечить эффективное взаимодействие с местным населением.

Ошский государственный университет (ОшГУ): Также является крупным центром медицинского образования с многонациональным студенческим сообществом.

Эти программы и подходы направлены на то, чтобы выпускники были готовы к работе в условиях культурного многообразия, что соответствует современным требованиям глобального здравоохранения.

Обсуждение. Интеграция межкультурной коммуникации в медицинское образование даёт сразу несколько эффектов:

• Педагогический эффект: повышается мотивация студентов к изучению языков, так как они видят прямую связь с будущей практикой.

• Профессиональный эффект: выпускник умеет говорить с пациентом «его языком», что увеличивает доверие и приверженность лечению.

• Социальный эффект: снижается риск дискриминационных или некорректных высказываний в медучреждениях по отношению к представителям этнических и религиозных меньшинств.

• Международный эффект: облегчает участие медиков Кыргызстана в международных проектах и обучении.

При этом следует учитывать и ограничения: необходима подготовка самих преподавателей (не все владеют методикой обучения межкультурному общению), требуется время в учебном плане и поддержка администрации вуза.

Заключение. Межкультурная коммуникация в условиях Кыргызстана — не внешняя опция, а ответ на реальные социолингвистические условия функционирования медицины. Поэтому её следует не просто преподавать отдельным курсом, а встраивать в языковую, клиническую и этическую подготовку врача. Оптимальной представляется модель, включающая нормативное закрепление, обновлённое содержание курсов, практико-ориентированные технологии и оценку коммуникативных умений в контроле знаний.

Реализация такой модели позволит медицинским вузам Кыргызстана выпускать специалистов, способных работать с разными категориями пациентов, поддерживать высокий стандарт медицинского сервиса и представлять национальную медицину на международной арене.

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O‘ZBEKISTONDAGI O‘ZBEK VA INGLIZ TILI IJTIMOIY TARMOQLARDA SENTIMENTNING QIYOSIY TAHLILI

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Annotatsiya: *Ushbu maqolada O‘zbekiston ijtimoiy tarmoqlarida o‘zbek va ingliz tillarida bildirilgan sentiment xarakteri qiyosiy tahlil qilinadi. Tadqiqotda Facebook, Telegram kanal kommentlari hamda ingliz tilida faol bo‘lgan saytlardagi baholar lingvistik kontekstda ko‘rib chiqildi. Ijobiy, salbiy, neytral baholarning amorf kategoriyalari, emotsional intensivlik, hamda leksik birliklar o‘rtasidagi farqlar korpus asosida tadqiq etildi.*

Kalit so‘zlar: *sentiment, qiyosiy tahlil, ijtimoiy tarmoqlar, pragmalingvistika, korpus tahlili, leksik birliklar.*

KIRISH QISM.

O‘zbekiston ijtimoiy tarmoqlari bugungi kunda ikki asosiy mental maydonga ega bo‘lib bormoqda: o‘zbek tilida yoziladigan kontent maydoni va ingliz tilidagi parallel diskurs maydoni. Ikkalasi ham kontent iste’moli nuqtai nazaridan bir hudud — O‘zbekiston auditoriyasi bilan bog‘liq bo‘lsa-da, emotsional munosabat bildirish tamoyillari farqlidir.

O‘zbek tilidagi sentiment ko‘pincha ko‘chma ma’no + maqol/hikmat + intensifikator bilan yuzaga chiqadi. Masalan: “bunaqa ishga gap yo‘q”, “xalqning sabr kosasi to‘ldi” kabi emotsional strukturalar ko‘proq metaforik birliklar orqali beriladi. Ingliz tilidagi sentiment esa ancha to‘g‘ridan-to‘g‘ri baho shakliga yaqin: “this is terrible”, “absolutely great”, “can’t recommend this” kabi konstruktsiyalar yuqori chastotali.

Shuningdek, ingliz tilidagi baholashda degree modifier + adjective modeli ustun: very good, extremely bad, incredibly useful. O‘zbek tilida esa tovlanma (konnotativ) ma’no + kontekst hamda emotsional zarrachalar (ku-ya,-ku baraka top) ijobiy va salbiy bo‘yoqni kuchaytiradi.

Korpus analiziga ko‘ra, salbiy fikrlar o‘zbek tilida ko‘proq bilvosita (yumshatilgan), ingliz tilida esa ko‘proq bevosita (kategorik) ifoda bilan ko‘zga tashlanadi. Bu hol madaniy pragmatika bilan ham bog‘liq.

Shuningdek, global platformalarda (masalan, YouTube sharhlari, Instagram postlari tagidagi muhokamalar) o‘zbek tilida yozilgan fikrlar ko‘proq stilistik jihatdan mulohazali, kontekstual, ijtimoiy-obro‘ga yo‘naltirilgan shaklda yuzaga chiqadi. Ingliz tilidagi sentiment esa individualizm va shaxsiy pozitsiyani ochiq ifodalashga moyil bo‘lib, fikr bildiruvchi subyektning identifikatsiyasi ikkilamchi hisoblanadi. Ya’ni, o‘zbek tarmoq muhitida “boshqalarning reaksiyasi qanday bo‘ladi?” degan ichki filtr yuqori, ingliz stilida esa “mening fikrim mana shu” konstruktiv markazi ustun. Bu jarayon kommunikativ pragmatika nuqtai nazaridan til tizimida semantik yuklanishning emotsional gradienti bilan ham chambarchas bog‘liq.

Yana bir farq - o‘zbek tilidagi sentimentda tarixiy-kulturologik kodlar faol ishlaydi. Masalan: milliy qadriyatlar, odob-axloq, hurmat kategoriyalari baholash mezoniga aylanadi. “Bu hali bizning millatga to‘g‘ri kelmaydi”, “shunaqa narsaga yo‘l qo‘yib bo‘lmaydi” singari mulohaza konstruksiyalari salbiy sentimentni to‘g‘ridan-to‘g‘ri aytmasdan turib ham bildira oladi. Ingliz tilida esa salbiylikni “sorry, but this is awful” kabi

bevosita to‘xtam bilan berish normal aksioma sifatida qabul qilinadi.

Korpus statistikalarida shuningdek, ijobiy sentiment konstruktsiyalarida ham sezilarli tafovutlar mavjud. O‘zbek tilidagi ijobiy baholash ko‘proq umumlashtirish + giperbolizatsiya: “zor”, “a’lo darajada”, “buni gap bilan aytib bo‘lmaydi”, “super darajada yaxshi” asosida shakllanadi. Ingliz tilida esa ko‘proq natijaga yo‘naltirilgan pragmatik intensifikatorlar ishlatiladi: “highly recommended”, “works perfectly”, “best experience so far”. Bu lingvistik faktlar o‘zbek auditoriyasining ijtimoiy-shartli baholash me’yorlariga bog‘liq.

Kategorik salbiy fikr bildirishning intensivligi ham o‘zbek tilida yumshatilgan bo‘lsa-da, mem va internet-shiorlar kirib kelishi bilan “keskin-kichik format” ham paydo bo‘lmoqda. Masalan: ‘bomba’, ‘ottepka’, ‘miyang o‘chdi’ kabi qisqa, ammo semantik jihatdan kuchli, yoshlar slangi asosida shakllangan birliklar semantik energiyani darhol yetkazib beradi. Ingliz tilida esa qisqa emotsional konstruktsiyalar avvaldan normativ edi: ‘wtf’, ‘omg’, ‘lol no’, ‘that sucks’ va hokazo.)

O‘zbek va ingliz tarmoq diskurslari orasidagi ushbu farqlar algoritmik sentiment aniqlash modellarida ham kuzatiladi. Aksar Ingliz korpuslarida tayyorlangan model o‘zbek kontekstiga qo‘llanganda noto‘g‘ri klassifikatsiya ko‘rsatkichi oshadi, chunki o‘zbek matnlarida baho bildiruvchi birliklar to‘g‘ridan–to‘g‘ri “good/bad” tizimasidan ko‘ra ko‘proq kontekst belgisiga bog‘liq. Masalan, ijobiy fikr bildirayotgandek ko‘ringan ibora aslida kinoya yoki ironik salbiylik bo‘lishi mumkin. Shu sababli sentimentni aniqlashda o‘zbek tiliga mos bo‘lgan pragmatik-indikatorlar katalogi ishlab chiqish zarur.

Shuningdek, ingliz tilida emojilarning sintaktik funksiyasi ko‘pincha mustaqil emotsional marker rolini bajaradi. O‘zbek tarmoq matnida emoji esa ko‘proq fon ma’no beradi va leksik birliklar bilan hamohang ishlatiladi. Bu jihat sentiment tahlilida multimodal semantika bo‘yicha alohida komponent sifatida qo‘shilishi lozimligini ko‘rsatadi. Mazkur farqlar O‘zbekiston sharoitida ikki tillilikning kommunikativ xulq-atvorni shakllantirishdagi rolini tasdiqlaydi - ya’ni bir shaxs ikki platformada ikki xil emotsional konstruktivga ega bo‘lishi mumkin.

Bundan tashqari, o‘zbek tilidagi internet muloqotidagi oksimoron, giperkontekstual kinoya, xalq iboralari, ijtimoiy metaforlar orqali sentimentni “yumshoq ta’sir - kuchli konnotatsiya” uslubi bilan berish tendensiyasi keyingi yillarda lingvistik tadqiqotlarda muhim tadqiq obyektiga aylanmoqda. Shu bilan birga, ingliz tilidagi “feelings as direct statements” modeli global standart sifatida AI sentiment modellariga asos bo‘layotgani, o‘zbek kontekstida esa hali ham konnotativ semantikaning yuqori ulushi sababli moslashtirish zarurligini ko‘rsatadi.

Xulosa qilib aytadigan bo’lsak, Ingliz tilidagi sentiment aniq, to‘g‘ridan-to‘g‘ri va shaxsning subyektiv bahosiga asoslangan bo‘lib, global individualistik madaniyat aks etadi. O‘zbek tilidagi sentiment esa ko‘proq metaforik, kontekstga bog‘liq, jamoa qadriyatlari va ijtimoiy normalar bilan o‘ralgan bo‘lib, jamoaviy munosabat va madaniy kodlarni aks ettiradi.

Bu farq nafaqat leksik va sintaktik darajada, balki kommunikativ maqsad va madaniy pragmatikaning chuqur qatlamlarida namoyon bo‘ladi.

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TALABALARDA KREATIV FIKRLASHNI RIVOJLANTIRISHDA BILINGVISTIK KOMPETENSIYANING O‘RNI

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Annotatsiya: *Ushbu maqolada talabalarda kreativ fikrlashni rivojlantirishning zamonaviy yondashuvlari, bilingvistik kompetensiyaning o‘rni hamda uni shakllantirishdagi psixologik va pedagogik omillar tahlil qilinadi. Maqola talabalarda ijodiy tafakkurni rivojlantirishda chet tillar o‘qitish jarayonining samarali usullarini ochib beradi.*

Kalit so‘zlar: *kreativ fikrlash, bilingvistik kompetensiya, talaba, ijodkorlik, tafakkur, til o‘rganish.*

KIRISH QISM.

Hozirgi globallashuv davrida ta’lim jarayonida talabalarning mustaqil va ijodiy fikrlashini rivojlantirish pedagogik tizimning ustuvor yo‘nalishlaridan biri hisoblanadi. Chet tillarini o‘rganish jarayonida talabalarda bilingvistik kompetensiyaning shakllanishi nafaqat kommunikativ malakalarni, balki kreativ fikrlashni ham rivojlantiradi. Til o‘rganish jarayonida ijodkorlikni rag‘batlantiruvchi metodlar va strategiyalar talabaning tafakkur doirasini kengaytiradi, turli tillarda o‘z fikrini ifodalash qobiliyatini mustahkamlaydi. Shu boisdan, talabalarda kreativ fikrlashni rivojlantirishda bilingvistik kompetensiyaning o‘rni beqiyos ahamiyatga ega.

Kreativ fikrlash tushunchasi va uning psixologik asoslari. Kreativ fikrlash – bu insonning yangicha, noodatiy yechimlarni topish qobiliyati bo‘lib, u tafakkur, xayol va motivatsiya jarayonlari bilan bevosita bog‘liqdir. Talabalarda kreativ fikrlashni shakllantirish ularni mustaqil qaror qabul qilishga, muammoli vaziyatlarda noodatiy yondashuv ko‘rsatishga o‘rgatadi. Psixologiyada kreativlik shaxsning tafakkur erkinligi, moslashuvchanligi va yangi g‘oyalar yaratish imkoniyati bilan izohlanadi. E.P.Torrance fikricha,kreativ fikrlash inson takakkurining yuqori darajasi bo’lib,u shaxsning mavjud bilimlarini yangi shaklda qo’llash imkoniyatini beradi.J.Guilford (1950) –ijokorlikni tafakkurning “divergent”shakli deb atagan.Guilford nazariyasiga ko’ra,kreativ fikrlash muammoni turli nuqtai nazardan ko’ra bilish,noodatiy yechimlarni ilgari surish bilan ifodalanadi.

Bilingvistik kompetensiya — bu shaxsning ikki yoki undan ortiq tillarda samarali muloqot qila olish qobiliyatidir. U tilning leksik, grammatik, fonetik, madaniy va pragmatik jihatlarini o‘z ichiga oladi. Bilingvizm talabaning fikrlash doirasini kengaytiradi, til strukturasi orqali dunyoni idrok etish imkoniyatlarini boyitadi. Psixologik nuqtai nazardan, ikki tillilik tafakkurning moslashuvchanligi va ijodkorlik darajasini oshiradi. Kreativ fikrlashni bilingvistik kompetensiya orqali rivojlantirish yo‘llari.Bilingvistik kompetensiya shaxsning nafaqat til qoidalarini,balki nutq madaniyati va muloqot kontekstini to’g’ri anglash ko’nikmasidir (Hymes,1972).Bundan tashqari Vygotskiy(1934) – tafakkur va nutq bir-birimbilan chambarchas bog’liq ekanini,til esa tafakkurni shakillantiruvchi vosia ekanini isbotlagan.Vygotkiy ta’kidlaganidek,nutq va tafakkur o’zaro ta’sirda bo’ladi.Shu bois,chet tiini o’rganish jarayoni talbalarda yangi tafakkur shakllarni hosil qiladi. Chet tili darslarida ijodiy fikrlashni rivojlantirish uchun interaktiv metodlardan — rol o‘yinlari, debatlar, ijodiy yozuv mashqlari, muammoli vaziyatlar tahlili kabi usullardan foydalanish samaralidir. Masalan, talabalar ikki tilda muayyan mavzuda bahs yuritish orqali mantiqiy, tahliliy va ijodiy fikrlashni rivojlantiradilar. Shuningdek, til o‘rganishda metafora, assotsiatsiya va analogiyalar asosida topshiriqlar berish talabalarning ijodiy

qobiliyatlarini kuchaytiradi. Bilingvistik muhitda o‘qish esa tafakkur faoliyatini yanada faollashtiradi. Talabalarda kreativ fikrlashni rivojlantirish metodlari yani psixologik-pedagogik adabiyotlarda quyidagi metodlar samarali deb topilgan.

1. ”Brain storming” (fikrlar yomg’iri) – talabalar berilgan mavzuda erkin fikr bildiradilar,hech qanday tanqidga yo’l qo’yilmaydi.

2. ”Mind-mapping”(aqliy xarita)- mavzuga oid tushunchalar o’zaro bog’lanadi,yangi g’oyalar topiladi.

3. Rol o’yinlari va muammoli vaziyatlar – talabalar hayotiy yoki kasbiy muammoga yechim topishga harakat qiladilar.

4. Innovatsion topshiriqlar- biror matnni boshqa tilda ijodiy qayta yozish,dialoglarni o’zgacha talqinda tuzish va hokazo.

5. Projekt usuli- talabalar chet tilida mini-loyihalar tayyorlaydilar (masalan,”Til va madaniyat o’rtasidagi o’xshashliklar”mavzusida).Bu usullar bir vaqtning o’zida ham bilingvistik,ham kreativ kompetensiyani rivojlantiradi.

Amaliy tavsiyalar

– Chet tili darslarida talabalarga ijodiy topshiriqlar berish (hikoya to‘ldirish, so‘z o‘yinlari, metaforik ifodalar);

– Ikkita tilda muammoli savollarga javob topish orqali tafakkur faolligini oshirish;

– Bilingvistik muhit yaratish (turli tillarda muloqot, audio va video materiallardan foydalanish);

– O‘qituvchilar uchun kreativ yondashuv metodikasini ishlab chiqish va tatbiq etish.

Xulosa qilib aytganda, talabalarda kreativ fikrlashni rivojlantirish chet tillar ta’limining eng muhim maqsadlaridan biridir. Bilingvistik kompetensiya bu jarayonda asosiy vosita sifatida xizmat qiladi, chunki u nafaqat til bilimini, balki ijodiy tafakkurni, tahliliy fikrlashni ham rivojlantiradi. Shu bois o‘qituvchilar ta’lim jarayonida ijodkorlikka yo‘naltirilgan metodlarni keng qo‘llashlari zarur. Bu esa nafaqat til o‘rganish samaradorligini, balki talabalarning intellektual salohiyatini ham yuksaltiradi.

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NATIONAL AND CULTURAL PHENOMENON IN LANGUAGE PICTURE OF THE WORLD

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Abstract: *The relevance of the article consists in an integrated approach to the study of universal and national-specific features of the representation of moral and ethical concepts in the language with the use of linguistic and cultural analysis.*

Key words: *language, linguistic picture ,worldview, national-specific features*

INTRODUCTION.

Each language reflects the culture and traditions of a particular people, and each word has its own unique historical development and origin. The study of the concept of "mentality" contributes to a more expanded understanding of cultural traditions and values of peoples.

No two cultures are the same, as each nation has its own unique culture, customs, and traditions. When transferring a mental image from one language to another, it will always carry some elements of national and cultural specificity.

New knowledge about another culture can only be gained by comparing it with one's own and finding common features that allow one to correctly understand certain aspects of another nation's culture.

The set of social roles may vary in different cultures and among different people. The larger a person's social network, the more varied the roles they may play, or, in other words, the wider their role range. The cultural and intellectual development of an individual is also important. Language connects past and future generations and contributes to understanding historical processes. Language is both social and national, serving as the primary means of communication. Norms of human behavior are also transmitted through language in society.

When it comes to classifying worldviews, there are several types that can be identified:

Firstly, the universal picture of the world forms the basis of a person's worldview and the core of their integration with others. It is the foundation of their life and understanding of each other. The unity of this picture reflects the unity of the material world and how we perceive it. All people on Earth share basic concepts such as earth, sky, water, day, night, parents, and the basic functions of the human body, regardless of nationality, age, or gender. The structure and functioning of the human body is the same for everyone. This common understanding is the basis for human society.

Secondly, the picture of the world is a certain model of the world of human society development in a certain historical epoch. In this model, such universal concepts as time, space, fate, number, etc. prevail. Each nation has its own temporal perception and analysis of historical events that happened to a particular nation in a certain historical epoch. This picture of the world is closely connected with culture, traditions, religion, and most importantly, the territory of residence of this people.

Thirdly, the worldview may have certain specific features among members of different social groups. Thus, the knowledge of people from rich, intellectual and aristocratic families may be higher than the knowledge of people belonging to the middle class. This is often explained by the level of a certain prosperity, which gives a person the opportunity to travel a lot and enrich their vocabulary without thinking about their daily bread. People with average earnings have other life problems that do not allow them to expand their horizons. All this is reflected in the understanding and evaluation of certain objects or phenomena, in the presence of stable phraseological phrases in the linguistic picture of the family world, corresponding to the level of their education and social prosperity.

All social, cultural and national differences are reflected primarily in language. Consequently, language seems to us to be the creator of reality, forming human consciousness. The language not only reflects the culture of peoples, mentality, and worldview, but also preserves the historical and socio-cultural layer accumulated by them, which further serves as an important and effective way of shaping future generations.

The language presents different models of the worldview of native speakers, which is reflected in the formation and development of linguistic meanings and forms. Words act as symbols or formulas of an image that can be reconstructed through the prism of relevant concepts. Therefore, language seems to us to be one of the main means of expressing thoughts and transmitting knowledge. Language is also the center of all human activity, it is language that helps to establish a connection between an object or phenomenon and their understanding and the symbolic means chosen for their name, which will help determine how the world is formed in the individual's mind.

Emotions, feelings, and experiences are reflected in the language system as conscious phenomena, therefore, the position of language as an actual consciousness suggests that reality in language correlates with sensory cognition of the world. People's emotional and mental experiences are reflected in their speech and in their worldview. All the inner spiritual and moral problems of a person are reflected, not only in his behavior, but also in his speech.

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JAHON XALQLARI ADABIYOTI VA TARIXI “FYODOR DOSTOEVSKIY VA ERNEST HEMINGUEY IJODIDA INSON RUHIYATINING BADIIY TASVIRI”

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Annotatsiya: *Ushbu maqolada Fyodor Dostoevskiy va Ernest Heminguey ijodida inson ruhiyati, ichki kechinmalari va hayotiy kurash masalalari tahlil qilingan. Har ikki yozuvchi o‘z davrining ijtimoiy va ma’naviy muammolarini inson qalbi orqali yoritgan. Maqolada ularning asarlaridagi qahramonlar tahlili, psixologik yondashuv hamda badiiy uslubning o‘ziga xos jihatlari solishtirma tarzda ko‘rib chiqiladi. Tadqiqot nati-jasida Dostoevskiy falsafiy tahlilga tayanar ekan, Heminguey soddaligi va ramziy ifo-da orqali insonning ichki kuchini aks ettirgani aniqlanadi.*

Kirish so‘zlar: *Dostoevskiy, Heminguey, Jinoyat va jazo, Chol va dengiz, inson, inson ruhiyati, vijdon, iroda, bardosh, kurash, yolg‘izlik, ma’naviy g‘alaba, adabiyot, soddalik, Raskolnikov, Santyago, sabr, g’urur, asarlar;*

KIRISH QISM.

Jahon adabiyoti tarixida inson ruhiyatini tahlil qilish, uning ichki olamini badiiy tasvirlash masalasi har doim markaziy o‘rinda bo’lib kelgan. Chunki adabiyot inson qalbining eng nozik, eng yashirin qatlamlarini ochib berish, uning ruhiy kechinmalarini, orzu-umidlarini, iztiroblarini ifoda etish vositasidir. Har bir davrda, har bir millat adabiyotida inson shaxsining ichki dunyosi, uning ruhiy izlanishlari, axloqiy qarama-qarshiliklari, hayotga munosabati o‘ziga xos tarzda yoritiladi. Shu jihatdan, inson ruhiyatining badiiy talqini adabiy jarayonning eng muhim yo‘nalishlaridan biri sanaladi.

Xususan, XIX asr rus adabiyotining yirik vakili Fyodor Dostoevskiy va XX asr amerika adabiyotining buyuk namoyondasi Ernest Heminguey ijodi bu borada alohida e’tiborga loyiqdir. Ularning asarlarida insonning ichki olami, ruhiy iztiroblari, vijdon azobi, g‘urur, iroda, sabr va umid kabi fazilatlar chuqur falsafiy va badiiy tahlil asosida tasvirlanadi. Dostoevskiy o‘z asarlarida inson qalbining murakkab labirintlarini ochib berar ekan, uning har bir kechinmasini psixologik tahlil orqali yoritadi. U insonni nafaqat jamiyatning bir a’zosi, balki o‘z vijdoni bilan kurashayotgan, gunoh va poklanish o‘rtasida iztirob chekayotgan mavjudot sifatida tasvirlaydi. Uning “Jinoyat va jazo”, “Aka-uka Karamazovlar”, “Telba” kabi asarlari inson ruhiyatining falsafiy teranligini namoyon etadi. Dostoevskiy “Jinoyat va jazo” asarida inson vijdonining uyg‘onishini Raskolnikov va uning singlisi Dunya o‘rtasidagi suhbat orqali juda chuqur ifodalaydi. Bu sahnada Raskolnikov o‘z jinoyatini yashirayotgan bo‘lsa-da, singlisining sof va qat’iyatli so‘zlari uning ruhida og‘ir iz qoldiradi. Dunya akasini jinoyatini oqlashga emas, balki vijdon oldida tozalanishga undaydi. U aytadi:

“Rodion, sen o‘zingni oqlamoqchi bo‘lasan, lekin yuragingda osoyishtalik yo‘q. Haqiqatdan qochish mumkin, ammo vijdondan hech kim qochib qutulmagan.”

Bu so‘zlar Raskolnikov ruhiy sinishining boshlanishi bo‘ladi. Shu suhbat orqali yozuvchi insonning eng buyuk jazosi – uning o‘z vijdoni ekanini ko‘rsatadi. Dostoevskiy qahramonning ruhiy kechinmalarini, vijdon azobini, ichki kurashini tasvirlash orqali inson tabiatining murakkabligini ochib beradi. Raskolnikov o‘z

xatosini anglab, jazoga rozilik bildiradi. Shu jarayonda u ruhiy poklanishga erishadi. Yozuvchi asar orqali “jinoyat” faqat jismoniy emas, balki ma’naviy og‘riq ekanini ko‘rsatadi. Dostoevskiy insonni bu og‘riqdan qutqaruvchi yagona yo‘l – vijdon, e’tiqod va kechirim orqali ruhiy tozalanish ekanini ta’kidlaydi.

Ernest Heminguey esa inson ruhiyatini mutlaqo boshqa uslubda – soddalik, qisqalik va ichki kuch ifodasi orqali tasvirlaydi. Uning “Chol va dengiz”, “Qurol kimga zarur”, “Alvido, qurol” singari asarlarida insonning hayot sinovlari qarshisidagi matonati, iroda kuchi va bardoshi o‘ziga xos minimalistik uslubda aks etadi. Heminguey qahramonlari ko‘pincha jim, ammo irodali, tashqi sokinligi ortida ulkan ruhiy kechinmalar yashiringan insonlar sifatida gavdalanadi. Ernest Heminguey “Chol va dengiz” asarida insonning hayotga, tabiatga va o‘z taqdiriga qarshi qurashini ramziy tarzda tasvirlaydi. Asarning bosh qahramoni – Santyago ismli qari baliqchi. U uzoq vaqt omad topa olmay, qariyb 84 kun davomida hech narsa tuta olmaydi. Ammo u taslim bo‘lmaydi va nihoyat ulkan baliqni tutadi. Dengizdagi bu kurash – insonning hayot sinovlariga qarshi kurashining timsolidir. Eng ta’sirli sahnalardan biri – chol ulkan baliq bilan kurashayotgan paytdagi ichki monologlari. U o‘zi bilan, dengiz bilan va taqdir bilan yolg‘iz qoladi. Har bir harakatida u nafaqat baliqqa, balki o‘zining ojizligiga ham qarshi kurashadi. U o‘zicha shunday deydi:

“Insonni yo‘q qilish mumkin, lekin mag‘lub etib bo‘lmaydi.”

Bu so‘zlar asarning eng chuqur falsafasini ifodalaydi. Santyago baliqni tutgan bo‘lsa-da, uni yo’qotadi – lekin u o‘zini yo’qotmaydi. Chunki u g‘alabani natijada emas, kurashning o‘zida ko’radi. Heminguey shu orqali insonning haqiqiy qudrati uning irodasida, bardoshida va o‘z sha’nini saqlay bilishida ekanini ko‘rsatadi. Yozuvchi tilni sodda, ammo ma’noli ishlatadi. Dengiz – hayot ramzi, baliq – inson orzusi, akulalar esa hayotdagi sinovlar va yo‘qotishlarni ifodalaydi. U tabiat bilan kurashadi, ammo uni yomon ko‘rmaydi. Bu asarda g‘urur, sabr, oriyat va iroda kuchi insonni yuksaltiruvchi qadriyat sifatida gavdalanadi.

Solishtirma tahlil:

Dostoevskiy va Heminguey ijodini bir-biriga qiyoslaganda, ularni birlashtiruvchi asosiy g‘oya – insonning ichki va tashqi kurashi ekanini ko‘ramiz. Dostoevskiy insonning ruhiy azobi, vijdon bilan to‘qnashuvini ko‘rsatadi. Uning qahramoni o‘z fikr va e’tiqodi bilan kurashadi, natijada ruhiy tozalanishga erishadi. Heminguey esa insonning irodasi, sabr va matonatini ko‘rsatadi. Uning qahramoni hayot sinovlariga qarshi kurashadi, jismoniy yengilsa ham, ma’naviy g‘olib bo’ladi.

Har ikki asar o‘z davrining buyuk ma’naviy va falsafiy asarlaridan biri bo‘lib, ular orasida chuqur o‘xshashliklar mavjud. Eng avvalo, har ikki yozuvchi inson ruhiy dunyosini markazga qo‘ygan. Dostoevskiy o‘z qahramoni Raskolnikov orqali vijdon va aql o‘rtasidagi kurashni, insonning o‘z ichki zulmati bilan to‘qnashishini ko‘rsatadi. Heminguey esa chol Santyagoning hayot sinovlari, tabiat bilan kurashi orqali insonning eng buyuk g‘alabasi – tashqi emas, ichki g‘alabadir. Raskolnikov jinoyatidan keyin ruhiy azob chekib, oxir-oqibat o‘z vijdoni bilan yarashadi. Santyago esa tanasining zaifligiga qaramay, o‘z ruhining kuchini isbotlaydi.

Bu ikki asarda yolg‘izlik motivi ham muhim o‘rin tutadi. Raskolnikov jamiyatdan, Santyago esa odamzotdan uzoqlashgan, ammo aynan shu yolg‘izlik ularning ichki dunyosini ochadi, ularni o‘zini anglash sari yetaklaydi. Har ikkisi azob orqali tozalanadi: biri ruhiy, biri jismoniy azobni boshidan kechiradi, ammo natijada ikkisi ham ma’naviy poklanadi. Yozuvchilar shuni ta’kidlaydilarki, inson qanchalik qiynalmasin, agar u umidni yo‘qotmasa, hayot oldida g‘olib bo‘lib qoladi. Raskolnikov uchun bu – vijdon oldida poklanish, Santyago uchun esa – mehnat va sabrning yuksak g‘alabasidir.

Farq shundaki, Dostoevskiy insonni ichki dunyo orqali tahlil qilsa, Heminguey tashqi kurash orqali insonning kuchini ochadi. Dostoevskiy asarlarida falsafiy tafakkur, diniy va ruhiy g‘oyalar ustun bo‘lsa, Hemingueyda hayotiy realizm, soddalik va ramziylik kuchli. Ikkala yozuvchi asarlarida insonning mag‘lubiyatidagi g‘alabasi, ya’ni insoniylikni eng yuksak qadriyat sifatida ko‘rsatadi, ularning tagida bitta g‘oya yotadi - inson sha’ni, irodasi va umidining cheksiz kuchiga bo‘lgan ishonchdir.

Insoniyat tarixida adabiyot har doim ruhiy uyg‘onishning kaliti bo‘lib kelgan. Dostoevskiy va Heminguey yaratgan asarlar esa bu haqiqatni yanada teranroq anglatadi. Ularning qahramonlari hayotning og‘ir sinovlari orasida o‘z “men”ini topadi, ba’zan yiqiladi, ammo hech qachon butunlay mag‘lub bo’lmaydi. Bu

yozuvchilarning asarlarida insonning buyukligi jismoniy kuchda emas, balki ichki iroda va sabrda namoyon bo’ladi. Ular o‘quvchini hayotga boshqacha qarashga, ruhiy mustahkamlikni qadrlashga undaydi. Hayot insonni sinaydi – lekin ana shu sinovlar orqaligina uning asl qadrini ko‘rish mumkin. Ruhning mustahkamligi, vijdonning uyg‘oqligi va umidning so‘nmasligi – insonni haqiqiy ma’noda tirik qiladi.

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MAQOLLAR ORQALI MILLIY DUNYOQARASHNING IFODALANISHI: NEMIS VA O‘ZBEK TILLARI MISOLIDA

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Annotatsiya: *Ushbu maqolada nemis va o‘zbek tillaridagi maqollar lingvokulturologik jihatdan tahlil qilinadi. Maqollar orqali xalq dunyoqarashi, qadriyatlari va tafakkuri qanday ifodalanishi misollar orqali yoritiladi.*

Kirish so‘zlar: *Madaniy dunyoqarash, qadriyat, tartib, lingvokulturologiya.*

KIRISH QISM.

Har bir xalqning madaniyati, tafakkuri va qadriyatlari o‘z ifodasini avvalo uning tilida, xususan, paremiologik birliklarida — maqollarida topadi. Maqollar asrlar davomida shakllangan xalq donishmandligining qisqa, obrazli, lekin mazmunan chuqur ifodasidir. Ular xalqning ma’naviy hayoti, qadriyatlari, urf-odatlari va hayot falsafasining ko‘zgusi hisoblanadi.

Til va madaniyat o‘rtasidagi uzviy bog‘liqlikni o‘rganishda maqollar eng ishonchli manbalardan biri sifatida qaraladi. Chunki ular nafaqat til birliklari, balki xalq tafakkurining, tarixiy tajribasining va dunyoqarashining timsolidir. Shu bois maqollarni lingvokulturologik jihatdan tahlil qilish orqali xalqning ruhiy olami, ijtimoiy qadriyatlari va hayotiy falsafasini anglash mumkin.

Ushbu maqolada nemis va o‘zbek tillaridagi maqollarni qiyosiy tahlil qilish orqali ularning mazmuniy, madaniy va konseptual jihatlari o‘rganiladi. Tadqiqotning asosiy maqsadi — har ikki xalq tafakkurida ifodalangan hayotiy qadriyatlarni tahlil qilish, o‘xshash va farqli jihatlarni aniqlashdir. Maqollar xalq madaniyatining eng qadimiy qatlamiga mansub bo‘lib, ularning tarkibida milliy tafakkur, tarixiy xotira va ma’naviy qadriyatlar mujassam. Tilshunoslikda maqollar paremiologiya fanining o‘rganish obyekti sifatida qaraladi, lingvokulturologiyada esa ular madaniyatni til orqali ifodalovchi birliklar sifatida tahlil qilinadi. Har bir maqol ortida ma’lum bir hayotiy tajriba, tarixiy voqelik yoki xalqning ma’naviy qadriyatiga asoslangan tushuncha yotadi. Shu sababdan nemis va o‘zbek maqollarining tahlili ikki madaniyat o‘rtasidagi o‘xshashliklar va tafovutlarni ochib beradi.

Nemis xalqining hayot falsafasida tartib, mehnatsevarlik va vaqtni qadrlash muhim o‘rin tutadi. Bu qadriyatlar ularning maqollarida ham yaqqol ifoda topgan: “Ordnung ist das halbe Leben” — Tartib yarim hayot demakdir; “Ohne Fleiß kein Preis” — Mehnatsiz mukofot yo‘q; “Pünktlichkeit ist die Höflichkeit der Könige” — Aniqlik — qirollarning odobi. Bu maqollar nemis xalqining intizomli, tartibli va mas’uliyatli hayot tarzini ifodalaydi. Ular mehnatni nafaqat moddiy boylik manbai, balki insoniy fazilat sifatida ko‘radilar. O‘zbek maqollarida esa mehnat tushunchasi baraka, halollik va baxt bilan bog‘liq tarzda talqin etiladi: “Mehnat qilgan — to‘yar, qilmagan — xo‘rlanar”, “Halol mehnat — eng katta davlat”, “Tartibli uy — farovon uy.”

Bu maqollar orqali o‘zbek xalqining mehnatni ijtimoiy va ma’naviy qadriyat sifatida talqin etishi, jamiyatda halol rizq topish, tinchlik va farovonlikni ta’minlashga bo‘lgan intilishi aks etadi. Demak, har ikki xalq maqollarida mehnat asosiy qadriyat sifatida talqin etilgan bo‘lsa-da, nemislar uchun bu — intizom va shaxsiy mas’uliyat, o‘zbeklar uchun esa halollik va jamoaviy baraka timsolidir. Har bir jamiyatda oila qadriyati muhim o‘rin egallaydi. Nemis va o‘zbek maqollarida bu mavzu o‘ziga xos tarzda ifodalanadi. Nemis maqollarida oila ko‘proq biologik va ijtimoiy tizim sifatida ko‘rsatiladi: “Der Apfel fällt nicht weit vom Stamm” — Olma daraxtidan uzoqqa tushmaydi; “Wie der Vater, so der Sohn” — Qanday ota bo‘lsa, shunday

o‘g‘il. Bu maqollar orqali nemis xalqi nasl, irsiyat va shaxsiy o‘xshashlikni ta’kidlaydi. O‘zbek maqollarida esa oilaning ma’naviy, hissiy va axloqiy jihati ko‘proq yoritiladi: “Oila – baxt kaliti”, “Otani ko‘r, bolasini ol”, “Qarindosh qarindoshga suyanch.”

Bu maqollar o‘zbek xalqining jamoaviylik, mehr-oqibat va o‘zaro hurmatga asoslangan ijtimoiy qarashlarini namoyon etadi. Demak, oila haqidagi maqollar har ikki xalq uchun asosiy qadriyat bo‘lib, ularning talqinida madaniy tafakkur farqlari yaqqol ko‘rinadi. Nemis maqollarida realistik, hayotiy tajribaga asoslangan falsafa ustuvor. Ular insonni o‘z hayoti uchun mas’ul bo‘lishga, vaqtni qadrlashga, mehnat qilishga undaydi. Masalan: “Jeder ist seines Glückes Schmied” — Har kim o‘z baxtining temirchisi. O‘zbek maqollarida esa hayot falsafasi ma’naviy-axloqiy ohangda talqin etiladi: “Sabr qilgan — omad topgan”, “Qanoat – boylikning kaliti.” Bu farq ikki xalqning tarixiy shakllangan dunyoqarashi — nemis xalqining ratsional tafakkuri va o‘zbek xalqining ma’naviy-axloqiy qadriyatlariga sodiqligi bilan izohlanadi.

Nemis va o‘zbek maqollarining lingvokulturologik qiyosiy tahlili shuni ko‘rsatadiki, har ikkala xalq o‘z maqollari orqali jamiyatning axloqiy me’yorlarini, madaniy qadriyatlarini va hayot falsafasini ifoda etadi. Ularning farqi — bu qadriyatlarning talqin uslubidadir. Nemis xalqida shaxsiy erkinlik, intizom, mehnatsevarlik asosiy o‘rinda tursa, o‘zbek xalqida jamoaviylik, mehr-oqibat, halollik va sabr kabi ma’naviy qadriyatlar ustuvordir. Maqollarni lingvokulturologik tahlil qilish tilni madaniyat kontekstida anglash, tarjima jarayonida milliy o‘ziga xoslikni saqlash va madaniyatlararo muloqotni chuqurlashtirish uchun muhim ahamiyatga ega.

Demak, maqollar orqali xalq tafakkuridagi eng muhim qadriyatlar va hayotga bo‘lgan munosabatlar namoyon bo‘ladi. Nemis va o‘zbek maqollarining qiyosiy tahlili ularning har biri o‘z xalqining madaniy kodini aks ettiruvchi noyob til birliklari ekanini tasdiqlaydi. Bunday tahlillar til va madaniyatni uyg‘un holda o‘rganish, tarjima amaliyoti va madaniyatlararo muloqotni chuqur anglashga xizmat qiladi.

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THE SOFT POWER OF LINGUISTIC DIPLOMACY: AN ANALYSIS OF INTERCULTURAL COMMUNICATION AS FACILITATOR IN PAKISTAN–UZBEKISTAN RELATIONS

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Abstract: *Language has a central role in intercultural communication facilitation with a capacity to build and empower economic, cultural and diplomatic relations between nations. This study, via expert interviews, explores prospects and challenges in linguistic diplomacy to promote bilateral relations between Pakistan and Uzbekistan.*

Keywords: *Soft Power, Linguistic Diplomacy, Pakistan–Uzbekistan Relations, Intercultural Communication, Linguo-cultural Translation*

INTRODUCTION.

Intercultural communication is a process that involves exchange of ideas, meanings, and behaviors among people with diverse sociocultural backgrounds with a focus on building understanding, reducing conflict, and enabling effective interaction. It is a major facilitator to raise trust and cooperation, and strengthen bilateral relations among nations [Byram, 1997: 124; Deardorff, 2006: 250]. Pakistan and Uzbekistan enjoy bilateral historical, cultural and religious ties rooted in historical centuries old Silk Route. The Uzbekistan-bound region has been significantly instrumental in influencing culture, mysticism, and trade of the Indo-Pak subcontinent. During last four decades, the Pakistan-Uzbekistan relations have witnessed more strengthened contemporary ties vested in shared Muslim heritage, and largely shaped by the Turkic and Persianate traditions, characterized by common cultural values. However, linguistic barriers have always been a significant impediment to deeper collaboration in bilateral ties that could otherwise be a strategic asset and used as linguistic diplomacy [Melissen, 2005: 221].

Furthermore, language not only is a communicative tool but also a carrier of cultural identity [Kramsch, 1998: 220] and the linguistic engagement between Pakistan and Uzbekistan can be central to mutual identity creation. This soft power of linguistic diplomacy can build trust and mutual cooperation if Urdu and Uzbek are interchangeably used as education and translation platforms. However, the existing literature identifies the research and cultural communication gaps in context of diversity between these languages including politeness norms, indirectness, and contextual communication patterns that may create diplomatic misunderstandings and communication interactions [Kramsch, 1998; 220; Wierzbicka, 2003: 520]. Moreover, research in linguo-cultural translation perspective puts emphasis on culturally-embedded meanings to be taken care of during

linguistic translations to avert distortion of values and intent [Katan, 2014: p.344]. It is important to note that Central Asian multilingualism offers potential for intercultural cooperation, provided the stakeholders adapt compatible communication strategies [Pavlenko, 2008: 280].

Objective of the study: This study aims to explore the insights of Pakistani media and language experts on prospects and challenges of soft power of linguistic diplomacy as part of intercultural communication in Pakistan–Uzbekistan Relations

Research Questions

RQ1. How does the soft power of linguistic diplomacy as part of intercultural communication shape bilateral relations between Pakistan and Uzbekistan?

RQ2. What are the key prospects and challenges identified by language and media experts identify to enhance cooperation and improve intercultural communication between Pakistan and Uzbekistan?

Problem Statement: Despite enriched history of religious and cultural ties between Pakistan and Uzbekistan, the two countries face the challenge of communication barriers, which limit bilateral engagement. There exists limited literature on how linguistic diplomacy can facilitate intercultural communication and bilateral ties between two nations that too from the perspective of media and linguists. This study explores the expert opinions of media personnel and linguists on the prospects and challenges of soft power of linguistic diplomacy as part of intercultural communication that can shape bilateral ties between Pakistan and Uzbekistan in the contemporary era.

Theoretical Framework:

This research has been theoretically guided by Appadurai's (1990) five scapes including that of ethnoscapes, ideoscapes, mediascapes, financescapes, and technoscapes to explore the expert opinions of Pakistani media personnel and linguists on prospects and challenges for linguistic diplomacy as facilitator of intercultural communication to enhance bilateral relations between Pakistan and Uzbekistan. Language facilitates media content, economic collaborations, shared ideas, technological interactions, and people's mobility to influence bilateral understanding.

Methodology: The study adopted qualitative exploratory design to conduct semi-structured, in-depth interviews of 07 media experts and 07 linguists, and 07 international relations experts through purposive sampling, ensuring that all 21 respondents had exposure, interest and knowledge of the Central Asian region.

Data Collection: With informed consent, the researchers conducted in-depth Interviews in-person as well as through digital platforms including Zoom and Google Meet, and transcribed verbatim. Key areas of discussion included respondents' viewpoints on linguistic barriers, media and cultural cooperation, translation practices, and educational exchange.

Data Analysis: The researchers coded the interview transcripts thematically and used the categories including linguistic challenges, translation infrastructure, media cooperation, cultural understanding, and policy and institutional prospects. They use manual coding, with iterative modification to find out patterns and counterpoints.

Findings & Discussion: The researchers found out the following themes out of the responses of the study participants as presented in the table:

Code	Theme	Sub-Theme	Explanation
Language: A Strategic Diplomatic Asset	Language: A Bridge for Intercultural Communication	Diplomatic Soft Power	Language does not merely facilitate communication but used as a strategic tool to enhance bilateral ties, build trust, and reduce uncertainties.
Linguistic Translation and Cultural Mediation	Challenges for Linguo-cultural Translators	Linguo-cultural translation	Lack of professional and trained communicators and translators, who carry media and communication messages, leads to misinterpretation. The linguistic translation should integrate pragmatic, historical, and cultural units.
Misunderstandings in	Communication	Differences in	Miscommunication leads to misunderstandings that

Media and Diplomacy	Challenges	Pragmatic Norms	result due to conflicting speech-act norms; direct foreign language style vs. indirect sociocultural norms may cause unintended rudeness and ambiguity.
Leveraging Multilingualism	Linguistic Diplomacy as a Norm in Intercultural Communication	Polylingual Platforms	Multilingual environments can be facilitated for diverse language programs through media or academic initiatives to strengthen linguistic and communication cooperation.
Intercultural Competence and Education	Cultural and Historical Bondage	Intercultural Communicative Competence	Embedding intercultural communication competence in academic curricula by applying Byram’s five-component model (attitudes; knowledge; interpreting; interaction; critical cultural awareness) may guide in promoting effective intercultural communication.
Media and Cultural Diplomacy	Technology (Digital Tools) Prospects to Enhance Bilateral Relations	Cultural-pedagogic Media	Use of documentaries, dramas, films, and joint productions can develop cultural sensitivities and awareness, reinforcing intercultural communication.

Findings of the Study: In view of the table above, this study found that:

1. The respondents highlighted that language is a diplomatic soft power that can build trust and reduce uncertainties in Pakistan–Uzbekistan relations.
2. The study participants maintained that inadequate skills on linguo-cultural translation causes frequent misinterpretations in media, academia, and diplomatic exchange programs.
3. The experts considered differing speech-act norms between the Pakistani and Uzbek communication patterns as a hiccup leading to ambiguity in intercultural communication.
4. Experts highlighted strong potential for trilingual (Uzbek–Russian–English) platforms to enhance bilateral cooperation in media, education, and cultural programs.
5. The interviewees emphasized the need to integrate intercultural communicative competence frameworks in Pakistani and Uzbek university curricula to promote effective intercultural engagement.
6. Pakistani media experts, linguists, and international relations scholars viewed documentaries, films, and collaborative media productions as influential tools to strengthen intercultural understanding between the Pakistani and Uzbek nations.

Discussion: Linguistic diplomacy can shape intercultural communication to effectively enhance bilateral ties between between Pakistan and Uzbekistan within contemporary diplomatic, media and academic landscapes. The existing literature also highlights the importance of language as not merely a communicative device but also as a strategic diplomatic platform that cultivates trust and strengthens bilateral partnerships. The study findings stressed that linguistic diplomacy can enable sustainable cooperation by reducing uncertainties and promoting bilateral cultural understanding, a view that is consistent with the notion of language being contributor to the soft-power consolidation in international relations [Kurbangulov, 2020, p.477]. Another finding highlighted concerns over translation and cultural arbitration gaps, noting that misunderstandings in media, academic, and diplomatic exchanges emerge out of literal translation patterns that fail to express cultural expressions. The linguo-cultural translation model provides a realistic analytic framework to strengthen Pakistan–Uzbekistan ties [House, 2016: p.220], proposing focus on historical nuance, pragmatic meaning, and culture-centric practices. Pragmatic misconceptions also were found as one of the major impediments. Differences in speech-act norms, especially English-dominated communication, commonly practiced by Pakistani officials and the culturally-preferred Uzbek discourse may create ambiguities. However, training programs for diplomats, media persons, and translators on pragmatic competence may help mitigate such hiccups [Wierzbicka, 2003: 520]. The coexistence of Russian and English alongside Uzbek offer potential to create multilingual platforms [Fierman, 2006]. The development of intercultural communicative competence

through academic curricula may also help as forward-looking strategy. Application of Byram's five-component framework may facilitate in attitude cultivation, information distribution, and cultural interpretation to effectively engage stakeholders [Byram, 1997: 124; Deardorff, 2006: 250] and develop intercultural sensitivity [Cull, 2008; 35].

Implications of the Study: Both Pakistan and Uzbekistan can establish language institutes to interchangeably teach Urdu and Uzbek and promote intercultural competence as well as linguistic proficiency. Specialized training programs in linguo-cultural translation must be launched to produce culturally-sensitive translators. Both countries should foster collaborations in media production to promote sustainable cultural practices and minimize miscommunication. Curriculum reforms and governmental sponsorship for language diplomacy initiatives are recommended to enhance effectiveness of soft-power strategy.

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INTERCULTURAL COMMUNICATION

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Abstract: *In the modern globalized world, intercultural communication plays a vital role in building understanding among people from diverse cultural backgrounds. This paper explores the concept, significance, and challenges of intercultural communication. It discusses how cultural awareness, tolerance, and empathy contribute to effective communication in education, business, and international relations. The paper also emphasizes the need for developing intercultural competence to avoid misunderstandings and promote mutual respect.*

Keywords: *intercultural communication, globalization, cultural awareness, tolerance, empathy, competence.*

INTRODUCTION.

In an increasingly interconnected world, people from different nations, traditions, and value systems interact daily. These interactions require not only linguistic skills but also cultural understanding. Intercultural communication refers to the exchange of ideas and information between individuals or groups from different cultural backgrounds. Its purpose is to create mutual understanding and cooperation, minimizing conflicts caused by cultural differences.

Globalization has made intercultural communication a necessity. Whether in education, international business, diplomacy, or tourism, success often depends on one's ability to communicate effectively across cultures. Therefore, developing intercultural competence has become one of the essential skills of the 21st century.

The Concept and Components of Intercultural communication includes verbal and nonverbal exchanges influenced by cultural values, norms, and social expectations. According to Gudykunst (2003), it involves managing messages within a network of people from different cultural backgrounds to create shared meaning.

Key components include:

Cultural awareness – understanding one's own and others' cultural norms.

Empathy – the ability to see situations from another's cultural perspective.

Tolerance – accepting cultural differences without prejudice.

Adaptability – adjusting one's behavior and communication style appropriately.

Effective intercultural communication requires both linguistic competence (knowledge of language) and cultural competence (knowledge of cultural practices).

Importance of Intercultural communication contributes to global peace, cooperation, and mutual respect. In education, it helps students learn about diversity and fosters inclusiveness. In business, it builds trust and enhances teamwork in multinational environments. Diplomatically, it enables nations to resolve conflicts through dialogue rather than confrontation. Furthermore, intercultural communication promotes cultural exchange—the sharing of traditions, beliefs, and innovations—which enriches global culture as a whole.

Challenges in Intercultural Communication despite its benefits, several barriers hinder effective intercultural communication:

Language differences often lead to misunderstandings.

Stereotypes and prejudice distort perceptions.

Ethnocentrism, the belief that one's culture is superior, prevents openness.

Nonverbal misinterpretation, as gestures and expressions may carry different meanings in various cultures.

To overcome these barriers, individuals must engage in intercultural training, develop open-mindedness, and practice active listening.

Developing Intercultural competence involves the ability to interact effectively and appropriately in cross-cultural situations. Byram (1997) identifies five key elements:

Attitudes (curiosity and openness)

Knowledge (of social groups and cultural practices)

Skills of interpreting and relating

Skills of discovery and interaction

Critical cultural awareness

Education systems and professional institutions should integrate intercultural competence into curricula to prepare learners for global citizenship.

Intercultural communication is more than language—it is understanding humanity through diversity. As the world becomes increasingly globalized, developing intercultural competence is essential for peaceful coexistence and progress. Promoting empathy, tolerance, and mutual respect among cultures ensures not only effective communication but also the creation of a more harmonious world community.

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XX ASR INGLIZ ADABIYOTIDA REALIZMDAN MODERNIZMGA O‘TISH JARAYONI

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Annotatsiya. *XIX asr oxiriga kelib, jamiyat taraqqiyoti uchun zarur bo'lgan tabiiy fanlarning jadal rivojlanishi, texnikaning yanada ildam taraqqiyoti diniy xurofotdan xoli bo'lgan ilmiy dunyo qarashning mavqeyi mustahkamlanishi uchun sharoit yaratdi. Gumanitar fanlarda birinchi navbatda falsafa, iqtisodiyot nazariyasi, adabiyot, realistik voqelikni o'zida aks ettiruvchi asarlar yuzaga keldi. Ushbu maqolada XIX-XX asr adabiyoti tahlil qilinib, o‘sha davrning ijtimoiy va intellektual hayoti tahlil qilinadi. Maqolaning asosiy maqsadi ingliz ijodidagi o‘tish davrini ya’ni ingliz adabiyotining XIX asrdan XX asrga o‘tish jarayonini yoritishdir.*

Kalit so‘zlar: *Viktoriya davri, neoklassitsizm, modernistlar, doktrina, aristokratik jamiyat.*

KIRISH QISM.

XX asr adabiyotining ahamiyati yangi asrning tongida adabiy uslub va mavzularda yuz bergan o‘zgarishlar orqali namoyon bo‘ldi. Bu davr yozuvchilari o‘zlarini “modernistlar” deb atashar, insoniyatning urushlar va inqirozlar tufayli izolyatsiyaga tushgan holatini asarlarida aks ettirar edilar. Aynan buning yorqin ifodasi I va II jahon urushlarida o'z ifodasini topdi. XIX asrgacha Yevropada neoklassitsizm adabiy yo‘nalish sifatida hukmron edi. XVIII asr oxirlarida bu doktrina o‘z kuchini yo‘qota boshladi va asta-sekin yangi g‘oyalar bilan almashdi. Bu yangi adabiy yo‘nalish klassik an’anaviy qarashlarga qarshi chiqib, inson ruhiyati, erkinlikni oldinga surdi.

Ushbu maqolada XIX-XX asr adabiyoti tahlil qilinib, o‘sha davrning ijtimoiy va intellektual hayoti tahlil qilinadi. Maqolaning asosiy maqsadi ingliz ijodidagi o‘tish davrini ya’ni ingliz adabiyotining XIX asrdan XX asrga o‘tish jarayonini yoritishdir.

XIX asr va Viktoriya davri 1837-yilda qirolicha Viktoriya taxtga chiqqanidan so‘ng boshlandi va 1901-yilgacha davom etdi. Bu davr Britaniya tarixidagi eng uzoq hukmronlik davri bo‘lib, iqtisodiyot, siyosat va jamiyatda ulkan o‘zgarishlar yuz berdi. Sanoat inqilobi, texnologik taraqqiyot va temiryo‘llarning kengayishi mamlakatni zamonaviylashtirdi. Shu bilan birga, o‘rta sinf vakillari soni ortib, jamiyatda demokratik islohotlar amalga oshirildi. Ammo sanoatlashuv jarayoni ijtimoiy tengsizlikni ham kuchaytirdi. Fabrikalarda va qishloq xo‘jaligida ishlovchi oddiy xalq og‘ir sharoitda yashardi. Shu sababli Benjamin Disraeli “ikkita Angliya” — boylar va kambag‘allar mamlakati haqida yozgan edi. Shuningdek, Charlz Darvinning “Turlarning kelib chiqishi” (1859) asari diniy qarashlarga qarshi yangi ilmiy g‘oyalarni ilgari surdi.

Dastlabki Viktoriya adabiyoti. Bu davr ingliz adabiyotining eng mashhur romanlarini o‘z ichiga oladi. Charlz Dikkens “Oliver Tvist” (1837–1839) va “Devid Kopperfild” (1849–1850) asarlarida bolalar hayotidagi adolatsizlik va ijtimoiy tengsizlikni tasvirlagan. Uilyam Tekerayning “Vainiti Fair” (“Bo‘shashgan dunyo”) asari Viktoriya davrining eng yirik romanlaridan biridir. Bronte opa-singillari — Emil, Sharlotta va Anna — psixologik jihatdan murakkab, romantik ruhdagi asarlar yozishdi. Shuningdek, Tomas Karlayl va Jon Styuart Mill singari yozuvchilar ijtimoiy adolatsizlik va inson erkinligi haqida falsafiy asarlar yaratganlar. Kechki Viktoriya davri adabiyoti-

XIX asrning oxirlarida Viktoriya davri adabiyotida pessimistik kayfiyat kuchaydi. Ko‘plab shoir va yozuvchilar o‘z asarlarida diniy va intellektual muammolarni, insonning ma’naviy izlanishlarini yoritdilar. Lord

Alfred Tennyson bu davrning eng mashhur shoirlaridan biri bo‘lib, 1850-yilda yozilgan “Remembrance” (“Xotira”) nomli uzun she’rida diniy shubha va falsafiy savollarni tahlil qilgan. Mettyu Arnold esa zamonaviy hayotga bo‘lgan shubhasini “The Gypsy Woman” (1853) va “Dover Beach” (1867) kabi qisqa she’rlarida ifoda etgan. Uning adabiyot, din va jamiyat haqidagi eng mashhur tanqidiy asarlari keyinchalik “Civilization and Chaos” (1869) to‘plamiga kiritilgan. Robert Brauning Viktoriya davrining eng yirik shoirlaridan biri bo‘lib, u “teatral monolog” deb ataluvchi uslubni yaratdi. Bu uslubda she’r voqealari hayoliy qahramon tilidan so‘zlanadi. Brauningning eng mashhur asari “The Ring and the Book” (1868–1869) 1698-yilda Italiyada sodir bo‘lgan qotillik voqeasiga asoslangan. Unda o‘n ikki kishi o‘z nuqtai nazaridan bir voqeani hikoya qiladi.

Brauningning rafiqasi Elizabet Barrett Brauning ham taniqli shoir bo‘lib, u o‘zining turmush o‘rtog‘iga bag‘ishlangan “Sonetlar Portugaliyadan” (1850) to‘plami bilan mashhurdir. Gerard Manli Hopkins esa diniy ruhdagi tajribaviy she’rlar yozgan bo‘lib, ularning aksariyati vafotidan keyin, 1918-yilda nashr etilgan. Uning she’rlari tabiiy nutq ohangiga o‘xshash “ritmik” uslubda yozilgan bo‘lib, murakkab leksika va ifodalar bilan boyitilgan. “The Difficult Sonnets” (1885) uning eng mashhur to‘plamlaridan biridir. Viktoriya davrining kechki bosqichida eng muhim roman yozuvchilari orasida Jorj Eliot (asl ismi Meri Ann Evans), Jorj Meredit va Tomas Xardi bor edi. Eliot o‘z asarlarida jamiyat va inson o‘rtasidagi murakkab munosabatlarni psixologik jihatdan chuqur tahlil qildi. Tomas Hardining asarlari “Tess of the d’Urbervilles” (1891), “Mayor of Casterbridge” (1886) va “Juda Mysterious Existence” (1895) insonning hayotdagi murosasiz kurashlarini aks ettiradi. U, shuningdek, lirik shoir sifatida ham tanilgan. XIX asr oxiriga kelib, ingliz sahnasi yangi shaklga kirdi. Viktoriya davri teatrining sekinlashgan davridan so‘ng Oskar Uayld kabi dramaturglar uni qayta jonlantirdilar. U “The Fan of Lady Windermere” (1892) va “The Perfect Husband” (1895)kabi komediyalarida aristokratik jamiyatdagi ikkiyuzlamachilikni kulgili tarzda fosh etgan. Jorj Bernard Shaw esa jamiyatdagi illatlarni ochib berishga e’tibor qaratgan. Uning “Man and Arms” (1894) va “Candida” (1895)* asarlari bu davrning ijtimoiy masalalarini yoritgan.

XX asr adabiyoti va tanqidiy nazariyalar. Angliya uchun XX asr Viktoriya davrining yakuni bilan boshlandi. Ayrim adabiyotshunoslar bu jarayonni qirolicha Viktoriya vafotidan oldinroq 1890-yillarda boshlangan, deb hisoblaydilar. Bu paytda eski dunyo yo‘qolib, yangi davr tug‘ilayotgan edi. Birinchi Jahon urushi (1914–1918) bu o‘tish jarayonini yanada tezlashtirdi. Urushdan keyin Yevropada madaniyat va qadriyatlar inqirozga uchradi, adabiyot esa yangilanish sari yuz tutdi. 1922-yil ingliz adabiyoti uchun burilish yili bo‘ldi. Aynan shu yili Jeyms Joysning “Ulysses” romani va T. S. Eliotning “The Waste Land” (“Vayronalar yeri”) she’ri e’lon qilindi. Bu asarlar “modernizm” harakatining boshlanishi bo‘lib, adabiyotda yangi eksperimental shakllarni keltirib chiqardi. Modernizm adabiyotda tajriba, shakl yangiligi va psixologik tahlilga urg‘u berdi. Shu davrda Jozef Konrad, D. H. Lourens, Virdjiniya Vulf, Jeyms Joys kabi yozuvchilar ingliz adabiyotiga katta hissa qo‘shdilar. XX asrning boshlanishi va undagi o‘zgarishlar. XX asr adabiyot va she’riyatda eksperimental uslublarni o‘rnatgan inqilob davri bo‘ldi. Ingliz romani o‘sha davrda Jozef Konrad va D.H. Lourens, Virdjiniya Vulf, Jeyms Joys kabi yozuvchilar qo‘lida katta o‘zgarishlarga uchrab, ajoyib yutuqlarga erishdi.

Ikki jahon urushi orasidagi ingliz adabiyotining rivojlanishi jamiyat va siyosatdagi o‘zgarishlarni aks ettirdi. Bu tabiiy hol, chunki adabiyot hayot va jamiyatning ko‘zgusidir. Garchi ko‘pincha adabiyotda "san’at san’at uchun" tamoyili yoki adabiyotga sadoqat yo‘qligi haqida gapirilgan bo‘lsa-da, Yevropa sahnasida totalitar fashistik mafkuralarning yuksalishi yozuvchilarni odamlarning ijtimoiy va siyosiy tashvishlariga o‘zlarini bag‘ishlashga undadi. Shu bois, Odin, Spender kabi buyuk shoirlar va boshqalar, o‘sha paytda T.S. Eliot va Ezra Pound kabi siyosiy kurashlarga faol jalb qildi. Birinchi jahon urushigacha bo‘lgan adabiyot. Ko‘pgina mualliflar 1901 yilda Qirolicha Viktoriya vafot etishi bilan boshlanib, 1914 yilda Birinchi jahon urushi avj olishi bilan tugagan davrda shuhrat qozonishdi. Ularning ko‘pchiligi ijtimoiy tanqid ruhidagi romanlar va pyesalar yozishgan. Bu davr oxirida bir guruh shoirlar Romantizm davrining qadriyatlariga qaytdilar va Uordsvort she’rlaridan namuna olib ijod qila boshladilar. Viktoriya vafotidan so‘ng, uning to‘ng‘ich o‘g‘li Eduard VII taxtga o‘tirdi. Eduard davri (1901–1910) deb nomlangan bu davrning eng mashhur romannavislaridan Arnold Bennet, H. G. Uells edi. Arnold Bennetning "The Old Wives' Tales" (1908) va

boshqa real hayotiy hikoyalarida u kichik Angliya shaharlaridagi o‘rta sinf hayotining zerikarli jihatlarini tasvirlagan. Uells o‘zining "The War of the Worlds" (1898) va boshqa ilmiy-fantastik romanlari bilan mashhur bo‘ldi. Bundan tashqari, u satirik pyesalar ham yozgan va "Major Barbara" (1905) hamda "The Plight of the Doctor" (1906) kabi asarlarida ijtimoiy qadriyatlarni tanqid qilishda davom etgan.

1905 yil boshlarida bir guruh yozuvchilar va rassomlar Londonning Bloomsbury mahallasi atrofida doimiy ravishda intellektual masalalarni muhokama qilish uchun uchrashishardi. Bu guruh "Bloomsbury guruhi" deb nomlandi. Virdjiniya Vulf, ehtimol, Bloomsbury guruhining eng mashhur kitoblaridan bo‘lgan "Mrs. Dalloway" (1925) va "To the Lighthouse" (1927) romanlarida o‘rta sinf hayotini nozik sezgirlik bilan tasvirlagan, shuningdek, "Ong oqimi" texnikasidan foydalanib, o‘z qahramonlari fikrlarining nozik jihatlarini ochib bergan.

XX asr boshlaridagi eng mashhur shoirlar qirol Edward VII ning vafotidan so‘ng taxtga o‘tirgan George V nomi bilan atalgan guruhga mansub edilar. Georgianlar romantik she’riyatni, ayniqsa tabiat va qishloq hayoti zavqlarini yozishgan. Robert Brooke va Jon Masefild Birinchi jahon urushining eng umidli yosh shoirlari orasida edilar; ular Birinchi jahon urushida halok bo‘lishgan. Urushda Fred Ouen va Zigfrid Sassun ham jang qilib, uning shafqatsizligiga qarshi she’rlar yozishgan.

Shubhasiz, yigirmanchi asrning uzoq davom etuvchi ta’sirlari siyosiy, ijtimoiy va shaxslararo munosabatlarga bevosita ta’sir ko‘rsatgan va bundan keyingi davrda ham rivojlanishda davom etgan. Har ikkala yozuvchi dunyoni kuzatgan va uni o‘z asarlari orqali ifoda etishga uringan. Ularning asarlarini birlashtiruvchi yagona jihat shuki, har ikkisi o‘z jamoalarining og‘ir hayoti va azob-uqubatlarini tasvirlashga harakat qilgan, biroq turli yondashuvlar orqali buni amalga oshirgan. Shu ijtimoiy yondashuvni qo‘llagan. Adabiyot tadqiqotida ijtimoiy yondashuv qadim tarixga ega. Bu yondashuv adabiyot ijtimoiy mahsulot ekanligini, ya’ni uni jamiyatdan ajratib bo‘lmasligini ta’kidlaydi. Bu usul adabiy asarni u yaratilgan davrdagi ijtimoiy sharoit bilan bog‘lab ko‘rishga yordam beradi. Insonlar jamoa ichida o‘zaro muloqot qilgan va ijtimoiylashgan sari, adabiy asar bilan ijtimoiy holat o‘rtasidagi munosabat yanada ravshanlashadi.

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BASIC THEORIES OF INTERCULTURAL COMMUNICATION

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Abstract: *This article reveals the main theories of intercultural communication that explain the dynamics of interaction between representatives of different cultures. It analyses key concepts describing cultural values, behaviour patterns and ways of interpreting messages in different social and cultural contexts. Particular attention is paid to the influence of cultural differences on communication processes, the emergence of communication barriers, and strategies for overcoming them. The work emphasizes the importance of developing intercultural competence and draws on contemporary theoretical approaches that form the basis for further research in the field of global interaction.*

Key words: *intercultural communication, conflict, perception, constructive, behavior*

INTRODUCTION.

The modern process of globalization of the economy, science, and education, international contacts have become a part of everyday life. The need to establish and strengthen international ties is driven by the expansion of cultural boundaries and has become a pressing necessity. However, in the process of intercultural interaction, business people encounter a number of difficulties, among which language differences are far from the only ones. Edward T. Hall said: "Most of the information exchanged in human interaction is implicit and taken for granted." [7]. Supports the idea that communication always contains some ambiguity. Discrepancies in the perception of the surrounding world by speakers of different cultures lead to misunderstanding and conflict. A number of theories of intercultural communication have been developed for the systematic analysis of these processes. They explain the nature of cultural differences, the mechanisms of forming intercultural competencies, and the factors that determine the success or failure of communication. Examining the main theoretical approaches allows us to understand how intercultural dialogue is constructed, what models of interaction exist, and what strategies are most effective in conditions of cultural diversity.

Y. Kim's theory of adaptation. Adaptation is a complex process with many components, during which a person gradually, through a series of interactions, undergoes what is called the dynamics of stress-adaptive growth. It occurs according to the principle of 'two steps forward and one step back.' Periodic setbacks that prolong the adaptation process are associated with intercultural crises. Several conditions are necessary for successful adaptation. These include communication with the new environment (frequency of contact, positive attitude), knowledge of a foreign language, positive motivation, participation in various activities, and access to the media[10] .

Coordinated meaning management and rule theory. Human communication is inherently imperfect, so perfect and complete mutual understanding is an unattainable ideal. Since not all acts of communication have a specific purpose, achieving mutual understanding becomes entirely optional. The goal becomes coordination, which is possible through interaction that is understandable to its participants. At the same time, in a specific context, meaning is managed and individually interpreted. What is important is not how social the rules accepted in a given communication are, but how these rules are agreed upon in the minds of each participant in the communication. W. Barnett Pearce and Vernon Cronen, views communication as a dynamic process in which people co-construct their social worlds through interaction. As Pearce emphasizes, "persons-in-

conversation co-construct their social realities and are simultaneously shaped by them.” This perspective is vital for intercultural communication because cultural backgrounds strongly influence how individuals interpret events, perceive intentions, and assign meaning to messages[11] . Rhetorical theory allows us to analyse not only individual differences, but also the properties of large groups. Part of this theory is also the analysis of the subconscious adaptation of messages in relation to specific communication situations. Constructivist theory. All people have a special cognitive system that allows them to interpret the words and actions of others quite accurately and precisely. But since culture influences an individual's development, representatives of different cultures form different views and perceptions. Jerome Bruner stated: “Learning is an active process in which learners construct new ideas or concepts based upon their current and past knowledge.” Through enculturation, a person acquires a view of the world that differs from that of a representative of another culture. This shapes a person's cognitive awareness, which can be simple or complex, and in turn influences individual communicative behavior and adaptation strategies.

The theory of social categories and circumstances highlights the role of social positions, preconceived notions, and behavioral frameworks in shaping communicative interaction. These factors constitute the cognitive mechanisms through which individuals interpret one another and construct shared social awareness. This awareness is grounded in the process of categorizing people into groups, which typically results in favorable evaluations of one’s own group and less positive perceptions of outsiders. An individual’s sense of self, largely influenced by group affiliation, plays a significant part in this dynamic. During encounters with members of different groups, individuals engage in communicative accommodation—an adjustment of one’s manner of interaction to align with the conversational partner. Such adaptation is guided by pre-existing cognitive models and social preconceptions. The way a speaker evaluates their counterpart determines the linguistic approach they adopt, including the register, communicative behavior, and the range of subjects considered appropriate for discussion [1].

Conflict theory considers conflicts to be normal behavior, a form of social action regulated by the norms of each culture. Thus, each culture has its own models of conflict. Lewis Coser stated, “Conflict is not only a normal component of social relationships but, under certain conditions, contributes to the strengthening of social ties” [2] . There are cultures whose representatives pay great attention to the causes of conflict, are sensitive to violations of rights, and often rely on intuition when resolving conflict. These are collectivist cultures. Individualistic cultures prefer a direct method of smoothing out conflicts.

Axioms of Intercultural Communication

One of the central axiom’s states that the greater the degree of mutual trust between interlocutors, the more value is attributed to the information exchanged during interaction. Trust serves as a catalyst for openness, reduces psychological barriers, and enhances the effectiveness of communication in multicultural contexts. Another essential premise is that any communicative act inherently contains a certain level of ambiguity or uncertainty. No message is ever fully explicit, and a significant portion of meaning must be inferred. To navigate this ambiguity, societies develop conventionalised gestures, norms, and communicative rituals that facilitate shared understanding. These expected behavioral patterns help participants interpret messages and anticipate the actions of their partners, thereby reducing miscommunication. ‘Mutual scanning’ is taking place. Most strategies for reducing uncertainty involve extracting information through non-verbal channels. At the initial stage of contact, in the first minutes of verbal interaction, a first impression of the interlocutor is formed [5]. There is a belief that the decision to continue or terminate contact is made in the first four minutes of conversation. Already in the first two minutes, we draw conclusions about whether we like this person, whether they understand us, and whether we are wasting our time.

Communication systems in different cultures are passed down from generation to generation and learned through enculturation. Each culture has its own acceptable stages of communication. It is necessary to develop quick thinking and the ability to express your thoughts in different ways, i.e. to explain the same idea in different ways. Success in interacting with people should be viewed as success in completing an individual task. The ability to mediate between people, to correctly introduce interlocutors to each other, to say the right word in

the right situation — is an invaluable skill for intercultural communication.

By examining how values, norms, cognitive patterns, and communicative rules influence perception and behavior, these theoretical models help explain the sources of misunderstanding, ethnocentric judgments, and communication breakdowns. At the same time, they highlight the potential for adaptation, cooperation, and the development of intercultural competence. A theoretically informed understanding of intercultural communication enables individuals to engage more effectively across cultural boundaries by anticipating differences, interpreting signals more accurately, and coordinating meaning through dialogue.

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INGLIZ VA RUSS KOMMUNIKATIV MADANIYATLARIDA MAQTOV/ILTIFOT NUTQI AKTLARI

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Annotsiya: *Ushbu maqolada ingliz va rus kommunikativ madaniyatlarida maqtov va iltifot nutqi aktlari tahlil qilinadi. Maqtov va iltifot, kommunikativ jarayonlarda muhim rol o'ynaydi va har bir madaniyatda o'ziga xos xususiyatlarga ega. Ishda ingliz va rus tillarida maqtov nutqlari qanday amalga oshirilishi, ularning konteksti va madaniy ahamiyati tahlil qilindi. Shuningdek, maqtov va iltifot nutqlari orqali ijtimoiy munosabatlarni mustahkamlash, shaxsiy va professional aloqalarni rivojlantirishdagi o'rni ham ta'kidlanadi.*

Kalit so’zlar: *Maqtov, Iltifot, Kommunikativ madaniyat, Nutqi aktlari, Interkultural kommunikatsiya.*

KIRISH QISM.

Maqtov va iltifot nutqi aktlari ijtimoiy muloqotning muhim jihatlaridan biridir. Ular insonlar o'rtasidagi aloqalarni mustahkamlash, ijtimoiy munosabatlarni rivojlantirish va shaxslararo ishonchni oshirishda muhim rol o'ynaydi. Har bir madaniyat o'ziga xos tarzda maqtov va iltifotlarni ifoda etadi. Ushbu tezisda ingliz va rus kommunikativ madaniyatlarida maqtov va iltifot nutqi aktlarining o'ziga xos jihatlari, ahamiyati va o'zaro farqlari tahlil qilinadi.

Maqtov va iltifot nutqi aktlari — bu shaxslarning bir-biriga ijobiy baho berish, ularning fazilatlarini ta'kidlash orqali ijtimoiy aloqalarni mustahkamlashga qaratilgan nutqiy harakatlardir. Ular ko'pincha ijtimoiy munosabatlarda muhim rol o'ynaydi, chunki ular insonlar o'rtasidagi ishonchni oshiradi va ijtimoiy munosabatlarni rivojlantiradi. Maqtov berish, odatda, biror kishi yoki uning ishini yuqori baholashni anglatadi, iltifot esa shaxsiy sifatlarni yoki fazilatlarni ta'kidlaydi.[1.58]

Ingliz kommunikativ madaniyatida maqtov/iltifot

Ingliz madaniyatida maqtov va iltifotlar odatda to'g'ridan-to'g'ri va aniq ifodalanadi. Inglizlar ko'pincha "Well done!" yoki "Great job!" kabi qisqa va aniq iboralar bilan o'z fikrlarini bildiradilar. Bu madaniyatda maqtov berish ko'pincha rasmiy kontekstlarda ham amalga oshiriladi, masalan, ish joyida yoki akademik muhitda. [1.80]

Ingliz madaniyatida maqtov berish jarayonida ehtiyotkorlik bilan yondashish muhimdir. Odatda, inglizlar ortiqcha ifodalardan qochadilar va samimiylikni saqlashga harakat qiladilar. Iltifot berishda shaxsiy chegaralar hurmat qilinishi kerak, shuning uchun inglizlar ko'pincha ehtiyotkorlik bilan yondashadilar. Bunday yondashuv insonlarning o'zaro munosabatlarini yanada mustahkamlashga yordam beradi.

Rus kommunikativ madaniyatida maqtov/iltifot. Rus madaniyatida esa maqtov va iltifotlar ko'proq emosional va bayonotli tarzda ifodalanadi. Ruslar ko'pincha "Отличная работа!" (Ajoyib ish!) yoki "Ты просто молодец!" (Sen juda zo'r odamsan!) kabi iboralarni ishlatadilar. Rus madaniyatida maqtov berish ko'pincha samimiyat va yaqinlikni ifodalaydi, shuning uchun u ko'proq shaxsiy munosabatlarda qo'llaniladi.[2]

Bundan tashqari, ruslar maqtov berishda ba'zan ortiqcha ifodalarga yo'l qo'yadilar, bu esa ularning ijtimoiy aloqalarini yanada mustahkamlaydi. Rus madaniyatida iltifot berish jarayoni ko'pincha hissiyotlar bilan boyitilgan bo'ladi, bu esa insonlar o'rtasidagi bog'lanishni kuchaytiradi.

O'zaro farqlar va o'xshashliklar. Ingliz va rus kommunikativ madaniyatlari o'rtasidagi asosiy farq

shundaki, inglizlar ko'proq ehtiyotkorlik bilan yondashsa, ruslar esa ko'proq ochiq va emosional tarzda maqtov beradilar. Ingliz madaniyatida maqtov berishda ortiqcha ifodalardan qochish va samimiylikni saqlash muhimdir. Biroq, rus madaniyatida maqtov berish jarayoni ko'proq hissiyotlarga asoslangan bo'lishi mumkin.

Ikkala madaniyatda ham maqtov va iltifotlar ijtimoiy aloqalarni rivojlantirishda muhim ahamiyatga ega. Inglizlar uchun bu jarayon rasmiy kontekstlarda amalga oshirilishi mumkin bo'lsa, ruslar uchun bu ko'proq shaxsiy aloqalarda namoyon bo'ladi.

Maqtov va iltifotning ijtimoiy ahamiyati.Maqtov va iltifot nutqi aktlari ijtimoiy aloqalarni mustahkamlashda muhim rol o'ynaydi. Ular insonlarning bir-biriga bo'lgan ishonchini oshiradi va ijtimoiy munosabatlarni rivojlantiradi. Maqtov berish orqali insonlar o'zaro hurmat va e'tibor ko'rsatadilar, bu esa ijtimoiy muhitni yanada sog'lomlashtiradi.[3]

Ingliz va rus madaniyatlarida maqtov va iltifotlarning ijtimoiy ahamiyatini tushunish, intercultural kommunikatsiyani yaxshilashga yordam beradi va turli madaniyatlardan kelgan insonlar o'rtasida muloqotni yanada samarali qiladi.

Maqtov va iltifot nutqi aktlari insonlararo muloqotning muhim unsurlaridan biri bo'lib, ularning psixologik ta'siri keng ko'lamli tadqiqotlarda o'rganilgan. Ushbu nutqiy harakatlar nafaqat ijtimoiy aloqalarni mustahkamlashda, balki shaxsning ichki ruhiy holatini shakllantirishda ham muhim rol o'ynaydi. Maqtov berish jarayoni shaxsning o'z-o'zini baholashini kuchaytiradi. Psixologik tadqiqotlar shuni ko'rsatadiki, ijobiy baholar va iltifotlar insonning o'ziga bo'lgan ishonchini oshiradi. Masalan, ingliz madaniyatida "You did a fantastic job!" kabi iboralar, shaxsning o'ziga nisbatan ijobiy hissiyotlarini kuchaytiradi va ularning kognitiv baholash mexanizmlarini faollashtiradi. Rus madaniyatida esa "Ты просто молодец!" (Sen juda zo'r odamsan!) kabi so'zlar, shaxsning ijtimoiy qiymatini his qilishiga yordam beradi. Bu jarayonlar, o'z-o'zini anglash va ichki ishonchni oshirishga xizmat qiladi, natijada shaxsning muvaffaqiyatga erishish imkoniyatlari kengayadi.

Maqtov va iltifotlar ijtimoiy aloqalarni mustahkamlashda muhim ahamiyatga ega. Ushbu nutqiy aktlar, insonlar o'rtasidagi munosabatlarni kuchaytiradi va jamoaviy ruhni oshiradi. Shuningdek, ijtimoiy psixologiya nuqtai nazaridan, maqtov orqali keltirilgan ijobiy hissiyotlar, guruh dinamikasini yaxshilaydi va jamoaning umumiy muvaffaqiyatiga hissa qo'shadi.

Maqtov va iltifotlar stressni kamaytirishga yordam beradi. Psixologik tadqiqotlar shuni ko'rsatadiki, ijtimoiy aloqalar orqali olingan ijobiy baholar insonlarning ruhiy holatini yaxshilaydi va stress darajasini pasaytiradi. Ingliz madaniyatida "Thank you for your hard work!" kabi iboralar, rus madaniyatida esa "Ты сделал это отлично!" (Sen buni ajoyib qilding!) degan so'zlar, insonlarga qo'llab-quvvatlash hissini berib, ularni ruhlantiradi. Ushbu jarayonlar, psixologik barqarorlikni ta'minlashga yordam beradi va ijtimoiy stress omillariga qarshi kurashish imkoniyatlarini oshiradi.[2.]

Ingliz va rus madaniyatlarida maqtov va iltifotlarning psixologik ta'siri turlicha bo'lishi mumkin. Ingliz madaniyatida ehtiyotkorlik bilan yondashish va samimiylikni saqlash muhimdir; bu esa insonlarning o'zaro munosabatlarini yanada mustahkamlaydi. Rus madaniyatida esa, ko'proq ochiq va emosional yondashuv mavjud bo'lib, bu insonlarning bir-biriga bo'lgan yaqinligini oshiradi. Ushbu farqlar, kommunikativ strategiyalarni shakllantirishda va madaniy muloqotni rivojlantirishda ahamiyatli hisoblanadi. Madaniyatlararo muloqotda maqtov va iltifotlarni qanday qo'llashni bilish, turli madaniyatlardan kelgan insonlar o'rtasidagi aloqalarni yanada samarali qilishga yordam beradi.

Maqtov va iltifot nutqi aktlari ingliz va rus kommunikativ madaniyatlarida o'ziga xos jihatlar bilan namoyon bo'ladi. Ushbu tushunchalar orqali insonlar o'rtasidagi aloqalar mustahkamlanadi va ijtimoiy munosabatlar rivojlanadi. Ingliz va rus madaniyatlari o'rtasidagi farqlarni tushunish, intercultural kommunikatsiyani yaxshilashga yordam beradi va turli madaniyatlardan kelgan insonlar o'rtasida muloqotni yanada samarali qiladi. Maqtov va iltifot nutqi aktlari nafaqat ijtimoiy aloqalarni rivojlantirishda, balki psixologik jihatdan ham muhim ahamiyatga ega.

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UNESCO'S PERSPECTIVE ON UZBEKISTAN: A CROSSROADS OF CULTURES AND HUMAN WARMTH

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Abstract: *This article explores the impressions of UNESCO delegates regarding Uzbekistan during the author's participation in an international program. It highlights the remarks of Madam Ramata Bakayoko Nee Ly, UNESCO's Permanent Representative of Western Africa, who emphasized the importance of preserving Uzbekistan's cultural identity and promoting its national heritage globally. Insights from diplomats from Côte d'Ivoire and France further illustrate Uzbekistan's hospitality, cultural richness, and strong international appeal.*

Keywords: *UNESCO, Uzbek culture, Ramata Bakayoko Nee Ly, international diplomacy, national identity, hospitality, tourism, cultural heritage.*

INTRODUCTION.

Uzbekistan has long been recognized as a historic crossroads of civilizations, where diverse cultures, religions, and ethnic groups have coexisted for centuries. My recent participation in a UNESCO program reaffirmed this truth through direct encounters with international delegates who viewed Uzbekistan not only as a land of ancient heritage but also as a modern example of openness, hospitability, and cultural continuity.

One of the distinguished guests assigned to me was Madam Ramata Bakayoko Nee Ly, the Permanent Representative of Western Africa to UNESCO and Ambassador for Women. From the very first moment, she demonstrated sincere kindness, warmth, and genuine appreciation for the Uzbek people. During our joint visits to various sacred and historical sites, she warmly expressed her deep appreciation for Uzbekistan's cultural spirit and human values. During one of our conversations, she shared a message that left a lasting impression on me:

"Do not change. Do not imitate Europe. Stay who you are. Your people are unbelievably kind, open-hearted, and authentic."

These words carried a profound meaning - the importance of safeguarding cultural identity in a rapidly globalizing world. Madam Bakayoko emphasized that Uzbekistan's national attire, arts, traditions, and craftsmanship possess a unique charm that the international market is deeply in need of. According to her, the world is searching for authenticity, and Uzbekistan is one of the few countries that still embodies it fully. Throughout the visit, I witnessed how representatives from different continents -Africa, Europe, and Asia- found emotional and intellectual connection with Uzbekistan. UNESCO's platform enabled a form of cultural dialogue that transcended national borders. The feedback shared by the guests pointed to a common understanding: Uzbekistan is not only preserving its heritage but is capable of becoming a global cultural brand. This experience revealed that the international community deeply respects Uzbekistan's model of tolerance, its historical sites, its people's openness, and its ability to maintain centuries-old traditions in a fast-changing world. In essence, UNESCO's view of Uzbekistan reflects a nation confidently standing at the crossroads of ancient civilizations and contemporary global communication - a country whose cultural voice deserves to be heard worldwide.

Alongside her were two additional diplomats assigned to me: Mr. Outtara from Cote d'Ivoire and Philip

from France. Both demonstrated remarkable respect, politeness, and intellectual curiosity. Their genuine admiration for Uzbekistan’s architecture, sacred sites, and warm hospitality reflected a consistent pattern among all foreign delegates: Uzbekistan is viewed not only as a country with a rich past, but as a nation with a bright cultural future. Throughout the visit, these international representatives repeatedly expressed how impressed they were by the openness, generosity, and sincerity of the Uzbek people. Their reflections showed that the values we often consider ordinary - hospitality, respect for guests, and cultural pride - are in fact extraordinary qualities on the global stage. The UNESCO platform allowed for a powerful exchange of cultural perspectives. Delegates from Africa, Europe, and Asia found meaningful connections with Uzbekistan, each drawing inspiration from its history, its spiritual heritage, and its people’s warmth. Their strong interest reinforced a clear message: Uzbekistan’s cultural identity is its greatest strength and should be confidently represented to the world. Ultimately, this experience revealed that Uzbekistan stands as a vivid example of cultural continuity and human connection. Rooted in ancient civilization yet engaged with modern global dialogue, the country holds a unique place in the international community - a place defined by heritage, humanity, and hope.

1. Encounters with UNESCO Delegates During the program, one of the prominent guests assigned to me was Madam Ramata Bakayoko Nee Ly, the Permanent Representative of Western Africa to UNESCO and Ambassador for Women. From the very beginning, she exhibited sincerity, warmth, and intellectual depth. Our visits to various sacred sites and historical monuments allowed her to closely observe the essence of Uzbek culture.

2. Appreciation of Cultural Identity Throughout our conversations, Madam Bakayoko repeatedly emphasized the importance of preserving Uzbekistan’s national identity. Her powerful message remains unforgettable: “Do not change. Do not imitate Europe. Stay who you are. Your people are incredibly open-hearted and kind.”

She noted that Uzbekistan’s national clothing, craftsmanship, and cultural heritage possess enormous potential for the global market. According to her, the world increasingly seeks authenticity, and Uzbekistan stands out as a nation where traditions are preserved with dignity and pride.

3. Diplomats’ Impressions of Uzbekistan In addition to Madam Bakayoko, two diplomats were assigned to accompany me: Mr. Outtara from Côte d’Ivoire, and Filip from France.

Both were remarkably polite, respectful, and deeply interested in Uzbekistan’s architecture, cultural sites, and historical narratives. Their reflections confirmed a shared observation among all delegates: in Uzbekistan, hospitality is not merely a gesture - it is a way of life.

4. Uzbekistan as a Model of Cultural Harmony The delegates’ reactions highlighted how Uzbekistan represents a peaceful environment where various religions, ethnicities, and traditions coexist harmoniously. Such impressions demonstrate that Uzbekistan has significant potential not only as a tourist destination but also as a model of cultural dialogue and tolerance. The UNESCO platform served as a powerful space for these cross-cultural connections, strengthening Uzbekistan’s international image.

The UNESCO experience reaffirmed that Uzbekistan holds a special place on the global cultural map. The admiration expressed by representatives from Western Africa, Côte d’Ivoire, and France underscored the value of Uzbekistan’s timeless hospitality, authentic traditions, and cultural depth. Their heartfelt appreciation proves that Uzbekistan does not need to imitate others; its strength lies in its heritage, humanity, and originality. As the world searches for genuine cultural expression, Uzbekistan’s identity stands out as a powerful and marketable treasure. Strengthening these international ties will further elevate the country’s role in global cultural diplomacy.

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OLAMNING LISONIY MANZARASIDA KINOYANING BADIIY ASARLARDAGI LINGVOMADANIY XUSUSIYATLARI

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Annotatsiya. *Ushbu maqolada olamning lisoniy manzarasi doirasida kinoyaning badiiy asarlarda namoyon bo‘ladigan lingvomadaniy xususiyatlari tahlil qilinadi. O‘zbek va jahon adabiyoti namunalarida kinoyaning milliy-madaniy konnotatsiyalarni shakllantirishdagi roli, personaj xarakteri, ijtimoiy muhit va badiiy konfliktni ochishdagi imkoniyatlari yoritilgan. Tadqiqotda lingvokulturologiya, pragmalingvistika hamda badiiy matn tahlili metodlaridan foydalanildi. Maqola kinoyaning kognitiv asoslari, uning madaniy kodlar bilan aloqadorligi va o‘quvchi idrokidagi estetik funksiyasini ochib beradi.*

Kalit so‘zlar: *kinoya, lingvomadaniyat, lisoniy manzara, badiiy matn, kognitiv tilshunoslik, madaniy kod.*

KIRISH QISM.

Olamning lisoniy manzarasi – bu insonning dunyoni til orqali idrok qilish, tasvirlash va umumlashtirish jarayonida shakllanadigan mental modeldir. Mazkur model millatning tarixiy tajribasi, madaniy qadriyatlari, dunyoqarashi va ijtimoiy ongini aks ettiradi (Lotman, 1992). Badiiy adabiyot esa ushbu lisoniy manzaraning eng yorqin ko‘rinishlaridan biri bo‘lib, unda tilning estetik imkoniyatlari, jumladan, kinoya alohida o‘rin tutadi. Kinoya – bu so‘zning bevosita ma’nosidan teskari yoki keskin farqlanuvchi ma’noni nazarda tutib qo‘llash orqali estetik ta’sir kuchini oshiruvchi badiiy va pragmatik vositadir (Barthes, 1985). U lingvomadaniy fenomen sifatida har bir xalqning dunyoni idrok etish shakliga mos ravishda turli mazmun qatlamlarini yaratadi.

Ushbu maqolada kinoyaning badiiy matnlarda olamning lisoniy manzarasini ifodalashdagi o‘rni, madaniy kodlar bilan munosabati va uning tahlil usullari keng yoritiladi. Olamning lisoniy manzarasi – bu insonning dunyoni til orqali idrok qilish, tasvirlash va umumlashtirish jarayonida shakllanadigan mental modeldir. Mazkur model millatning tarixiy tajribasi, madaniy qadriyatlari, dunyoqarashi va ijtimoiy ongini aks ettiradi (Lotman, 1992). Badiiy adabiyot esa ushbu lisoniy manzaraning eng yorqin ko‘rinishlaridan biri bo‘lib, unda tilning estetik imkoniyatlari, jumladan, kinoya alohida o‘rin tutadi. Kinoya – bu so‘zning bevosita ma’nosidan teskari yoki keskin farqlanuvchi ma’noni nazarda tutib qo‘llash orqali estetik ta’sir kuchini oshiruvchi badiiy va pragmatik vositadir (Barthes, 1985). U lingvomadaniy fenomen sifatida har bir xalqning dunyoni idrok etish shakliga mos ravishda turli mazmun qatlamlarini yaratadi. Ushbu maqolada kinoyaning badiiy matnlarda olamning lisoniy manzarasini ifodalashdagi o‘rni, madaniy kodlar bilan munosabati va uning tahlil usullari keng yoritiladi.

KINOYANING LINGVOMADANIY ASOSLARI. Kinoya xalqning madaniy ongidagi ijtimoiy-hissiy kodlarni faollashtiradi. Masalan, o‘zbek adabiyotida "qobiliyatli" degan so‘zning kinoyaviy qo‘llanishi ko‘pincha birovning mutlaqo qobiliyatsizligini nazarda tutadi, bu esa milliy nutq madaniyatida keng tarqalgan muloqot modeli hisoblanadi. Kognitiv tilshunoslik nuqtayi nazaridan kinoya konseptlararo qarama-qarshilik asosida ishlaydi (Lakoff & Johnson, 2003). Bu qarama-qarshilik madaniy prototiplar – “aqllilik”, “bekorchilik”, “adolat”, “foydasizlik” kabi mental birliklar bilan mustahkam bog‘langan. Har bir madaniyat kinoyani ma’lum stsenariylar orqali idrok etadi. Masalan: O‘zbek madaniyatida kinoya ko‘proq yumshoq, kulgili, nozik shakldagi tanqid vazifasini bajaradi. G‘arb adabiyotida esa kinoya ko‘pincha sarkazm shaklida bo‘lib, ijtimoiy qarashlarni keskin tanqid qiluvchi vositadir.

2. BADIYIY ASARLARDA KINOYANING FUNKSIYALARI

Personaj xarakterini ochish vositasi. Kinoya personajning ruhiy kechinmalari, ijtimoiy mavqei va dunyoqarashini nozik tarzda ko‘rsatadi. Masalan, A.Qahhor asarlaridagi kinoyaviy nutq odatda iroqchilik, xushomadgo‘ylik yoki ijtimoiy nochorlikni tasvirlash uchun qo‘llanadi. Kinoya orqali yaratilgan personaj nutqi “xalqona” ifodalar bilan boyitilib, milliy mentalitet unsurlarini aks ettiradi.

Ijtimoiy tanqid vositasi. Jahon adabiyotida J.Swift, G. Orwell, o‘zbek adabiyotida esa Abdulla Qodiriy, Said Ahmad kabi yozuvchilar kinoyani jamiyatdagi nuqsonlarni ko‘rsatish vositasi sifatida keng qo‘llaganlar. Kinoya ijtimoiy ziddiyatni kuchaytiradi, konfliktni yorqinlashtiradi va o‘quvchida tanqidiy fikrlashni faollashtiradi.

Badiiy mazmunning ko‘p qatlamliligi. Kinoya matnni ko‘p ma’noli qiladi. O‘quvchi matnni faqat bir qatlamda emas, balki chuqur madaniy semalar orqali idrok etadi. Bu esa olamning lisoniy manzarasini yanada kengroq ko‘lamda ochadi.

3. KINOYANING LINGVOPRAGMATIK XUSUSIYATLARI

Kontekstga qaramlik. Kinoya har doim kontekstga tayanadi. Uning ma’nosi faqat matn yoki nutqning ichki mantiqiy strukturasini, madaniy fonini, personajlararo munosabatlarni hisobga olgan holda ochiladi.

Kommunikativ intensiya. Kinoya ko‘pincha yashirin maqsadga ega bo‘ladi: tanqid qilish, istehzo qilish, e’tiroz bildirish, norozilikni yumshoq shaklda ifodalash.

Bu esa uni etnopsixologik jihatdan sezgir nutq vositasiga aylantiradi.

KINOYANING KOGNITIV MEXANIZMLARI. Konseptlararo ziddiyat. Kognitiv nuqtayi nazardan kinoya mental mos kelmaslik printsipiga asoslanadi. Ma’nodagi bu nomuvofiqlik o‘quvchida estetik hayrat, kulgi yoki tanqidiy kayfiyatni uyg‘otadi.

Madaniy kodlarning faollashuvi. Badiiy matndagi kinoya madaniy kodlar – tarixiy obrazlar, xalqona iboralar, milliy stereotiplar orqali idrok etiladi. Masalan, o‘zbek xalq maqollarining kinoyaviy shaklda qo‘llanishi matnning madaniy qatlamlarini boyitadi.

KINOYANING MADANIY KODLAR BILAN UZVIY BOG‘LIQLIGI

Milliy kodlar: maqol va iboralar orqali. O‘zbek xalq og‘zaki ijodida kinoya juda boy. Masalan: “O‘zi semiz, amali oz.” “Boshiga g‘am tushsa, qo‘shnisining eshagini uradi.” Bu maqollarda kinoya teskari ma’no orqali ijtimoiy tanqidni ifodalaydi. Badiiy asarlar esa ushbu kodlarni qayta funksionallashtiradi va estetiklashtiradi.

Tarixiy-madaniy konnotatsiyalar. Kinoyaning to‘laqonli idrok etilishi ko‘pincha o‘quvchining madaniy xabardorligiga bog‘liq. Masalan, jadid adabiyoti kinoyasi o‘sha davrdagi ijtimoiy-ma’rifiy kurashlarni bilmasdan turib to‘liq anglanmaydi. Bu lingvokulturologik hodisa “madaniy taxa” (cultural presupposition) deb yuritiladi. Yuqoridagi nazariy va amaliy tahlillar asosida quyidagi umumiy xulosalar chiqarildi:

Kinoya olamning lisoniy manzarasida madaniy kodlarni faollashtiruvchi vosita sifatida muhim ahamiyatga ega.

Badiiy matnlarda kinoya personaj xarakteri, ijtimoiy konflikt va badiiy estetikani shakllantiradi.

O‘zbek adabiyotida kinoya xalqona nutq, maqol-iboralar, tarixiy-madaniy konnotatsiyalar bilan uzviy bog‘langan.

Kinoyaning kognitiv mexanizmlari o‘quvchida chuqur talqin, ko‘p qatlamli idrok va tanqidiy fikrlashni faollashtiradi.

Tahlil shuni ko‘rsatadiki, kinoya adabiy jarayonning lingvomadaniy yuksak darajada shakllangan komponentidir.

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ОСОБЕННОСТИ ОБУЧЕНИЯ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ В ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ

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Аннотация: *В данной статье рассматривается тема межкультурной компетентности в обучении иностранному языку в высших учебных заведениях. Речь также идёт о понимании и оценке другой культуры и связанного с ней образа жизни с её обычаями, ценностями и взглядами.*

Ключевые слова: *культура, общение, развитие, обучение, мотивация, чтение, сопереживание.*

ВВЕДЕНИЕ.

В эпоху глобализации, когда социально-экономические, духовно -просветительские и международные связи Узбекистана и других стран мира становятся актуальными, с одной стороны, идея сохранения самобытности и культурных особенностей, толерантности к каждой отдельной стране и к ней, с другой стороны, идея о том, что без общечеловеческих нравственных ценностей невозможно объединить другие культуры, независимо от конкретного исторического времени или этнических традиций. рассмотрение и принятие их до некоторой степени остаётся невозможным.

Известно, что язык -это средство общения, сохраняющее особенности мировоззрения отдельного народа и обладающее сильным культурным потенциалом и, несомненно, отражающее изменения в обществе.

Как мы знаем, в человеческом обществе человек изучает культуру через свою нацию, язык. В этом аспекте он воспринимает и понимает себя и мир через язык. Каждый человек общается и взаимодействует с другими людьми, мыслит вместе с ними, а мышление осуществляется только через язык, в основном через родной язык. мы знаем, в человеческом обществе человек изучает культуру через свою нацию, язык. В этом аспекте он воспринимает и понимает себя и мир через язык. Каждый человек общается и взаимодействует с другими людьми, мыслит вместе с ними, а мышление осуществляется только через язык, в основном через родной язык. В этом отношении язык - естественное и постоянно развивающееся явление в процессе развития человека, он выражает мысли людей и служит для общения между ними. При этом язык является одновременно великим продуктом человеческой культуры и возможностью для развития.

Следует отметить, что взаимосвязь языка и культуры является одним из важных аспектов межкультурного общения, основанного на языковой системе. Поэтому по определенным научным правилам культура не может формироваться без общения, а язык как основной элемент человечества неразрывно связан с обществом и культурой. Особенно велика роль языка в раскрытии содержания национальной культуры. Это состояние демонстрирует национальную культуру со всеми её богатствами и позволяет ей вызывать интерес у других народов. В этом отношении язык и культура тесно связаны. Язык, считающийся основным элементом культуры, отражает ценности, правила и обычаи того или иного общества. Культура, в свою очередь, играет важную роль в развитии и использовании языка. Люди в обществе понимают свою культурную идентичность через язык.

Процесс обучения межкультурному общению в образовании часто основан на

междисциплинарном подходе, который включает лингвистику, культурологию, социологию и педагогику. Эффективное изучение межкультурного общения требует от учащихся понимания не только языка, но и других культурных и социальных аспектов. Поэтому в этом процессе необходима взаимная интеграция различных отраслей.

Помимо этого обучение межкультурному общению даёт студентам навыки, необходимые для успешной работы на мировом рынке труда и в профессиональных областях. Этот процесс подготавливает студентов к осознанию культурных различий и эффективному использованию возможностей работы или учёбы за границей. Навыки межкультурного общения особенно необходимы студентам в области дипломатии, международных отношений, туризма, бизнеса и исследований и разработок.

Использование современных технологий и цифровых платформ в процессе обучения межкультурной коммуникации в высших учебных заведениях также является отличительной чертой. С помощью онлайн -платформ, виртуальных обменов и других цифровых инструментов учащимся предоставляются возможности для изучения межкультурного общения. Это, в свою очередь, позволяет студентам понимать глобальные культуры и интегрироваться в них. В процессе обучения межкультурному общению важно обучать студентов этическим нормам и принципам уважения к культурным различиям. Это процесс, направленный на преодоление стереотипов между разными культурами и общение, основанное на правильной этике и моральных принципах.

Следовательно, особенности обучения межкультурному общению в высших учебных заведениях заключаются в том, чтобы научить студентов общаться, понимать и уважать различные культуры, одновременно изучая язык. Этот процесс формирует глобальное мировоззрение студентов, повышает их профессиональную компетентность и позволяет им преуспевать в межкультурном общении.

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THE ROLE OF EFFECTIVE USE OF COMMUNICATION CULTURE IN THE LEARNING PROCESS

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Abstract: *Effective communication culture in educational settings the shared norms, practices, language use, and interaction patterns that guide how people exchange meaning has a measurable influence on student engagement, motivation, classroom climate, and learning outcomes. This paper synthesizes conceptual and empirical literature, outlines an empirical study conducted in mixed secondary classrooms, and reports results showing that deliberate development of a positive communication culture (teacher modeling, explicit interaction norms, and scaffolded dialogic tasks) is associated with greater student participation, higher perceived comprehension, and modest but significant gains in formative assessment scores. Implications for teacher training, curriculum design, and school leadership are discussed.*

Keywords: *Communication culture; classroom communication; teacher–student rapport; dialogic teaching; engagement; learning outcomes.*

INTRODUCTION.

Learning is fundamentally a communicative enterprise: knowledge is transmitted, negotiated, and co-constructed through interaction. The term communication culture refers to the patterned ways of exchanging messages, including verbal and nonverbal norms, turn-taking practices, politeness conventions, feedback styles, and the value placed on questioning and critique within a social group. Conceptual treatments of culture and communication emphasize that culture is not static but an ongoing negotiation of beliefs and behaviors that shape how information is interpreted[1;7].

In classrooms, communication culture manifests as teacher talk patterns, the degree to which students are invited to speak, norms for peer feedback, and the implicit expectations around respect, silence, and error. Previous research has linked teacher verbal and nonverbal behaviors to student achievement and engagement, and more recent studies highlight that positive, dialogic communication increases motivation and learning outcomes.

Research Method. A mixed-methods quasi-experimental design was used. Quantitative measures compared classrooms that implemented a targeted communication-culture intervention with matched control classrooms using standard practice. Qualitative classroom observations and student interviews provided process data explaining how changes occurred.

Participants were 8 secondary-school teachers and their classes (n = 320 students) drawn from two urban schools. Four teachers volunteered for the intervention (treatment group), and four matched teachers (by subject and grade) formed the control group.

The program lasted 8 weeks and included[2;5].

Teacher workshop (6 hours): explicit training on dialogic teaching principles, nonverbal presence, scaffolding student talk, and formative-feedback language.Classroom routines: co-created interaction norms (e.g., "ask, wait, rephrase"), structured talk formats (think–pair–share, fishbowl), and explicit praise/feedback practices.Modeling and coaching: bi-weekly in-class coaching visits with reflection sessions.Materials: question-stems and rubrics to support peer feedback. The control group continued with regular instruction and received the program after data collection.Quantitative data were analyzed using paired t-tests and ANCOVA controlling for pre-test scores. Observational and interview data were analyzed thematically to explain

mechanisms.

Quantitative findings: Students in intervention classrooms showed a statistically significant increase in self-reported engagement scores from pre- to post-test (mean difference = +0.56 on a 5-point scale, $p < .01$), while control classrooms showed no significant change.

open-ended questions, longer wait-time, increased student talk also create a richer intellectual environment. These changes encourage students to explain, justify, question, and co-construct knowledge. Instead of simply receiving information, students begin participating in meaning-making. The teacher becomes a facilitator of inquiry, not just a transmitter of facts.

From a practical standpoint, the intervention worked because it was simple and realistic for teachers. Many teachers reported that small shifts like pausing longer after a question or using positive body language had surprisingly large effects. This suggests that teachers do not always need entirely new curricula or complex tools; sometimes they just need structured ways to refine communication routines they already use every day[5;4,5].

The qualitative data also revealed something important about nonverbal communication. Students consistently mentioned how eye contact, nods, smiles, or even the teacher’s posture made lessons feel more welcoming. This underscores the idea that communication culture is more than language it is the emotional atmosphere created through gestures, tone, and presence. A warm classroom climate encourages academic courage.

While the quantitative results showed only moderate achievement gains, they occurred over just eight weeks, suggesting that longer-term efforts might lead to more substantial improvement. Moreover, the benefits extend beyond test scores. A healthy communication culture nurtures collaboration, empathy, and respect qualities that matter not only for academic success but also for students’ broader social development.At the school level, these findings provide a compelling message for administrators: communication culture deserves as much attention as curriculum planning or assessment design. Schools that invest in developing a shared language of respect, open dialogue, and constructive feedback are likely to see improvements not only in learning but in student well-being and teacher morale[6;9].

In conclusion, this study reaffirms that communication is at the heart of teaching. When teachers intentionally cultivate a positive communication culture, the classroom becomes a place where students feel valued, connected, and motivated to learn. These human-centered interactions often overlooked in formal policy discussions are powerful drivers of educational quality. The challenge moving forward is to integrate communication-culture training into teacher preparation and professional development so that every classroom can benefit from these practices[7;6].

A school or classroom’s communication culture is a teachable, observable, and influential aspect of the learning environment. When educators deliberately foster open, respectful, and dialogic norms, both students’ willingness to participate and measurable learning indicators improve. Investing in communication-culture development yields pedagogical benefits that complement curriculum and assessment reforms.

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THE ROLE OF TECHNOLOGY IN LANGUAGE LEARNING

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Abstract: *The use of technology in language learning has significantly transformed the traditional teaching practices, opening up new avenues for enhancing linguistic and communicative competence. In this article, the author deliberates on the role played by computer-based resources, internet sites, and interactive software programs in fostering language acquisition. Based on an analysis of existing literature, the paper centers on significant benefits like increased motivation among students, customized learning experience, and contact with real language usage. Challenges in terms of unequal access to technology, poor teacher training, and lack of balance in pedagogy are also covered. The findings emphasize that technology must be supplementary and not supplementary in order to generate the maximum return in language learning.*

Keywords: *technology, language learning, digital tools, motivation, personalized learning, pedagogical integration*

INTRODUCTION.

Technology has drastically transformed the language learning environment, with fast-paced developments in digital technology creating new paradigms for teaching and learning. In recent decades, technology has evolved from being an auxiliary tool to a core component of language learning environments, offering unmatched opportunities for enhancing linguistic competence and communicative skill. The revolution calls for an in-depth examination of how technology best can be leveraged to enhance maximum language acquisition benefits.

Technology used in teaching languages is not only a trend but an attempt to keep up with the mounting demands of 21st-century learning. Electronic assistive tools, interactive platforms, and online materials have revolutionized traditional classroom methodologies by providing learners with access to authentic language input, native speaker interactions, and personalized routes. This evolution from teacher-oriented to learner-oriented approaches has been largely accelerated by advances in technology, which have enabled learners to become the controllers of their learning process and gain independence within the language acquisition process. Current studies in education, as reflected in various studies, depict that technology-mediated language learning environments increase learners' motivation and engagement by significant margins. Interactive software, gamified applications, and virtual classrooms are interactive and stimulating learning experiences that capture learners' attention and maintain their interest in learning language. Furthermore, the adaptive character of artificial intelligence and machine learning algorithms offers the potential to customize learning materials according to the individual's level of proficiency, learning style, and pace, accommodating the diverse language learning demands previously considered impossible. But the effective deployment of technology for language teaching depends seriously on the consideration of a number of important factors[1]. The digital divide continues to be a real issue, where unequal access to technical resources can worsen current educational

inequalities. Furthermore, how effectively technology can be integrated also largely lies in the hands of teachers' digital literacy and their capacity to pedagogically appropriate technological facilities in pursuit of learning goals. Unless properly trained and supported, even the most advanced technology solutions can fail to deliver their intended educational benefit.

The aim of this paper is to try to make a comprehensive examination of the intricate function technology has in second language learning, both its potential for revolutionary progress and problems of application. With the incorporation of findings of current studies and empirical data, this research tries to seek the most effective solutions to reconciliation of technological innovation with quality teaching practices towards ultimately achieving the development of more efficient and inclusive second language learning environments that prepare students for global communication in the era of the internet.

Methods. This research adopts a mixed-method design combining quantitative and qualitative approaches to investigate the role of technology in language learning. A total of 120 participants were selected using stratified random sampling from three major language centers and two universities in the Fergana Valley region, including both students and instructors. Among them, 90 participants were language learners aged 17–30, and 30 participants were teachers with at least three years of teaching experience. The instrument of the research consisted of two main tools: a structured questionnaire and a semi-structured interview. The questionnaire contained 25 items divided into three sections: (1) the frequency and types of technological tools used (such as mobile apps, online platforms, and AI-based tools), (2) learners’ perceptions and motivation toward technology integration, and (3) the challenges and barriers in technology-based learning. The questionnaire employed a 5-point Likert scale ranging from “strongly disagree” to “strongly agree.” The semi-structured interviews were conducted with 10 teachers and 15 students, focusing on in-depth insights into their experiences and attitudes toward digital language learning tools. Before the main data collection, a pilot study was conducted with 15 respondents to check the reliability of the questionnaire, and the Cronbach’s alpha coefficient was found to be 0.87, indicating strong internal consistency. Data collection took place over a four-week period in May–June 2025. Quantitative data obtained from questionnaires were analyzed using descriptive statistics (frequency, percentage, and mean score) and inferential statistics (t-test and ANOVA) to compare differences between groups of learners with varying levels of technology use. For qualitative data, responses from interviews were subjected to thematic analysis, following Braun and Clarke’s six-step model, to identify recurrent themes regarding benefits, challenges, and perceptions of technology in language learning. Triangulation of both quantitative and qualitative findings ensured validity and reliability. Ethical considerations were maintained by obtaining informed consent from all participants and ensuring anonymity. The final analysis aimed to establish a comprehensive understanding of how technology enhances language acquisition and learner motivation while identifying key barriers to effective integration in the educational settings.

Results. The analysis of recent research findings on technology integration in language teaching exhibits the following significant findings in different areas:

1. Enhanced Learning Outcomes

· Vocabulary Acquisition: Students using mobile applications like Quizlet and Anki achieved 34% greater vocabulary retention compared to traditional methods

· Speaking Skills: Students participating in virtual exchange programs achieved measurable gains in fluency and pronunciation, with a 28% increase in speaking test scores.

· Writing Skills: Collaborative writing technologies like Google Docs resulted in 42% more peer review and revision cases, improving the quality of writing[7].

2. Student Engagement and Motivation

· Gamification Effect: 78% of students reported being more motivated to use gamified tools like Duolingo and Kahoot.

· Completion Rates: Interactive courses were completed by 25% more students compared to non-interactive versions.

· Time-on-Task: Students spent 40% more time on language learning activities on mobile-assisted platforms[8].

3. Accessibility and Flexibility

· Anywhere, Anytime Learning: 85% of students reported that they had gained from the flexibility offered by mobile learning tools.

· Self-Paced Progress: Adaptive learning systems allowed 67% of students to learn at their own pace, reducing frustration and stress[9].

4. Cultural and Authentic Learning

· Cultural Awareness: 72% of the students participating in virtual exchange programs gained improved intercultural communication competence.

· Authentic Materials: Interaction with real-life materials through YouTube, podcasts, and news websites increased contextual knowledge by 45%.

5. Limitations and Challenges

· Technical Issues: Technical problems occurring on a routine basis were reported by 35% of the instructors.

· Digital Divide: Low-income students experienced 50% lower internet stability and device access[10].

· Teacher Preparedness: Only 40% of teachers felt prepared to use technology effectively through just training.

· Quality Concerns: 30% of the educational apps lacked pedagogical rationale or support from curriculum frameworks.

6. Comparative Effectiveness

· Blended vs Traditional: Blended learning approaches combining technology with face-to-face instruction worked 31% better than either approach in isolation.

· Tool-Specific Outcomes:

· Video conferencing tools boosted speaking confidence by 52%

· Collaborative platforms increased practice writing by 47%

· Learning deficits were reduced by 38% through adaptive software

7. Long-term Impact

· Retention rates: Technology-based students retained language skills 45% longer than traditional programs.

· Independent Learning: 68% of the students utilized language learning apps independently after completing their courses.

· Digital Literacy: 82% of the students reported improved overall digital skills aside from language acquisition[11].

These results suggest that while technology is very promising for language acquisition, it is mediated by access, training, and pedagogical integration. The best implementations combine technological tools with sound teaching practices and address both linguistic and digital competence development.

Discussion. The findings of this study show technology to be a powerful impetus in language learning, yet one whose effectiveness is both contingent and not accidental. The dramatic increases in lexical acquisition and speaking ability attest to the potential of technology to provide multiple, contextualized instantiations of target language items—the key element in second language acquisition. But these benefits depend most heavily on instructional design facilitating technological use rather than upon technology's availability alone[12]. The striking rise in student engagement through gamified learning resonates well with constructivist learning models in which interactive and challenging exercises engender motivation and retention. This would mean the sole genuine value of technology lies in its ability to transform passive learning into active engagement[13]. Yet, the reported problems with technical issues and digital competency highlight a significant disparity between technological promise and actual implementation. The superior quality of blended learning approaches compared to purely traditional or all-digital ones speaks to the need for equitable integration. Technology

appears to function most optimally as an adjunct to human interaction, supporting Vygotsky's social development theory in its emphasis on the enhancement of social interaction within learning[14]. The digital divide outcomes further indicate that technology can indeed widen achievement disparities unless matters of accessibility are systematically addressed. The results of long-term influence verify that technology not only facilitates short-term language acquisition but also promotes independent learning habits—a critical skill for lifelong language upkeep. This is in line with contemporary paradigms of schooling that focus on learner autonomy and independent learning.

Conclusion. Technology has revolutionized the learning of languages dramatically, offering unprecedented opportunities for tailored, interactive, and accessible learning. The evidence consistently demonstrates that used well, computer-based resources can considerably enhance vocabulary learning, oral proficiency, writing skills, and intercultural understanding. Mobile learning ease and motivational power of gamified websites have been found particularly effective to ensure learner motivation and self-directed learning habits. However, successful integration of technology requires more than digital resource access. It must be supplemented with attention to thoughtful pedagogical planning, adequate teacher preparation, and regular technical support. The digital divide remains a special problem, at risk of expanding already existing educational disparities should it be proactively tackled. Most promising approaches are those that marry technological novelty with sound pedagogical practice, creating blended learning environments that leverage the strengths of digital and traditional modes. Future implementations need to focus on designing rich frameworks that address technological, pedagogical, and social factors concurrently. As language learning continues to evolve with the digital age, technology must be viewed as an enabler, not a solution. Its real value is not in replacing teachers or traditional channels but in creating new opportunities for contextualized, meaningful, and learner-centered language learning. Greater research is needed to be able to investigate long-term outcomes and to design more inclusive, pedagogically-founded technology solutions that can empower different learning populations.

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THE EFFECTIVENESS OF CRITICAL TRAINING IN THE DEVELOPMENT OF COMMUNICATIVE COMPETENCE OF PUPILS AT LESSONS OF ENGLISH LANGUAGE

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Abstract: *The Article deals with modern approaches to the introduction, in the era of globalization, in the process of teaching and learning, to strive for a new, zhanashalandyrumen content of education, constructive learning to improve the quality of education of students. On the basis of the theory of critical learning, which is a model of the XXI century, we are talking about the ways of development of communicative competences of students in English lessons.*

Keywords: *communicative competence, constructive training, English language, competence*

INTRODUCTION.

To thrive in the information society, children and young people need to be engaged in effective methods of active, constructive learning to understand meaning and gain independence. There is an increasing need for personalized and individualized learning that can provide sensitive learning opportunities for diverse groups of students.

In the modern field of education, it is impossible to become a competent, versatile specialist without mastering advanced teaching technologies. Mastering new technologies has a beneficial effect on the formation of the intellectual, professional, moral, spiritual, civic, and human character of a teacher, helps to develop himself and effectively organize the learning process. Educated and literate people are the main driving force of human development in the 21st century. And the development of a child as an individual, the formation of their own perspective, and the expansion of their horizons begin within the walls of school. The organization of the educational process in modern schools is based on new methods and technologies.

Therefore, the special nature of a child's education and the effectiveness of that education require responsibility from the subject teacher.

To raise the level of education of each student to the required level, advanced methodological technologies are needed. Only a teacher who is armed with these new advanced methodological technologies and who has fully mastered new teaching methods, that is, new methods, will enable the student to receive a quality education.

It is known that in the era of globalization, there will be no change in the teaching and learning process without introducing modern methods and striving for innovation. Therefore, radical changes are being introduced in the field of education today.

English is the language of the 21st century. This language will introduce Kazakhs to the world, will bring them to the global level. Therefore, while the issue of further improving education in line with the needs of today's growing generation is constantly and continuously developing, constructive teaching of students in English lessons, that is, it requires a focus on ways to increase the child's communicative, cognitive and other activities, his ability to express himself freely and creatively.

The main difference between constructivist learning and traditional learning is that knowledge is not provided in a ready-made form. Through cognitive and reflective activities such as individual and group work development, essays, control work, various tables, model defense, discussion, and exchange of opinions, students come to basic conclusions by thinking comprehensively in solving problems that are important to them. Teaching students critically and leading them to think critically is a unique skill that enables our comprehensive

development in this century [1, 128-134].

It is aimed at further developing the intuition inherent in each child, systematically organizing teaching to deepen the student's natural qualities and level of subject knowledge, and laying the foundation for the development of independent learning skills. Through creative work, students are led to critical thinking, aroused interest, encouraged to increase creativity and activity. Students develop their cognitive and intellectual abilities, and develop skills to use their knowledge in life.

A person with critical thinking is able to solve a problem, change the situation to the required level, or, by taking specific action, make the right decision to neutralize the problem that has arisen in a specific situation. The goal of critical learning is to ensure that learners can effectively use the knowledge they have acquired outside the classroom, in any situation [2, 55-61].

The German philosopher B. Bassen, having studied constructivism in detail, formulated the critical position as follows: "Man is a being (a living being) who structures truth in a purposeful manner."

Therefore:

* Structuring means purposefully knowing all the details of the problem,

separating them and defining them. Singular, disconnected and isolated processes cannot be structured;

* Structuring – allows us to recognize a coherent (connected) and relative world. Constructive truth does not and cannot exist in isolation, because it is coherent. We live in a world with a complex internal structure and an endless external change (metamorphosis - a change in species, a transition from one species to another according to certain laws). The use of a critical teaching methodology provides great opportunities for effectively solving problems with a complex internal structure, including those that arise in the educational process.

* Structuring is an infinite and recursive (recursion is a system of general rules that, based on previously known specific knowledge about the object under study, individual elements, determine a final system of knowledge about the object itself) process, It combines three dimensions of time: past, present, and future (the past is based on experience, it is structured, approximates the present, and projects into the future).

* The structuring process and the person who gives integrity and continuity to this structuring process form a single whole. Structuring ensures the integrity of any process by generating truth and analyzing previously established knowledge about various elements.

* Structuring is a continuous and periodic process. In other words, structuring is a process that brings continuity and coherent wholeness to reality.

* Structuring is a personal and legitimized process of a person, carried out in life with the aim of understanding the results of future understanding [3, 86-115].

The use of a variety of teaching methods and technologies in developing students' communicative competence in English lessons plays a major role in providing high-quality, innovative education. For example: Collaborative learning. Collaborative learning is a philosophy of interaction, and collaborative learning is a structure of interaction aimed at contributing to the achievement of an end result or goal.

Collaborative learning is not just a classroom method, but a personal philosophy. It is a different way of working in which people work together in groups, where the abilities and contributions of individual members are respected and highlighted. For group work to be effective, authority and responsibility are shared among group members. A key aspect of cooperative learning is based on the ability of group members to reach agreement, consensus, and results through cooperation.

Collaborative learning is a teaching and learning approach that involves groups of students working together to solve problems, complete tasks, or create a product. There are a number of pedagogical collaborative learning methods, but one of the main characteristics of the collaborative learning process is:

* Learning occurs in the context of a social environment where students engage in conversation. During this intellectual exercise, students build the foundation of their thinking and grasp its meaning.

* In a collaborative learning environment, students also develop socially and emotionally, as they are forced to listen to different perspectives and express and defend their ideas. In this case, students begin to build

their own unique conceptual understandings, rather than being limited by the experts or the text. Thus, in a collaborative learning environment, students have the opportunity to engage in linguistic communication with their peers, present and defend ideas, exchange different positions, and challenge and actively participate in other concepts [4, 25-28].

In general, collaborative work in groups is carried out for the following purposes:

Social	Educational	Emotional
* Exchange of experiences, emotions and ideas; * Find a way to solve the problem together; * Achieve the highest possible collective results	* Presenting ideas and exchanging opinions on alternative ways of working; * Develop important skills and understandings	* Relying on the knowledge and experience of individual team members; * Provide a conducive environment for performing complex tasks

In English lessons, the importance of organizing group work, along with the use of various methods and strategies to help students speak and communicate in English, is particularly important. During group work, students develop speaking skills, communicative and cognitive abilities, as well as team spirit. In addition, well-organized group work helps students develop social interaction, effective communication, and problem-solving skills. This, in turn, encourages students to actively participate in their learning.

Group work is more effective when students are encouraged to think about the information they receive, discuss it in groups, and understand or refute their own opinions.

The facts confirm that this process is taking place in stages. For example,

early stage group work should develop social interaction skills, and then, once relationships have been established among students, teachers can develop their effective communication and problem-solving skills [5, 56-59].

Cooperative learning - mosaic teaching method in English lessons

Cooperative learning - mosaic teaching method - is a useful technique for structuring learning, as well as dividing the workload. As the name suggests, Mosaic requires each member of the group to be responsible for reading and completing a specific part of the overall task. Then each member of the group returns to their original group to complete the overall task.

In this assignment, students are divided into initial groups of four and must work on a task consisting of eight main questions on a given topic. The groups are given ten minutes to discuss, and then the groups share their ideas with the whole class. The teacher suggests an effective way to complete the task, which is to assign each group member to be responsible for a specific piece of information that will be needed for the answer. The initial groups are then divided into expert groups to explore the task in more depth. Each expert group is given a specific aspect of the question, i.e. one of the four information sheets in Appendix One. The groups are given approximately fifteen minutes to discuss their ideas and come to a consensus. After this, the student experts return to their original groups to share the information they have received. Students ask each other questions to clarify, revise, and expand on what they are saying. They are now in a much more effective position to discuss and ask sustained questions. Students can be asked to give a presentation in the initial group. Teachers can ask students to show what they have learned and how they have learned. This helps teachers to evaluate the teaching and plan for further development.

Whole class discussion.

It is not easy to get the whole class talking and discussing in an English class, especially in general education schools. In this regard, this work has many inherent disadvantages.

- The teacher talks a lot during the interaction;
- It is difficult to consistently perform well;
- Only a few students complete the task, the rest are not listening or are not interested;

What strategies have you used to increase communicative competence or improve discussion in your class?

The "Circle" method.

Rules of the lesson in the circle:

1. You have the opportunity to comment during the discussion of everything.
2. One student starts and everyone takes turns speaking.
3. No one, not even the teacher, can comment on what another student says.
4. Everyone has the right to refuse their turn by saying "I'll skip it"
5. If the explanation requires discussion, then the discussion will take place only after the end of the circle.

Useful methods:

- Whenever a student wants to share their thoughts, the circle is a truly appropriate place to speak without criticism or hesitation;
- To discuss an experience, for example, a film, a video, a role play;
- Helping with a task or problem, for example, "I think we could try..."
- Evaluation tasks, for example, "What I liked most about the experience was..." etc. [6, 240-245].

"Make your position clear"

This method can be used after reading the text, during the discussion of what has been read. The chosen method allows you to compare different, including contradictory, points of view on any given issue.

Posters with the words "I agree with...", "I disagree with...", "It's a difficult question..." are hung on the walls of the classroom.

Once everyone has found their place in the discussion, each person in their group explains and justifies why they chose this position. The groups take turns giving their reasons (“I agree with…”, “I disagree with…”, “It’s a difficult question…”).

After the entire group has expressed their views, it is recommended that participants switch positions if they have changed their positions. For example, someone who was in the “It’s difficult question…” position may switch to the “I support” position; or those who were against may become supporters. They must not only change their positions, but also explain and justify why they changed their views.

Think-Pair-Share Method. Think-Pair-Share (diagram by Jesse Gentilb)

The teacher asks a question or task. Students think and answer individually. Students get into pairs and combine their best questions. Students share their new and improved answers with the class.

During group work, more skilled students work together to complete the assigned task, supporting less skilled students. They try to communicate in English. As a result, students try to speak openly. Speaking skills develop [7, 516-523].

In conclusion, the use of a constructive learning system should be in the forefront, as it increases quality and turns educational institutions into schools of thought and intellectuality. At the same time, constructive education is the shortest and most virtuous path to the development and self-improvement of the individual. Since the main strategic goal of the modern education system is the preparation of a person with high scientific potential, the main focus should be on the ability of people to structure their own activities.

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THE LINGUISTIC FUNCTIONS OF NONVERBAL COMMUNICATION ACROSS CULTURES

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Abstract: *Non-verbal communications are a vital component in human interaction, using messages other than words to communicate attitudes, feelings, and cultural norms. The essay examines how language is used across diverse cultures in respect to posture, eye contact, gestures, facial expressions, and personal space. Non-verbal communication controls conversations, reinforces and/or replaces speech, emphasizes messages, and even contradicts the spoken language. It helps in understanding how cultural differences affect the interpretation of such signals, thus helping in cross-cultural communications. Understanding non-verbal communication increases social, academic, and professional interactions and reduces the rate of misunderstandings.*

Keywords: *Nonverbal communication, intercultural communication, gestures, body language, cultural differences.*

INTRODUCTION.

A vital part of human interaction, non-verbal signals enrich and sometimes even take the place of verbal ones. Non-verbal expressions often have shades of meaning beyond the mere facts they convey. Gestures, facial expressions, posture, eye contact, and spatial behavior are all parts of non-verbal communication that have different meanings in various cultures. Verbal and non-verbal communication are closely intertwined and factor into the way messages are interpreted and the success of communications. Type the changes you want to make in this box.

Nonverbal communication involves all those forms of expression that do not use words. The study of body motion, such as posture, gestures, and facial expressions, is called kinesics. Another key component is proxemics, or the use of personal space, which reflects cultural norms about intimacy and distance. Haptics, or touch-based communication, oculesics, which deals with eye behavior, and paralanguage, including speech rhythm, tone, and pitch, all enrich human contact. Each of these elements plays a role in conveying meaning and understanding, often in ways that spoken language alone cannot. Changes to your content are highlighted in green, and you can make further edits by clicking on terms and replacing them with synonyms.

There are numerous purposes for nonverbal communication in language. These facilitate smooth interactions by managing talks where it would indicate turn-taking, pauses, or engagement. Some of the facial expressions or gestures can replace the spoken words entirely and serve as instantaneous cultural equivalents. In addition, non-verbal cues often reinforce the verbal communication in such a way that they would stress critical information or enhance emotional impact. On the other hand, when one says "yes" with a headshake, their non-verbal cues can sometimes clash with what has been said and show hidden emotions or opposition. Still more, non-verbal cues can emphasize speech, draw attention to important ideas, or increase the intensity of the spoken words. The aforementioned features demonstrate their inseparability between verbal and non-verbal elements in communication, with very few words capable of not being fully understood without them.

Cultural norms have a great impact on nonverbal communication, thus making it crucial in cross-cultural understanding. Eye contact, body language, posture, and the use of space vary greatly between cultures. For

example, in many Western cultures, direct eye contact is often used as a sign of attention and confidence, but in some East Asian contexts, this could be perceived as a sign of disrespect or hostility. The use of space also varies: Latin American cultures tend to stand closer to others than Northern Europeans do. Gestures can have completely different meanings in different cultural contexts; a thumbs-up, which is positive in many Western countries, is offensive in some areas of the Middle East. These differences point out how important it is to be culturally sensitive in interpreting nonverbal signals. Lack of comprehension of these signals might lead to miscommunication, tension, or even conflict in cross-cultural interactions.

Understanding nonverbal communication carries practical significance in various areas. Understanding body language, gestures, and facial expressions helps negotiate or work more efficiently in business and professional circles, building greater levels of trust, intentions, and attitudes. Noticing students' non-verbal display enables teachers to assess understanding, participation, and emotional states, which enhances teaching effectiveness. Similarly, diplomats and professionals involved in international relations have to interpret non-verbal signals to ensure politeness and avoid disrespect, particularly during interactions across cultures. Training in non-verbal communication becomes increasingly important in a globalized society to provide individuals with the skills to understand unfamiliar gestures and adapt their behavior to different cultural settings.

CONCLUSION

Nonverbal communication is a significant form of language with a function of showing meaning beyond words. While accomplishing several functions, from the regulation of conversation to substitution for verbal messages, and from reinforcement and accenting to contradiction, it exhibits cultural differences in nonverbal behavior. Understanding such cues is therefore crucial to successful intercultural communication. One can look at gestures, facial expressions, eye contact, posture, and personal space as ways through which an individual might navigate social or professional interactions with greater ease and less misunderstanding and as a sign of regard for others. With societies increasingly interconnecting, their study is integral to linguistics, intercultural studies, and practical human interaction.Nonverbal communication is a key aspect of human interaction, conveying emotions, attitudes, and cultural norms beyond words. This paper examines its linguistic functions across cultures, including gestures, facial expressions, posture, eye contact, and personal space. Nonverbal cues can regulate conversation, reinforce or substitute speech, accentuate messages, or even contradict verbal language. Cultural differences influence the interpretation of these signals, making awareness essential for effective intercultural communication. Understanding nonverbal communication helps reduce misunderstandings and enhance social, educational, and professional interactions.

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LINGUOPHILOSOPHY AND INTERCULTURAL COMMUNICATION: THEORETICAL AND PRACTICAL ASPECTS OF LINGUISTICS

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Abstract. *This article explores linguophilosophy as a branch of philosophy that studies the connection between language and thought. It considers the role of language in intercultural communication and examines the theoretical and practical aspects of linguistics. The paper emphasizes the cognitive, pragmatic, and communicative functions of language in interactions among people from different cultural backgrounds. Additionally, it analyzes modern linguistic approaches such as linguoculturology, pragmatics, and cognitive linguistics in relation to intercultural communication.*

Keywords: *linguophilosophy, intercultural communication, linguistics, cognitive linguistics, linguoculturology, pragmatics, culture, communication.*

INTRODUCTION.

In the era of globalization, communication among people of different nations and cultures has become an essential part of modern life. Language serves not only as a tool of communication but also as a reflection of human thought, culture, and identity. Through language, individuals express their worldview, values, and social experience. Linguphilosophy analyzes language from a philosophical perspective, studying the intrinsic link between language and thought. Intercultural communication, in turn, puts these ideas into practice, emphasizing understanding and cooperation among people from diverse backgrounds. This work looks into 4 main parts of the issue, such as the concept and theoretical foundations of linguophilosophy, the essence of intercultural communication, theoretical aspects of linguistics and lastly practical aspects of linguistics.

Linguophilosophy, or the philosophy of linguistics, is a field that examines the fundamental nature of language, its relationship to thought and the world, and the theoretical underpinnings of linguistic study. Its theoretical foundations lie in ancient philosophy and are built upon the work of modern thinkers who explore issues like meaning, reference, how language is acquired, and its role in cognition and culture. It analyzes how linguistic structures are connected to concepts, the nature of linguistic competence, and the relationship between language, thought, and reality. Linguophilosophy investigates topics such as meaning, intentionality, and reference, recognizes language not only as a tool for communication but also as a repository of knowledge and a fundamental part of culture and social life as well as it explores how speakers know and use their language, questioning whether language is innate or learned through experience. This includes examining the structure of language itself, such as syntax, semantics, and phonology. Theoretical foundations lie in Ancient philosophy considering that early inquiries into the nature of language can be traced to ancient thinkers like Plato and Aristotle, who debated the relationship between words and the objects they represent. Modern linguophilosophy is deeply connected to theoretical linguistics, particularly the generative and cognitive approaches to the study of language. It draws on linguistic theories to inform philosophical discussions about the mind, brain, and knowledge.

Intercultural communication refers to the process of interaction between individuals from different cultural backgrounds. The essence of intercultural communication is understanding and respectfully navigating

the exchange of information across different cultures to build relationships, foster global integration, and overcome barriers like language, customs, social norms, greetings, expressions of gratitude, or politeness vary greatly across cultures. Therefore, effective intercultural communication requires not only linguistic competence, however, also cultural awareness and sensitivity. It requires awareness of how culture shapes our communication styles and perspectives, and the ability to adapt to different norms and values to ensure effective and equitable interactions. It helps connect people from diverse backgrounds by overcoming potential conflicts arising from different languages, beliefs, and customs also it involves adapting communication styles and behaviors to better align with the expectations of another culture, and encouraging mutual adaptation in the other person as well. At its core is the recognition and value of cultural differences, promoting respect and empathy between individuals. In an increasingly interconnected world, it is crucial for creating a more globalized and cooperative society, applicable to both international and domestic cultural differences. It acknowledges that culture influences how messages are encoded, the mediums used for communication, and how those messages are interpreted.

Theoretical branches of linguistics—semantics, pragmatics, cognitive linguistics, and linguoculturology—explain how language and culture are interconnected. Semantics studies meaning; pragmatics examines language use in context; cognitive linguistics explores how language reflects thought; and linguoculturology investigates how language embodies cultural values. These fields reveal the deep relationship between linguistic structure and cultural worldview.Theoretical linguistics investigates the fundamental structures and principles of language, focusing on abstract models rather than practical applications. Key areas of study include phonetics is that he study of the physical properties of speech sounds, including how they are produced and perceived, phonology which means the study of how sounds function and are organized in a specific language's system, the study of the internal structure of words and how they are formed is morphology , syntax the study of the rules governing the structure of sentences and phrases, semantics and pragmatics are the study of linguistic meaning, including the relationship between words, sentences, and concepts and of how context influences the interpretation of language. Goals of theoretical linguistics are constructing and develop theories of language to explain its nature, identifying universal principles that apply across all languages, building comprehensive models that explain how humans acquire, process, and produce language, analyzing language as a cognitive system and understand its relation to other cognitive processes.

The practical aspects of linguistics involve the application of linguistic knowledge to solve real-world problems in areas such as language teaching, translation, speech therapy, and computational linguistics. Key subfields contributing to these applications include applied linguistics, which focuses on practical challenges, and sociolinguistics and psycholinguistics, which examine language use in social and cognitive contexts, respectively. The practical dimension of linguistics is evident in translation, language education, diplomacy, and global communication. A translator must understand not only linguistic equivalence but also cultural context. In modern language teaching, developing intercultural competence is essential, helping learners to interpret cultural differences and communicate effectively. Thus, linguistics contributes to building bridges between nations and promoting mutual understanding. There are core areas of applied linguistics: developing effective teaching methods, creating curricula, and designing language assessment tools, bridging communication gaps between languages and cultures, diagnosing and treating language-related disorders like aphasia. using computational methods to analyze language, with applications in areas like machine translation and speech technology, compiling dictionaries and standardizing languages. Applied linguistics is the branch specifically focused on practical applications, such as language teaching, translation, and communication policy, sociolinguistics studies how social factors like class, gender, and ethnicity affect language use, which is crucial for understanding language in social contexts. Psycholinguistics investigates the mental processes involved in language, including how people acquire, process, and understand language. Neurolinguistics explores the relationship between language and the brain, including how language is stored and how brain injuries can affect language abilities. Forensic linguistics Applies linguistic knowledge to legal investigations.

In conclusion, linguophilosophy—also known as the philosophy of linguistics—explores the essential

nature of language, how it connects to human thought and reality, and the conceptual foundations of linguistic theory. Intercultural communication involves interaction among people from diverse cultural backgrounds. Theoretical areas of linguistics, such as semantics, pragmatics, cognitive linguistics, and linguoculturology, reveal the ways in which language and culture influence one another. The applied side of linguistics can be seen in fields like translation, language teaching, diplomacy, and international communication.

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O‘ZBEK VA INGLIZ HIKOYACHILIGIDA MAVZU VA G‘OYA MUSHTARAKLIGI: ABDULLA QAHHOR VA ROALD DAHL HIKOYALARI MISOLIDA

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Annotatsiya: *Mazkur maqolada o‘zbek adabiyotining ko’zga ko’ringan vakili Abdulla Qahhor va ingliz adabiyotining mashhur hikoyachisi Roald Dahl ijodida uchraydigan umumiy mavzu va g‘oyalar tahlil qilinadi. Ikkala yozuvchi asarlarining asosiy yo‘nalishlari, inson ruhiyati, jamiyatdagi o‘rni va axloqiy qadriyatlarni ifodalash uslublari solishtiriladi. Tadqiqot davomida olib borilgan izlanishlar ,mualiflarning realizm va fantastika unsurlari, qahramonlar ruhiy olami va hikoya uslubida o‘xshashliklar ko‘rsatib beriladi. Maqolada adabiyotlararo insoniylik tuyg’ulari , ma’naviyat va adolat g‘oyalari orqali namoyon bo‘lishi tahlil qilinadi.*

Kalit so’zlar: *Abdulla Qahhor, Roald Dahl, hikoyachilik, mavzu, g‘oya, realizm, fantastika, insoniylik, adabiyotlararo mushtaraklik.*

KIRISH QISM.

Adabiyot- har bir xalqning ma’naviy ko‘zgusidir. Har bir yozuvchi o‘z asarlari yordamida inson qalbini, jamiyatdagi muammolarni va umuminsoniy qadriyatlarni yoritadi. Shu asnoda , o‘zbek hikoyachiligida Abdulla Qahhor (A.Qahhor, 1980), ingliz adabiyotida esa Roald Dahl (R.Dahl, 1988) o‘ziga xos uslub , yo’nalish va mazmun bilan ajralib turadi. Ushbu yozuvchilarning hikoyalarida mavzu va g‘oya jihatidan muayyan mushtaraklik mavjud bo‘lib, bu holat milliy adabiyotlarning bir-biriga yaqinligini ko‘rsatadi. Abdulla Qahhor hikoyalarining tub mazmuni inson va uning ichki dunyosi ekanligini alohida takidlash lozim . Yozuvchi insonni jamiyatdagi turli ijtimoiy bosimlar, axloqiy sinovlar va hayotiy kurashlar orqali tasvirlaydi (S.Raximova, 2020). Masalan, “Anor” hikoyasida , oddiy inson qalbidagi or-nomus, halollik va poklik g‘oyalari chuqur yoritilgan .(A.Qahhor, 1978).Abdulla Qahhor uchun inson qadrini saqlash, haqiqatni himoya qilish va adolatni tiklash muhim mavzular sanaladi. Uning hikoyalarida hayotiy haqiqatlar sodda, ammo chuqur falsafiy ma’no bilan ifodalanadi (I.Karimov, 2019).

Roald Dahl esa o‘z hikoyalarida ko‘pincha bolalar dunyosi, tasavvur va g‘ayritabiiy holatlar orqali insoniy fazilatlarni ko‘rsatadi (Hodgson, 2016). Uning “Matilda” (R.Dahl, 1988), “Charlie and the Chocolate Factory” (R.Dahl, 1964) va “The Witches” (R.Dahl, 1983) kabi asarlari hayotga mehr, mehnat, halollik va adolat g‘oyalarini bolalarcha soddalik bilan ifodalaydi. Dahl fantastika orqali insonning haqiqiy tabiatini ochib beradi, shu orqali o‘quvchini chuqur o‘ylashga undaydi (S.Raximova, 2020). Qahhor va Dahl hikoyachiligining o‘xshash jihati shundaki, har ikkisi ham insonni asar markaziga qo‘yadi — biri realizm orqali, ikkinchisi esa fantaziya orqali inson qalbini ochadi (I.Karimov, 2019). Ikkisining asarlarida ham axloq, haqiqat, halollik, adolat va mehr kabi g‘oyalar yetakchilik qiladi. Bu jihatlar ularni milliy chegaralardan chiqib, umuminsoniy qadriyatlar bilan bog‘laydi. Har ikkala yozuvchi o‘z asarlari orqali o‘quvchini yaxshilikka, sabrga va insoniylikka chorlaydi (S.Raximova, 2020).

Qahhor asarlarida ijtimoiy muammolar va inson ruhiyati chuqur tahlil qilinadi (A.Qahhor, 1980), Dahl esa ularni ramziy shaklda, ertakona muhitda ko‘rsatadi (C.Hodgson, 2016). Ammo har ikkisi uchun maqsad bir – insonni tarbiyalash, unga hayotiy saboq berish va jamiyatda ijobiy o‘zgarishlar sari undashdir (S.Raximova, 2020). Qahhor voqealarni real hayotdan olib, o‘quvchini haqiqat bilan yuzlashtiradi (A.Qahhor, 1978), Dahl esa

mo‘jizakor voqealar orqali hayot haqiqatlarini ochadi (Dahl, 1979). Ularning hikoyalari o‘quvchiga nafaqat estetik zavq, balki axloqiy saboq ham beradi (I.Karimov, 2019).

Xulosa qilib aytganda, Abdulla Qahhor va Roald Dahl ijodi nafaqat milliy adabiyot, balki butun insoniyat adabiyotida muhim o‘ringa ega. Ularning hikoyalari o‘quvchida hayot, haqiqat va insoniylik haqida chuqur fikr uyg‘otadi. Shunday qilib, Qahhorning realistik hikoyalari bilan Dahlning mo‘jizakor hikoyalari bir nuqtada – inson qalbi va uning ezgulikka intilishida – uchrashadi (S.Raximova, 2020).

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TARJIMA JARAYONINING MURAKKABLIGI VA UNING MADANIYATLARARO AHAMIYATI

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Annotatsiya. *tarjima jarayoni juda ham murakkab va ko‘p qirrali bo‘lib, tarjima jarayonida faqat bir tilni boshqa bir tilga almashtirishdan iborat bo‘lmaydi. Tarjima faoliyatida ishtirok etadigan tillar va ushbu tillarga tegishli bo‘lgan madaniyatlar va urf-odatlar haqida qimmatli ma’lumot manbai hisoblanadi. Tarjimonning qudrati bir tildagi matinni boshqa bir tilga o‘girayotganda keltirilgan ma’noni saqlab qolish.*

Kalit so‘zlar: *urf-odatlar, madaniyatlar, tarjima, murakkab, chet tili.*

KIRISH.

Tarjima jarayoni juda ham murakkab va ko‘p qirrali bo‘lib, tarjima jarayonida faqat bir tilni boshqa bir tilga almashtirishdan iborat bo‘lmaydi. Tarjima jarayonida shaxslar, turli millatlar, madaniyatlar bir-biri bilan tuqnashuvi yuzaga keladi va urf-odatlar, qarashlar va aloqalar tuqnashuvi vujudga keladi. Tarjima faoliyatida ishtirok etadigan tillar va ushbu tillarga tegishli bo‘lgan madaniyatlar va urf-odatlar haqida qimmatli ma’lumot manbai hisoblanadi. Chet tili o‘qitish metodikasiga doir quyidagi asarlarni “Zur Methodik des neusprachlichen Unterrichts” M.Valter qalamiga mansub:, Bohlen Adolf “Methodik der neusprachlichen Unterrichts”, Johon Bengal “Geschichte der Methodik des kulturgeschichtlichen Unterrichts” keltirib o‘tishimiz mumkin.

Tarjimonning qudrati bir tildagi matinni boshqa bir tilga o‘girayotganda keltirilgan ma’noni saqlab qolishda deb ta’kidlayman. Agar tarjima qilayotgan shaxs har ikki tilni keng va chuqur bilmasa u yaxshi tarjima qila olmaydi. Lekin bu yetarli emas, ko‘p odamlar matinni izohlarsiz musiqani esa ashulasiz anglay oladilar ammo tarjima bunday emas, bunda izoh va tushuntirishlar zarur. To‘g‘ri adekvat tarjima buyuk va qiyin narsadir. Albatta, dastlab, siz tarjima qilayotgan tilingizni yaxshi bilishingiz lozim. Chuqur tajribaga ega bo‘lish, hamda bilimlarni faylasuf, notiq, shoir va yozuvchilarning asarlari yoki nutqlarini o‘qib kengaytirish kerak[1]. “Tarjima” atamasini to‘lliq anglashimiz uchun uning mohiyatini imkon qadar to‘liq ifodalash lozim. Tarjimani boshqa tegishli va shunga o‘xshash hodisalardan ajratish imkonini beradi. Tarjimashunoslikda interferensiya tushunchasi odatda ichki bog‘lanish usullari bilan bog‘liq bo‘ladi va interferensiyaga “Ikki tilning o‘zaro qoidalari va bir-biri bilan birikishdagi grammatik buzilish (ya’ni farq qilishi)” deb ta’rif beriladi[2].

“Tarjima” so‘zining ma’nosini aniqlashtirish muammosi dolzarb bo‘lib, alohida e’tibor talab qiladi, chunki tarjima so‘zini idrok qilishda turli xil yondashuvlar mavjud. Ilmiy adabiyotlarda mavjud bo‘lgan tarjimaning ba’zi ta’riflarini ko‘rib chiqaylik. Tarjimashunoslikning o‘z rivojlanish ketma-ketligini, tarjimaning mohiyatiga oid turli yondashuvlar to’qnashuvini aks ettiradi. Binobarin, dastlabkibtalqinlardan birida biz quyidagilarni topamiz: “...tarjima belgilar yoki tasvirlarning boshqa belgilar yoki tasvirlarga aylanishi sifatida belgilanishi mumkin. Agar asosiy shakl biron bir ma’noni bildirsa, biz ham ularning shaklini o‘zaro bir xil ma’noni bildiramiz va xuddi shunday ma’noni shakllantiramiz. Tarjimada ma’noni saqlab qolish bir tildan o‘z tiliga tarjima qilishning markaziy muammosidir...”. Tillararo tarjimani bir til elementlarini boshqa til elementlari bilan almashtirish sifatida aniqlash mumkin”.

[1] Leonardo B. Tarjima qilishning to‘g‘ri usuli. Florensiya XV-asr (1374-1444) (www.google.uz)
[2] G‘afurov I., Mo‘minov O., Qambarov N. Tarjima nazariyasi. -T.: Tafakkur Bo‘stoni, - 2012. -37 b.

Ushbu ta’rifda tarjimaga semiotik (belgi) yobdashuv juda aniq kuzatiladi. Tarjima ko‘p qirrali jarayonning barcha jihatlari va bosqichlari ba’zi belgilarni boshqalar bilan almashtirishda qisqartiriladi. Belgilar darajasidagi elementar almashtirishlar tarjimada, asosan transliteratsiyadan foydalanganda (masalan, rus alifbosini lotin harflarida ifodalashda: Jumayev- Djumayev misolida), shuningdek, birma-bir bo‘lgan alohida birliklarni tarjima qilishda foydalaniladi. Boshqa tildagi yozishmalar, masalan, “zanjir reaksiyasi” kabi atamalar. Nemis olimi V.Koller o‘z zamondoshi A.Ettinger tomonidan aytilgan fikrga e’tiroz bildirib, “tabiiy tillarning nutq zanjirlari o‘rtasidagi yozishmalarni o‘rnatishdan ko‘ra ancha mushkul”- deb ta’kidlaydi.

Transliteratsiya paytida kirill alifbosi degan xulosaga keladi va “Ettinger tomonidan taklif etilayotgan matn va qabul qiluvchi kabi omillarga ega bo‘lmagan tarjimaning statik ta’rifi 50-60-yillarda ilgari surilgan avtomatik tarjima loyihalarini ko‘rsatadi, degan xulosaga keladi. Til birliklari va maqsadli til o‘rtasidagi yozishmalarni topish muammosi yetarlicha baholanmagan”. Agar A.Ettinger uchun tarjimaning asosiy muammosi ishora yozishmalar muammosi bo‘lsa, nemis olimi V.Vinter tarjimaga bildirgan fikrida, tarjimaning boshqa tomoniga e’tibor berishni aytadi. “Tarjima qilish,- deb aytadi u, - atrofimizdagi hayotning bir bo‘lgini hayotga tatbiq qilish formulasini, boshqa ekvivalent shak bilan o‘rin almashishini anglatadi. Biz tarjima haqida hatto bitta til doirasida ham gaplashamiz, masalan, biz hozirgina aytgan gapimizni oddiy va tushunarli tilda aytishni so‘rashganda, faqat bir nechtasiga tushunamiz. Biroq, bu atamaning ishlatilishi juda cheklangan. Misol tariqasida, biz ta’rifimizga qo‘shimcha takomillashtirish kiritamiz, unga ko‘ra tarjima bir tildagi talqinni boshqa tildagi talqin bilan almashtirishni ifodalaydi”. Bu talqinning asosiy afzalligi shundan iboratki, A.Ettingerning tarjima munosabatlat doirasi bilan chegaralangan qoidalardan farqli o‘laroq, tarjima jarayonini belgilovchi muhim xususiyatlardan birini ko‘rib chiqadi. V.Vinter ta’rifi tarjimaning tillararo mohiyatini aniqlashtirgan bo‘lsa-da, muallifning o‘zi bu xususiyatni ahamiyatli deb baholamaydi, chunki bu hodisaning barcha asosiy belgilari, “til ichidagi tarjima”da ham mavjudligini aytadi.

Aytib o‘tishimiz joizki, “til ichidagi tarjima” tushunchasidan dastlab rus va amerikalik tarjimashunos olim R.Jeykobson 1959-yilda e’lon qilingan va uni ilmiy foydalanishga ham qo‘llanishini aytgan edi. R.Jeykobsonning maqolasida tarjimani og‘zaki nutq orqali talqin qilish sifatidagi semiotik (belgi) tushunchalarni ifodalab, R,Jeykobson tarjimaning uchta turini ajratib ko‘rsatib beradi:

1) intralingvistik tarjima yoki nomini o‘zgartirish,- og‘zaki belgilarning talqini. Aynan shu nutqni boshqa ko‘rinishda ifodalash;
2) xorijiy tillardagi tarjima yoki tarjimaning o‘zi – og‘zaki nutq shakllarini boshqa til belgisi orqali ifodalash;
3) intersemiotik tarjima yoki transmutatsiya – og‘zaki bo‘lmagan belgilar tizimlari orqali og‘zaki belgilarni talqin qila olish.

Nemis va rus tillarida rod kategoriyasining mavjudligi odamlarning qaysi jinsga mansubligini kishilik olmoshlari orqali ifodalab berish mumkin. O‘zbek tilida rod kategoriyasining yo‘qligi esa kishilik olmashlariga bunday imkoniyatni yarata olmaydi. Masalaga ilmiy yondashilmasdan, tarjima birlik www.ziyo.com kutubxonalarning lug‘aviy mosligi asosidagina amalga oshiriladigan bo‘lsa, “er” va “he” ham, “sie” va “she” ham o‘zbekchaga u tarzida tarjima qilinadi, bunday holda (asliyatdagi jumlada ham ayol, ham erkak kishi nazarda tutilib, ular kishilik olmoshlari yordamida ko‘rsatilgan bo‘lsa) “u” ayolni erkakdan farqlay olish qiyin bo‘ladi, natijada, kitobxon oldida “kim, kimni”, degan savollar paydo bo‘ladi. O‘zga tilni o‘zganish va o‘rgatish o‘tgan zamonlarga borib taqaladi. Har xil tillarda gaplashuvchi millatlar o‘zaro bordi-keldi aloqalar o‘rnatilishi bilan bir vaqtda ularning tilini, u orqali madaniyatini, hayotini va madaniyatini o‘rgana boshlagan. Savdo va madaniy aloqalar rivojlanishi sababli chet tillarni amaliy va ta’limiy maqsadlarda o‘rganish yo‘liga asosiy e’tiborni qarata boshlagan. Qadimiy Suriya va Misr, Yunoniston va Rimda madaniyat taraqqiyoti davrlarida o‘zga xalqlar tillarini o‘zganish odagt tusini olgan edi. Qadimiy yodgorliklar chet tillariga kirib kelgan yangi so‘zlar shundan dalolat beradiki, xalqlar o‘zgalar tilini o‘rganish borasida ajoyib tajribalarga ega bo‘lishgan.

Tarjima so‘zining keyingi rivojlanish tarixi amerikalik tadqiqotchi V.Uils tomonidan tarjimaning batafsil ta’rifini o‘zida mujassamlashtirgan. V.Uils tarjimashunoslik va matn lingvistikasi orasidagi bog‘liqliklarni ifodalab, shunday fikr bildiradi: “Tarjima – bu matnni qayta ifodalash va og‘zakilashtirish jarayoni bo‘lib,

manba tildagi matnda ko‘zda tutilgan tildagi ekvivalent matnga, iloji boricha va asl nusxani ma’no va stilistik tushunishni ifodalaydi. Tarjima ikki asosiy bosqichni o‘z ichiga olgan jarayon bo‘lib, bu bosqichda tarjimon manba matnni uning semantik va stilistik maqsadini hisobga olgan holda ifodalaydi va tilni qayta ishlash bosqichida tarjimon manba matnni to‘la mazmunda ifodalab beradi. Talablarni optimal hisobga olgan holda semantik, stilistik tahlil, kommunikativ ekvivalentlik” kabi bo‘limlarga bo‘lgan holda ifodalab beradi.

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ПОЛИТИЧЕСКАЯ ТЕРМИНОЛОГИЯ В РОМАНАХ ДЖОРДЖА ОРУЭЛЛА И АБДУЛЛЫ КАДЫРИ: СОПОСТАВИТЕЛЬНЫЙ АНАЛИЗ (ОТРАЖЕНИЕ ИДЕОЛОГИЧЕСКИХ КОНЦЕПЦИЙ ЧЕРЕЗ ХУДОЖЕСТВЕННЫЕ ТЕКСТЫ)

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Аннотация. *В данной работе рассматриваются особенности политической терминологии в романах Джорджа Оруэлла и Абдуллы Кадыри. Сопоставительный анализ позволяет выявить, как авторы, принадлежащие к разным культурным традициям, через язык и художественные образы выражают свои идеологические концепции. Особое внимание уделяется семантике политических терминов, их роли в отражении мировоззрения эпохи и в формировании образа власти в художественном тексте.*

Ключевые слова: *политическая терминология, идеология, Джордж Оруэлл, Абдулла Кадыри, язык, тоталитаризм, культура.*

ВВЕДЕНИЕ.

Политическая терминология в художественной литературе служит не только элементом языковой выразительности, но и инструментом идеологического моделирования действительности. Через выбор слов, обозначающих власть, государство, идеологию и общественные отношения, писатель конструирует собственное видение мира. Особенно показательно это в романах Джорджа Оруэлла и Абдуллы Кадыри — авторов, живших и творивших в эпохи интенсивных социальных и политических перемен.

Джордж Оруэлл в своих произведениях, прежде всего в романах «1984» и «Скотный двор», развивает тему тоталитаризма и языкового контроля как основы идеологического господства. Абдулла Кадыри в романах «Минувшие дни» и «Скорпион из алтаря» обращается к политико-социальным конфликтам дореволюционного и раннесоветского Востока, демонстрируя столкновение старых традиций с новой идеологией.

Цель данного тезиса — выявить особенности политической терминологии в романах Оруэлла и Кадыри, сопоставить их функции и

показать, как через языковое воплощение авторы выражают собственные идеологические позиции.

Политический контекст и формирование авторских мировоззренийю Оруэлл и Кадыри принадлежат к разным культурным традициям, однако в их творчестве прослеживаются общие мотивы — критика идеологического давления и размышление о судьбе личности в политически несвободном обществе.

Оруэлл, прошедший путь от участника испанской гражданской войны до разоблачителя тоталитарных режимов, воспринимал язык как главный инструмент власти. Его знаменитая идея Newspeak («новояз») в «1984» представляет собой систематическое уничтожение смыслов ради подчинения мышления. Термины вроде doublethink («двумыслие»), thoughtcrime («мыслепреступление»), Big Brother («Большой брат») не просто обозначают политические реалии, а создают новую семантическую картину мира.

Абдулла Кадыри, напротив, писал в контексте позднего колониального и раннесоветского Узбекистана. В его текстах политическая лексика связана с морально-нравственными категориями и внутренним конфликтом личности. Термины вроде адолат (справедливость), замона (время), халқ (народ), ҳокимият (власть) несут эмоционально-оценочную нагрузку и отражают народное восприятие перемен.

Политический язык как средство художественного моделирования власти. В художественной системе Оруэлла язык становится метафорой идеологического контроля. В «1984» политическая лексика построена на искажении привычных слов: Министерство мира ведёт войну, Министерство правды занимается фальсификацией, Министерство любви — репрессиями. Подобная инверсия смыслов демонстрирует, как власть формирует сознание через подмену понятий.

В «Скотном дворе» политические термины просты и понятны, но именно их повторение и постепенное изменение показывает процесс деградации идеалов революции. Лозунг «Все животные равны» превращается

в «Все животные равны, но некоторые равнее других» — пример политического манипулирования терминологией.

У Абдуллы Кадыри, напротив, политическая лексика выявляет противоречия между старым и новым миром. Его герои обсуждают свободу, справедливость, реформы, но эти слова ещё не имеют устойчивого значения. Кадыри показывает, как политические понятия, пришедшие из Европы и России, адаптируются в мусульманской культуре и сталкиваются с традиционным мышлением.

Отражение идеологических концепций через язык. В романах Оруэлла политическая терминология не только описывает систему, но и воплощает её структуру. Новояз в «1984» ограничивает мысль, сводя сложные категории к простым бинарным противопоставлениям: добро — зло, друг — враг, прошлое

— настоящее. Это отражает суть тоталитаризма — уничтожение многозначности и свободы интерпретации.

У Кадыри язык, напротив, сохраняет многослойность. Его тексты включают элементы староузбекской и персидской лексики, исламской терминологии и новых советских слов. Эта языковая полифония выражает идеологическую неопределённость времени, когда старые ценности ещё живы, а новые только формируются.

Заключение. Политическая терминология в романах Джорджа Оруэлла и Абдуллы Кадыри представляет собой ключевой элемент художественного языка, через который авторы выражают свои идеологические взгляды и философию времени. У Оруэлла она носит характер рациональный и холодный — политический язык разрушает мышление, превращая человека в объект манипуляции. У Кадыри, напротив, политическая лексика поэтизирована, наполнена внутренней борьбой между духовностью и модернизацией. Оба писателя рассматривают язык как инструмент идеологии, через который раскрывается конфликт между властью и личностью, между правдой и её искажением.

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EXPRESSION OF NATIONAL IDENTITY THROUGH SPEECH BEHAVIOR MODELS (MODERN RESEARCH TRENDS)

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Abstract. *The report examines the issue of identity, considered one of the most relevant problems of modern linguistics. It becomes evident that in a globalizing world, the narrowing scope of some national languages increases the urgency of studying national identity, as well as the linguistic expression of national and hybrid identities. Since English is the dominant language of the global world, the active use of two or more languages (English and the local language(s)) in many national discourses promotes the linguistic study of hybrid identity. This, in turn, provides material for considering the study of national speech behavior models in a new format aligned with the realities of language–thought relations. Speech behavior models characteristic of a given language may be lacunae for English; conversely, speech behavior typical of English may enter the national language corpus. In both cases, linguo-personological research allows tracking the dynamics and tendencies of ongoing processes.*

Keywords: *speech behavior models, concept of national identity, Azerbaijani language, English language, communicative gestalts.*

INTRODUCTION.

It is known that in the modern era, the process of globalization does not only affect terminological unification, but also leads to the replication of many concepts and concepts at the level of national language corps. In this sense, bilingual or multilingual language groups, which are included in the inevitable sphere of influence of globalization, are inevitably faced with the problem of hydroid identity. This is inevitable in the linguistic identity of those who carry this hybrid identity. It should be noted that although linguopersonology manifests itself as a platform of linguistic research, which became especially relevant in the late 20th and early 21st centuries, its roots go back to the research of V. von Humboldt and the research of the neo-Humboldt scientist L. Weisgerber. In the second half of the 20th century and towards the end of the century, in connection with the growing interest in the anthropocentric study of language, along with a number of new linguistic directions (linguopragmatics, psycholinguistics, etc.), the theory of linguistic identity was also formed [9]. The methods and methodology of linguopersonological research, as well as the research on research materials, give grounds to say that the descriptive method, the comparative method, the discourse analysis method, the experimental research method, the semantic field method, etc., are used here. As for the sources that constitute the object of linguopersonological research, as Y. Ivansova emphasizes, it consists of literary texts, epistolary genre materials (personal diaries, correspondence), public speeches, speeches, interviews with respondents or an object of experiment/observation, texts of speeches of the participants recorded/fixed in writing, as well as special linguistic-personological dictionaries, etc. (see [13]). It should also be noted that the verbalization of any concept of national identity is not just a set of specific lexical units and phraseologisms. This concept also encompasses entire communicative gestalts, speech behavior patterns, speech behavior patterns, and so on.

It is known that the gestalt approach applied in the study of the linguistic aspects of the communication process is a single, integrative approach that considers the participant of the communication process as a whole,

unites the physical and the psychological in a single "I" and tries to consider any process as part of a larger whole[12]. Communicative gestalt encompasses certain pattern expressions, as well as speech behavior patterns, in which these patterns and patterns reflect the communication codes of language carriers. For example, communicative gestalts, which are considered acceptable for Azerbaijani language speakers, include patterns dictated by their speech behavior patterns and regulating communication within society. As the most striking example of this, we can mention the phrases, "Bring goodness to your home / Bring joy to your home (in laconic variations: bring good, bring goodness)." These expressions were recorded in phraseological dictionaries and folklore dictionaries of the Azerbaijani language (e.g., [2; p. 31]).

These expressions embody one of the patterns of speech behavior dictated by the Azerbaijani mentality and directly characterizing national identity: according to the speech label of the Azerbaijani people, according to the models of speech behavior formed for centuries and millennia, these patterns should be addressed to the people who come to express their condolences to the bereaved family (when the latter leave the assembly). These stereotypes are shaped in accordance with the social dramaturgy of this local communication situation. The phrase "bring joy to your home" is expressed by a person who has lost a family member or a loved one, expressing the desire not to carry the burden of grief with them. Let's take a look at some examples: “yas məclisinə gəlib ... “Evinizə xeyir aparın, şadlıq aparın” deyənə axı, necə təsəlli verə bilərik?” [1] ; “ Yas yerində işlənən “şadlıq aparın”, “şadlıqda görüşək” tipli şablon ifadələr var.” [4]. (Let's pay attention to the translation of the examples from Azerbaijani:"Coming to the Meeting ... "How can we be sure that you will be able to say 'Welcome to your home'?" [1] ; " And the Prophet (peace and blessings of Allaah be upon him) said, 'O Messenger of Allah, I am the Messenger of Allah (peace and blessings of Allah be upon him).' [4]). It seems that the semantic coding contained in these quotations is lacuna essence for a different cultural carrier, perhaps even absurd. Because, if a carrier of a foreign culture is not familiar with the relevant background knowledge, it can be regarded as nonsense, a-logism, for a person who has experienced a tragedy in his family to express his desire to bring goodness and happiness to the other party. However, anyone familiar with the Azerbaijani national mentality understands that behind this communicative gestalt lies the desire not to share pain and suffering.

Interestingly, in recent times, even in the sub-discourses of national discourse (especially in the media discourse), the irrationality of this phrase and its inconsistency with the situation have been criticized. Let's pay attention to the example: “Necə yəni şadlıq aparın? Ölünün yanından necə şadlıq aparmaq olar? Bu qədər həyasız olmaq təklif edilir?” [4]. ("What do you mean to be happy?" How can you rejoice in the presence of the dead? Is it possible to be so uncomfortable?" [4]). As can be seen from the quotation, the contradiction of the act of communication in terms of the situation is not only considered inadequacy, inappropriate, but even as cowardice.

It should also be noted that communicative gestalt is essentially different from words and phrases that express different personality identity in the process of communication. This difference is primarily due to the dependence of the former (communicative gestalts) to the situation, as well as to the belonging to the collective consciousness. Also, an important point that determines the difference is that individual identity is placed in the background in communicative gestalts, and on the contrary, the identities of collective (ethnic, social, and racial communities) play a leading role. It should be recalled that, as K. Martin clearly demonstrated in his experimental researches, in the same communication situation, different reactions of different people to the same event are conditioned precisely by the identity manifested in language/speech. The linguist points out that in a discursive environment that he describes – the five people at the bus stop near the campus of an educational institution – react differently:

“Passenger A: “That was rude”
Passenger B: “Bloody Hell”
Passenger C: “I am calling the bus company right now to report bus number 664.”
Passenger D: "¡ Ay, Dios Mío!" (tərcümədə: Oh my God)
Passenger E: “WTF” [8; s.1-2].

As can be clearly seen from the examples, it is the difference in the identity of the communication participants that played a decisive role in the way in which the same situation is viewed, in what format it is reacted to, and in which verbal inventory is directly used (the use of a verbal database). Expressions that are thought to be used locally by people who react emotionally in relation to the situation, i.e., the use of appropriate discursive environment such as communicative gestalt in view of the symphonic language identity of the people and society, are dictated by certain patterns of speech behavior. However, the situational communicative gestalts given in this example ("¡ Ay, Dios Mío!" (Translated as: Oh my God) WTF, Bloody Hell) is universal (phrases with theonymic components are distinguished by their high processing frequency in most developed languages). For example, see more about the phrases with the God component in the Russian language: [14]). However, the phrases in the example that we have quoted from the Azerbaijani-language text are precisely communicative gestalts, which are characteristic of the Azerbaijani language personality. This communicative gestalt can give the impression of an a-logical expression that is not considered useful for societies that are native speakers of English, Spanish, Russian, etc., and even, as we have already stated, has a lacuna essence.

Keep in mind that the emotional reactions of the individual are used to express the emotional reaction dictated by these situations in certain communicative situations. Phrases also reflect patterns of speech behavior dictated by cultural codes in certain situations. For example, it is a phrase used to say “işıqlığıa çıxasan” "you have to go out into the light" to someone who is turning on a light, and to say “su qədər ömrün olsun” "you have a life as much as water" to a person who is thirsty. It is interesting to note that, in such cases, fraserorflexes also act as communicative gestalts. It seems that such communicative gestalts and phrases can be attributed to the semantic sphere of the concept of the same name (the concept of national identity), since they embody the verbal code information of national identity.

For comparison, communicative gestalts, which are used in wedding ceremonial folklore in English-speaking societies, are similarly lacunal for Azerbaijani language speakers and are perceived in their initial semantic adequacy only thanks to the explanatory text.

“Something old,
something new,
something borrowed,
something blue,
and a sixpence in her shoe” [11].

This folklore text, which was first published in 1870, describes the ritual features of English wedding customs. According to this wedding custom, which originated in Victorian England and continues to this day, if the items listed were given to the bride on the wedding day, it could protect the young family from evil and bring good luck to the young family.

In fact, the objects reflected in this expression are used in the transverbal realization of wedding discourse (i.e., non-verbal, purely material-contextual realization). Only those who are familiar with the relevant background knowledge can decipher the meanings behind these symbolic expressions. Take, for example, "Something old" honors your life before saying "I do." [7]. As it turns out, the two expressions used here (Something old and I do) refer directly to communicators (units of communication) of a direct situational nature. And it is said that on the day of the wedding, the answer to the question posed at the church ceremony is symbolized. In other words, according to the meaning presented in the quote, it is emphasized that the old thing given to the bride serves to honor and commemorate her (the bride's) life until the wedding day. "Something new stands for hope and optimism for the future". [3]. Here, too, we see that something new symbolizes innovation, optimism, from a contextual point of view.

It should also be noted that in the modern era, due to the influence of globalization, cultural superstrates allow for the introduction of various concepts and understandings into the local linguistic environment. For example: “31 oktyabr İngilis dilində “Halloween”, dilimizdə isə "Hellouin" adlanan balqabaqlar bayramıdır”. [6]. (“October 31 is the pumpkin festival, which in English is called “Halloween”, and in ours – “Hellouin” [6]).

In the modern era, the openness of local national discourses to English, the dominant language of globalization, and the new cultural symbols and codes adopted through this language, and even to certain forms of communication (communicative gestalts), leads to a certain cultural hybridity, and in some cases even hybrid identity: “Azərbaycanda "Hellouin" ekzotik və mübahisəli bayram sayılır” [6]. ("Halloween is considered an exotic and controversial holiday in Azerbaijan" [6]).

Conclusion. The point of hybrid identity can be found more often in literary texts authored by bilingual authors (see also [10]), in texts shared on social media by other groups of individuals with bilingual language identity, and so on. It should also be noted that in countries such as India, English as a second official language or one of the official languages has a high status. Although there are no manifestations of hybrid identity at such a deep level in the Azerbaijani linguistic environment, it is undeniable that certain cultural interventions are manifested at the level of lexical-semantic interventions. All this necessitates systematic and differential research, creating the necessity of studying the psycholinguistic and sociolinguistic aspects of hybrid language identity.

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GENDER - RELATED VOCABULARY IN ENGLISH AND RUSSIAN LANGUAGES: A COMPARATIVE LINGUACULTURAL ANALYSIS

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Abstract. *This paper offers a comparative analysis of gender-related vocabulary in English and Russian from a linguocultural perspective, seeking to investigate how language choices reflect and influence societal views on gender. By analyzing lexical terms related to social roles, careers, and gender stereotypes, the study uncovers both similarities and differences in how these two languages represent gender distinctions. The research emphasizes the relationship between language, culture, and social understanding, illustrating how linguistic frameworks and word choices play a role in shaping gender identities. The results provide valuable insights into cross-cultural interactions, sociolinguistics, and the impact of language on gendered perspectives.*

Keywords: *gender-related vocabulary, comparative linguocultural analysis, English language, Russian language, gender identity, social roles, cultural perceptions, gender stereotypes, sociolinguistics, cross-cultural communication.*

INTRODUCTION.

Gender significantly shapes social structures, cultural norms, and interpersonal communication. Language, as a primary tool for expressing human experience, not only reflects but also constructs gendered realities. English and Russian, which belong to different linguistic systems and cultural traditions, offer distinct ways to encode gender through vocabulary, grammatical structures, and culturally embedded expressions.

Moreover, by examining lexical rules associated with professions, social roles, and gender stereotypes, this article aims to reveal both universal tendencies and culture - specific features. Likewise, understanding these linguistic units contributes to broader discussions in sociolinguistics, cultural studies, and cross-cultural communication.

Gender in language is seen by using grammatical indicators, word selections, metaphors, and culturally rooted meanings.

English is viewed as a mostly gender - neutral language in terms of grammar, but it has traditionally included several genders - specific nouns like "policeman," "stewardess," and " chairman. "

In recent decades, English - speaking communities have substituted these terms with neutral options such as “police officer”, "flight attendant," and "chairperson." Therefore this change shows cultural movements toward fairness and the reduction of unnecessary gender differentiation.

Furthermore, the singular “they” is now recognized as an appropriate pronoun for gender - neutral usage. Its usage prevents unnecessary assumptions about gender and includes individuals who do not conform to conventional classifications. This illustrates how language innovation contributes to cultural transformation.

Russian encounters more challenges in creating gender - neutral vocabulary because of its grammatical limitations and variations. Besides, gender markers influence adjectives, pronouns, past-tense verbs, and even job titles. For instance, "врач," "директор" and "профессор" grammatically masculine, even though we are talking about females. There are words, like "врачиха", or "профессорша", usually used in not academic style. This demonstrates how language structures can reinforce cultural stereotypes and usage of language.

Terminology associated with gender frequently reflects cultural stereotypes. English has evolved to neutralize many phrases over time, but remnants of stereotypes persist in word pairs like: professional woman vs. the lack of professional man employed mother versus the impartial employed father - this asymmetry indicates that specific social roles remain closely linked to a particular gender.

In Russian, there are lexical stereotypes which often even more explicit. For example, “сильный пол” and “слабый пол” reflect traditional, culturally embedded views of masculinity and femininity. Russian features agrammatical structure that demands more rigid gender distinctions.

Additionally, the comparative study underscores the importance of education and media in shaping linguistic views aboutgender. Finding inclusive language in English through textbooks, news outlets, and digital media encourages speakers to adopt more equitable forms of communication. Change highlights the impact of grammatical constraints and entrenched cultural customs on language practices, the gradual rate of change underscores the influence of grammatical limitations and deeply ingrained cultural traditions on language usage. Nonetheless, the increasing consciousness regarding gender topics, especially among younger people, indicates that both languages can adapt, showing that linguistic development is intimately connected to societal shifts and the joint confront stereotypical views.

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KOREYS-O‘ZBEK ADABIY ALOQALARINING YANGI BOSQICHI

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Annotatsiya. *Ushbu maqolada Koreys-o’zbek adabiy aloqalarining yangi bosqichi va hamkorlikning istiqbollari yoritilgan bo’lib, har ikki mamlakatning she’riy tarjimalari batafsil yoritilishi orqali, tarjimada ikki madaniyat naqadar bir-birini tushunishiga va qadrlashiga ko’proq urg’u berilgan.*

Kalit so’zlar: *O’zbekiston va Koreya diplomatik aloqalari, adabiy aloqalar, tarixiy va madaniy kontekst, she’riyat, koreys tili va adabiyoti markazi.*

KIRISH.

Har ikki mamlakat o‘rtasidagi hamkorlik so‘nggi yillarda yangi sifat bosqichiga ko‘tarilmoqda. Bunda O‘zbekiston va Koreya Respublikalari davlat rahbarlari Shavkat Mirziyoev va Yun Sok Yol tomonidan ijtimoiy, iqtisodiy va madaniy- gumanitar hamkorlik borasida ilgari surilayotgan qator tashabbuslarning ahamiyati ulkandir.

Buning yaqqol dalili sifatida O‘zbekistonda muntazam ravishda Koreya Respublikasining madaniyat kunlari o‘tkaziladi. Mamlakatimiz aholisi koreys filmlari, kuy va qo‘shiqlari, kitoblari bilan tanishadilar. 2017 yilda O‘zbekistonda koreys millatiga mansub fuqarolarning istiqomat qilayotganligining 80 yilligi keng ko‘lamda nishonlandi. O‘zbekistonda koreys tili, madaniyati, adabiyoti, tarixiga bo‘lgan qiziqish kundan-kunga o‘sib borayotganini ham aynan shu bilan izohlash mumkin. [Мирзиёев Ш.М. Ҳаракатлар стратегияси. – Ташкент. 2017.- С-3]

Adabiy aloqalar badiiy tarjima, adabiy ta’sir, jonli muloqotlar, ijodiy hamkorlik, do‘stona munosabatlar, ustoz-shogird an’analari o‘zanida shakllangan, - millatning ma’naviy-madaniy taraqqiyotida muhim ahamiyatga ega jarayondir. O’tgan yili O‘zbekiston Yozuvchilar uyushmasida mamlakatimiz ijod ahlining Koreya Respublikasi yozuvchi va shoirlari bilan uchrashuvi bo‘lib o‘tdi.[2025 한국-우즈베키스탄 작가대회, 70-76].

Koreyalik ijodkorlar poytaxtimizdagi adiblar xiyoboniga tashrif buyurib, Alisher Navoiy haykali poyiga gullar qo‘ydi. Tashrif avvalida O‘zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev tashabbusi bilan bunyod etilgan adiblar xiyoboni, milliy adabiyotimiz darg‘alarining haykallari, ustoz adiblarning hayoti va faoliyati xususida chet ellik mehmonlarga batafsil ma’lumot berildi. Yozuvchilar uyushmasi binosida kitoblar hamda taniqli fotoijodkor Ahmadjon Ergashev suratlaridan iborat ko‘rgazma tashkil etildi. Ijodiy muloqot davomida O‘zbekiston Yozuvchilar uyushmasi raisi, O‘zbekiston xalq shoiri Sirojiddin Sayyid va boshqalar yangilanayotgan O‘zbekistonda adabiyot, ilm-fan, ma’naviyat va ma’rifat rivojiga ustuvor ahamiyat qaratilayotgani, turli millat va elat vakillarining erkin, samarali ijod qilishi uchun barcha sharoitlar yaratilganini ta’kidlandi. Bunday ijodiy uchrashuvlar adabiy aloqalarni yanada yuksaltirishga xizmat qiladi, – dedi Sirojiddin Sayyid.

Prezidentimizning “Adabiyot – xalqning yuragi” degan so‘zlarini bugun ijod ahli o‘z faoliyatimiz uchun shior qilib olganmiz. Aytish kerakki, uyushma a’zolari turli millat vakillaridan iborat bo‘lib, ular orasida koreys millati vakillari ham borligi e’tiborga molikdir. Bularning bari koryes xalqi bilan adabiy aloqalarimiz tobora kengayib, mustahkamlanib borayotganini yana bir bor ko‘rsatmoqda. Tashrif davomida koreyalik yozuvchi va jurnalist Cho Chyol Xyon. – Bu kitoblar va adabiy aloqalar O‘zbekiston Prezidenti Shavkat Mirziyoyev, uning tashabbusi asosida mamlakatingizda kechayotgan yangilanish jarayonlari, bu zaminda istiqomat qilayotgan koreys diasporasi, mamlakatning o‘ziga xos milliy qiyofasi, taraqqiyot odimlariga bag‘ishlanadi deya ta’kidladi.

Bunday adabiy aloqalar yozuvchi va shoirlarimiz o‘rtasidagi hamkorlikning tobora kengayishida muhim omil bo‘lib xizmat qiladi.

Adabiy anjumanda xorijiy mehmonlar tomonidan e’tirof etilganidek, 1937-yilda O‘zbekistonga ko‘chirib kelingan koreyslar tabarruk zaminimizda boshpana, rizq-nasiba, ikkinchi Vatanga ega bo‘ldilar. Eng og‘ir va sinovli yillarda o‘zbek xalqi ular bilan so‘nggi burda nonini baham ko‘rdi, eng asosiysi mehr va yaxshilik ko‘rsatdi. Bugun mamlakatimizda ijod qilayotan ziyolilar safida koreys millatiga mansub ijodkorlar ham bisyorligi ta’kidlandi. O‘zbek xalqi bilan farqli jihatlardan ko‘ra, o‘xshash tomonlarimiz juda ko‘p, – dedi o‘zbekistonlik yozuvchi va jurnalist Vladimir Kim [2025 한국-우즈베키스탄 작가대회, 76-78]. Bu o‘xshashlik kattalarga hurmat, mehnatsevarlik, an’ana va qadriyatlarga sodiqlikda yaqqol ko‘zga tashlanadi. O’zaro adabiy aloqalarining yaqqol misoli sifatida:

1. **Ko Un – “Ten Thousand Lives” (Wamman saeng), o‘zbekchaga tarjimalar**

Ko Un Koreyaning eng mashhur shoirlaridan biri. Uning ba’zi she’rlari o‘zbek tiliga tarjima qilingan.

She’ridan parcha (tarjimadan):

“Odamlar ketadi, shamollar qoladi,
Shamollar ketadi, xotiralargina turadi.
Har bir qadam ostida yana bir hayot.” [Korea National Research Foundation https://www.kri.go.kr/kri2].

2. Yun Dong-ju – “Osmon, shamol, yulduzlar va she’r” (tarjimalar)

Yun Dong-ju Koreyada milliy o‘zlik va sof lirikaning timsoli. Uning she’rlari Toshkentda chop etilgan “Koreys zamonaviy she’riyati antologiyasi”da o‘zbekcha chiqdi.

“Osmon, shamol, yulduzlar va men” she’ridan parcha (o‘zbekcha):

“Toza osmon ostida men
Ichimda o‘sayotgan g‘amni kuzataman.
Yulduzlar jim, yulduzlar sokin —
Birgina shamol o‘tadi yonimdan.” [Korea National Research Foundation https://www.kri.go.kr/kri2].

3. O‘zbek shoirlari tomonidan koreys she’riyatidan tarjimalar

O‘zbek tarjimonlari, xususan:

- Asqar Mahkam
- Jamol Kamol
- Xurshid Davron

koreys klassik va zamonaviy she’riyati namunalarini tarjima qilgan.

Koreys xalq qo‘shig‘idan o‘zbekcha tarjima (minyo):

“Go‘zalim, tog‘lar ortida, *Bahor yo‘llarida seni kutaman.* *Chigirtkalarning sayrovida* *Yuragim sensiz uyqusiz qoladi”.* [Korea National Research Foundation https://www.kri.go.kr/kri2]	*“아름다운 너여, 산 너머에서,* *봄길에서 너를 기다릴게.* *메뚜기들의 노래 속에서* *내 마음은 너 없이는 잠을 이루지 못해.”* [Korea National Research Foundation https://www.kri.go.kr/kri2]

4. O‘zbek shoirlarining she’rlari koreys tiliga tarjima qilingan

Koreyada quyidagi o‘zbek shoirlarining she’rlari tarjima qilinib, antologiyalarda chop etilgan:

Tarjima qilingan shoirlar:

• Erkin Vohidov

• Abdulla Oripov

• Muhammad Yusuf

Abdulla Oripovning “Vatan” she’ridan koreyschaga tarjima namunasi (o‘zbekcha qayta):

“Vatan deb yurak tepadi,

Boshimda yelkaday g‘urur.

Uzoqlarda ham meni yetaklar

Bolaligimning beg‘ubor yo‘llari.” [Korea National Research Foundation https://www.kri.go.kr/kri2]

Adabiy muloqot davomida o‘zbek va koreys shoirlarining ijodidan namunalar ikki xalqning ona tillarida yangradi. O‘zbekistonlik san’atkorlar ijrosida ikki xalqning qo‘shiqlari aytilgani tadbir ishtirokchilariga yanada ko‘proq zavq, hayrat bag‘ishladi.

E’tiborga molik jihati, O‘zbekiston Yozuvchilar uyushmasida koreyalik jurnalist va yozuvchilar, shoirlar bilan uchrashuvlar doimiy o‘tkaziladi. Koreya Respublikasining Kvanju shahrida o‘tkazilgan yozuvchilarning IX xalqaro kongressida o‘zbekistonlik adiblar ishtirok etdi. Koreya Respublikasidagi Markaziy Osiyo markazi tomonidan o‘zbek yozuvchisi, O‘zbekiston Yozuvchilar uyushmasi a’zosi Muhabbat Yo‘ldoshevaning “Mening bulut do‘stlarim” kitobi bir yo‘la o‘zbek, koreys, ingliz, rus tillarida chop etildi.

Bugungi kunda kareys va o‘zbek adabiy aloqalari jahon adabiyoti jarayonining ajralmas qismi sifatida tasavvur etamiz. Buning uchun esa kareys-o‘zbek adabiy aloqalarini yangi va yuksak bosqichga ko‘tarish lozimligini ko‘rsatadi. Hozirgi o‘zbek adabiyotining ko‘rki bo‘lgan asarlarni koreys tiliga, kareys xalqi adabiyotining mumtoz namunalarini esa o‘zbek tiliga tarjima qilish, bir tomondan, milliy adabiyotimizga yangi adabiy havoning kirib kelishiga, yangi badiiy-uslubiy izlanishlarning g‘uncha ochishiga imkon bersa, ikkinchi tomondan, xalqlarning o‘zaro yaqinlashuvi, binobarin, notinch dunyoda tinchlik-totuvlik, mehr va muhabbat urug‘ni sepishiga sharoit yaratadi.

Xulosalar

2. Tarjima adabiyoti

• Koreys adabiyoti O‘zbekistonda ko‘proq tarjima qilingan. Masalan, koreys yozuvchilari Kim So-wol, Han Kang, Shin Kyong Suk va boshqa zamonaviy mualliflarning asarlari o‘zbek tiliga tarjima qilingan.

• Shu bilan birga, o‘zbek adabiyoti Koreyada tarjima qilinadi, xususan, Alisher Navoiy, Abdulla Qodiriy, O’tkir Hoshimov, Chingiz Aytmatov asarlari koreys tiliga tarjima qilinib, o‘qiydigan auditoriya kengaydi.

• Tarjima jarayoni orqali ikki madaniyat bir-birini tushunish va qadrlash imkoniga ega bo‘ladi.

3. Zamonaviy adabiy aloqalar

• Kitob yarmarkalari va madaniy tadbirlar: Toshkent va Seul shaharlarida kitob yarmarkalari va madaniy festivallar doirasida ikki mamlakat yozuvchilari va tarjimonlari uchrashadi.

• Talabalar va olimlar almashuvi: O‘zbekistonlik va koreys talabalari adabiyot fakultetlarida bir-birining klassik va zamonaviy adabiyotini o‘rganadilar.

• Madaniyatlararo loyihalar: Masalan, “Koreys tili va adabiyoti markazi” Toshkentda ochilgan va koreys tilidagi asarlarni o‘zbek tiliga tarjima qilishni rag‘batlantiradi.

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3. Korea National Research Foundation https://www.kri.go.kr/kri2.

BADIIY MATNLARDA ALLUZIYA: MAZMUN, VAZIFA VA INTERMATNLIKDAGI O‘RNI

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Annotatsiya. *Ushbu tadqiqotning dolzarbligi alluziyaning boy lingvistik va madaniy semantikaga ega birlik sifatidagi ahamiyati bilan belgilanadi. Uning tahlili ingliz tilida so‘zlashuvchi lingvomadaniy hamjamiyatning tili va madaniyati o‘rtasidagi o‘zaro bog‘liqlik xususiyatlarini ochib berishga imkon yaratadi. Bu esa kelajakda ingliz tilidagi lingvomadaniyatning madaniy kodlarini sharhlash imkoniyatiga olib kelishi mumkin.*

Kalit so‘zlar: *alluziya, bilvosita ishora, kognitiv-diskursiv yo‘nalish, lingvistik-uslubiy yondashuv.*

KIRISH.

Har qanday badiiy matnda avvalgi matnlarda qo‘llanilgan uslubiy vositalar mavjud bo‘ladi. Ularning qo‘llanilishi muallif niyati bilan belgilanadi, chunki takroriy elementlarga ega matnlar boshqa matnlarning talqini yoki parodiyasi bo‘lishi mumkin. Shunday qilib, ikki matn o‘rtasida turli darajalarda dialogik o‘zaro ta’sir yuz beradi. Ushbu o‘zaro ta’sir intermatn deb ataladi, matnning butun bog‘lanishlar tizimi bilan ifodalangan umumiy xususiyatlari esa intermatnlik (intertekstuality) deb yuritiladi. Alluziya esa intermatnlikni amalga oshirishning eng keng tarqalgan usullaridan biridir.

Ushbu tadqiqotda ingliz tilidagi badiiy matnlarda alluziyalarning namoyon bo‘lishi masalasi to‘g‘ridan-to‘g‘ri intermatnlik tushunchasi bilan bog‘liq. Alluziya intermatnlik tushunchasining bir qismidir. Bu tushuncha Y. Kristeva tomonidan joriy etilgan bo‘lib, matnlarning umumiy xususiyatini bildirish uchun ishlatiladi. Bu tushuncha matnlar orasidagi bog‘lanishlar mavjudligi orqali namoyon bo‘ladi, bunda matnlar yoki ularning qismlari bir-biriga oshkora yoki yashirin murojaat qilishi mumkin [8].

Dastlab intermatnli muloqot g‘oyasi M. M. Baxtin tomonidan shakllantiril-gan. Uning bir qator asarlarida bu fikr rivojlantirilib, har qanday tushunish jarayoni bir matnning boshqa matnlar bilan taqqoslanishi, shuningdek, birinchi matnning boshqa kontekstda qayta talqin qilinishi ekanligi ta’kidlangan [2].

Bu nazariya Yu. M. Lotmanning asarlarida ham aks etgan: madaniyatning o‘zi ham matn sifatida qaralishi mumkin. Biroq madaniyat murakkab matn bo‘lib, “matn ichidagi matnlar” iyerarxiyasiga ajraladi va turli matnlar o‘zaro murakkab tarzda chirmashib ketgan bo‘ladi. “Matn” so‘zining o‘zi to‘qish, chirmashish ma’nosiga ega ekanini hisobga olsak, bu talqin bilan biz “matn” tushunchasining asl ma’nosiga qaytamiz.

Intermatnlik nazariyasidan kelib chiqadiki, bir madaniyat doirasida yaratilgan barcha matnlar o‘zaro ko‘plab bog‘lanishlarga ega bo‘ladi. Ushbu bog‘lanishlar yozuvchilarga qo‘shimcha ma’no va yangi semantik qatlamlar yaratish imkonini beradi. Intermatnlik deganda matnga boshqa matnlarning butun holda yoki bo‘laklar ko‘rinishida, ya’ni iqtibos, reminissensiya yoki alluziya shaklida kiritilishi tushuniladi [1]. Alluziya intermatnlikning bir turi sifatida bilvosita murojaatni bildiradi, bu esa o‘quvchini o‘ziga xos fikrlashga undaydi va unda ma’lum assotsiatsiyalarni uyg‘otadi.

XVI asrdayoq “alluziya” atamasi ko‘plab Yevropa tillarida uchray boshlagan. Bu atama lotincha “alludere” — “isora qilish, sha’ma qilish” ma’nosidan kelib chiqqan. Ushbu termin adabiyotshunoslik va tilshunoslikda uzoq vaqt qo‘llanib kelgan bo‘lsada, alluziya uslubiy vosita sifatida XX asr oxirida alohida o‘rganila boshladi.

Alluziya tabiati ko‘p qirrali: u lingvomadaniy jamiyat uchun muhim bo‘lgan shaxslar, voqealar, predmetlarga ishora qiladi. Bundan tashqari, alluziyada mavjud madaniy konnotatsiya muallif matnining ajralmas qismiga aylanadi, chunki bu uslubiy vosita faktning eslatilishini bilvosita yaratadi. Alluziya ma’lum

assotsiatsiyalarni, ushbu so‘z bilan bog‘liq bo‘lgan xususiyatlarni esga solish uchun ishlatiladi. Shuni ham unutmaslik kerakki, alluziya va bevosita eslatish (mention) bir xil emas.

Quyidagi ta’rifga e’tibor qarating: “Alluziya — bu badiiy, tarixiy, mifologik yoki siyosiy faktga ochiq ishora, o‘xshatish yoki aniq sha’ma qilishni o‘z ichiga olgan uslubiy figura” [11]. Uslubiy figuralar gapning ifoda kuchini oshiradigan sintaktik usullar bo‘lganligi sababli, alluziyani ham shu turdagi figura sifatida tasniflash mumkin.

N. M. Razinkina alluziyani “so‘z yoki ibora orqali tarixiy, geografik, badiiy, mifologik yoki bibliyaga oid faktga bilvosita ishora” deb tariflaydi, biroq “bunday bilvosita ishora insonning kundalik hayotidagi voqealarga ham tegishli bo‘lishi mumkin”ligini qayd etadi [12].

N. A. Fateeva esa alluziyani intermatnlik nuqtai nazaridan ko‘rib, uni “pretekstning ma’lum elementlarini o‘zlashtirish, bu elementlar yangi matnda tanib olinishi va yangi predikatsiya hosil qilishi” sifatida ta’riflaydi [4].

L. O. Mashkova alluziyani “adabiy an’ananing namoyoni” deb ataydi va “oldingi asarlarning shakl va mazmunini ongli tarzda takrorlash bilan yozuvchi o‘ziga sezilmay ta’sir etgan holatlar o‘rtasida asosiy farq yo‘q”ligini aytadi [10].

A. S. Evseev esa qarama-qarshi fikrni bildiradi: “Alluziya uslubi albatta muallif niyatini, ya’ni ongli va maqsadli bo‘lishini o‘z ichiga olishi shart” [3].

Ushbu maqolada I. R. Galperinning ta’rifi asosiy ta’rif sifatida qo‘llanadi. Unga ko‘ra, alluziya — bu tarixiy, geografik, adabiy, mifologik yoki bibliyaga oid faktga bilvosita ishora [6]. Galperin fikricha, alluziyadan foydalanish o‘quvchining ushbu fakt bilan tanish bo‘lishini nazarda tutadi. Alluziyaning manbasi odatda ko‘rsatilmaydi, chunki muallif o‘quvchining o‘zi bilan bir xil bilimga ega deb hisoblaydi [7].

Anglistikada alluziyani o‘rganishda bir nechta yondashuvlar mavjud. Adabiy yondashuv alluziyani muallif uslubining o‘ziga xos xususiyati sifatida tahlil qiladi. Bu esa adabiy an’ana va adabiy ta’sirni o‘rganish bilan cheklanadi. Shuning uchun bu yondashuvda alluziya tushunchasi kengayib, ba’zan ongli yoki ongsiz taqlid sifatida ham talqin qilinadi.

Alluzivlikni o‘rganishning kognitiv yo‘nalishi kognitiv fanlarning lingvistik tadqiqotlarga kirib kelishi bilan bog‘liq. Bu yo‘nalishda alluziya lingvistik shakl va mental faoliyat o‘rtasidagi munosabat orqali tadqiq qilinadi.

Bugungi kunda kognitiv-diskursiv yo‘nalish ham shakllanmoqda. Ushbu yo‘nalish J. Fokonye va M. Ternerning kontseptual integratsiya va mental makonlar nazariyasiga asoslanadi. Bu yondashuvda alluziya diskurs doirasida mavjud bo‘lgan element sifatida talqin qilinadi.

Lingvistik-uslubiy yondashuv esa ushbu hodisaning lingvistik va uslubiy tabiati bilan shug‘ullanadi. Bu nuqtai nazarga ko‘ra, alluziya matnda muayyan madaniy faktlarga tegishli so‘zlarni ongli ravishda qo‘llash orqali yuzaga keladi [9]. Lingvistik-uslubiy yondashuv doirasidagi yo‘nalishlardan biri — matnning filologik sharhi orqali alluziyani o‘rganishdir. Masalan, I. V. Gubbenet alluziyani vertikal kontekstning asosiy kategoriyalaridan biri sifatida ko‘rib, badiiy asarni tahlil qilish vositasi sifatida o‘rganadi. Bu jarayonda o‘quvchining “tarixiy va filologik fon bilimi” darajasi aniqlanadi [7].

K. Perri semantik va pragmatik yondashuvlar asosida alluziyani nutq aktiga ishora sifatida talqin qiladi. Uning fikricha, alluziya yangi matnda referentga ishora qiluvchi belgi bo‘lib xizmat qiladi. Perri alluziyalarni matn elementlari va matnni faollashtirish jarayonlariga ajratadi. U alluziyaning statistik va dinamik xususiyatlariga e’tibor qaratadi. Tadqiqotchining asarlarida alluziya juda keng talqin qilinadi, chunki uning fikricha, alluzivlik uslublar, janrlar, poetik o‘lchovlar, takrorlash turlarida namoyon bo‘ladi.

Shunday qilib, alluziya har qanday matnda intermatnlik kategoriyasining til belgisi sifatida namoyon bo‘ladi. I. R. Galperin asarlariga tayanib, matnda alluziya uslubini ajratib ko‘rsatish mumkin [5]. Intermatnlikning boshqa belgilariga esa iqtibos va reminissensiya kiradi, ular keyingi bo‘limda muhokama qilinadi.

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TALABALARNING INGLIZ TILIDA GAPIRISH KO‘NIKMASINI RIVOJLANTIRISH

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Annotatsiya. *Mazkur maqolada talabalarning ingliz tilida gapirish ko‘nikmasini rivojlantirish jarayoni, uning nazariy asoslari hamda amaliy yondashuvlari keng yoritilgan. Bugungi global axborot makonida ingliz tilida ravon va erkin muloqot qila olish kompetensiyasi har bir talaba uchun muhim ijtimoiy va kasbiy zaruriyatdir. Shu bois maqolada kommunikativ yondashuv, vazifaga asoslangan ta’lim, rolli o‘yinlar, debatlar va raqamli texnologiyalar kabi samarali metodlar tahlil qilinadi. Talabalarning nutqiy faolligiga ta’sir etuvchi psixologik omillar, til muhiti, motivatsiya va o‘qituvchining metodik mahorati alohida ko‘rib chiqiladi. Shuningdek, gapirish ko‘nikmasini shakllantirishda autentik materiallar, interaktiv mashg‘ulotlar va mustaqil o‘rganish texnikalarining o‘rni asoslab berilgan. Maqola ingliz tilini o‘qitishda innovatsion yondashuvlar orqali talabalar nutqini samarali rivojlantirish bo‘yicha amaliy tavsiyalarni taklif etadi. Ushbu maqolada talabalarning ingliz tilida gapirish ko‘nikmasini rivojlantirishning nazariy asoslari, samarali metodlar, amaliy mashg‘ulotlar hamda o‘qituvchi roli yoritiladi.*

Kalit so‘zlar: *gapirish, kommunikativ, nutqiy, amaliy, kompetensiya, interaktiv, ko‘nikma, debat, yondashuv, omil.*

KIRISH.

Bugungi globallashuv jarayonida ingliz tili xalqaro muloqot, diplomatiya, biznes, fan-texnika va ta’lim sohalarida yetakchi mavqega ega bo‘lib bormoqda. Shu sababli oliy ta’lim muassasalarida ingliz tilini o‘qitish jarayonida talabalarning aynan gapirish ko‘nikmasini shakllantirish dolzarb masalalardan biridir. Talabaning nutqiy faolligi, fikrni ravon va grammatik jihatdan to‘g‘ri ifodalashi, kommunikativ vaziyatlarda erkin muloqotga kirisha olish qobiliyati – zamonaviy til o‘qitishning markaziy maqsadlaridan sanaladi.

Biroq amaliyot shuni ko‘rsatadiki, ko‘plab talabalarning passiv lug‘at boyligi yaxshi bo‘lsa-da, suhbat jarayonida bu bilimlarni faol qo‘llay olmaydi. Shu sababli o‘qituvchilar kommunikativ yondashuvga tayanib, interaktiv metodlardan foydalanish orqali talabalarni real hayotiy vaziyatlarda ingliz tilida fikrlash va suhbatlashishga o‘rgatishi zarur.

Gapirish ko‘nikmasi – kommunikativ kompetensiyaning asosiy tarkibiy qismidir. Gapirish ko‘nikmasi (speaking skill) – talaffuz, grammatik strukturalar, lug‘at boyligi va nutq madaniyatini uyg‘un qo‘llash orqali og‘zaki muloqotga kirisha olish qobiliyatidir. Xalqaro CEFR standartlariga ko‘ra, gapirish kompetensiyasi quyidagi jihatlarni o‘z ichiga oladi:

- lingvistik kompetensiya – so‘z boyligi, grammatik shakllarning to‘g‘ri qo‘llanilishi;
- sotsiolingvistik kompetensiya – vaziyatga mos tilda gapira olish;
- pragmatik kompetensiya – fikrni mantiqiy tartibda bayon qilish;
- strategik kompetensiya – muammoli vaziyatlarda til resurslaridan samarali foydalanish.

Talabalarda gapirish ko‘nikmasining shakllanishiga ta’sir qiluvchi omillar

- Psixologik omillar: uyatchanlik, xato qilishdan qo‘rquv, ishonchsizlik.
- Til muhiti yetishmasligi: ingliz tilida muloqot qilish imkoniyatlarining cheklanganligi.
- O‘qituvchining metodik yondashuvi: faqat grammatikaga yo‘naltirilgan darslar.
- Talabalar motivatsiyasi: maqsadning aniq bo‘lmasligi, rag‘bat yetishmasligi.

Talabalarning gapirish ko‘nikmasini rivojlantirishning zamonaviy metodlari quyidagilar:

1. Kommunikativ yondashuv (Communicative Language Teaching – CLT)

CLT o‘quvchini dars jarayonining markaziga qo‘yadi. Bunda grammatik qoidalarni yodlashdan ko‘ra, real vaziyatlarda ingliz tilidan foydalanish ustuvor hisoblanadi. Mashg‘ulotlar o‘zaro suhbat, rolli o‘yinlar, munozara va juftlikda ishlash orqali tashkil etiladi.

2. Task-based Learning (TBL) – Vazifaga asoslangan ta’lim

Bu yondashuvda talabalarga ma’lum vazifani bajarish topshirig‘i beriladi va ular tilni tabiiy ravishda qo‘llashga majbur bo‘ladilar. Misollar:

intervyu olish;
sayohat rejasini tuzish;
muammo yechimini topish;
loyiha taqdimoti qilish.

3. Flipped Classroom – teskari sinf modeli

Talabalar nazariy materialni uyda videodarslar orqali o‘rganadi, dars vaqtida esa faqat amaliy mashg‘ulotlar – suhbatlar, rolli o‘yinlar, guruh ishlari amalga oshiriladi. Bu gapirish ko‘nikmasi uchun eng samarali modellaridan biridir.

4. Debatlar va interaktiv munozaralar

Debatlar talabalarda fikrlash, dalillash, tezkor javob qaytarish, nutq tuzish malakasini kuchaytiradi. Har bir munozara jarayoni:

kirish (introduce the topic),
dalillar (arguments),
e’tirozlar (counterarguments),
xulosa (summary)
kabi bosqichlardan iborat bo‘lishi tavsiya etiladi.

5. Raqamli texnologiyalardan foydalanish

Quyidagi platformalar gapirish ko‘nikmasiga sezilarli darajada ta’sir ko‘rsatadi:

Zoom/Google Meet suhbatlari
Duolingo speaking tasks
BBC Learning English audio video mashg‘ulotlari
Cambly

Ingliz tilida gapirish ko‘nikmasini rivojlantirishda amaliy mashqlar ham samarali hisoblanadi.

1. Juftlikdagi mashqlar (pair work)
   - *Information gap* – talabalar bir-birida yo‘q ma’lumotni topadi.
   - *Describe and draw* – biri tasvirlaydi, ikkinchisi rasm chizadi.
   - *Dialogue building* – berilgan vaziyat asosida dialog tuziladi.
2. Guruhdagi mashg‘ulotlar (group activities)
   - *Problem-solving tasks*
   - *Brainstorming*
   - *Role-play simulations*
3. Taqdimotlar (presentations)

Talaba mavzu tanlaydi, slayd tayyorlaydi, auditoriya oldida nutq qiladi. Bu jarayon:

- *talaffuzni*
- *grammatik aniq fikrlashni*
- *omma oldida gapirish ko‘nikmasini rivojlantiradi.*

4. Shadowing texnikasi

Talaba audio yozuvni tinglab, orqasidan so‘zma-so‘z takrorlaydi. Bu usul talaffuz, urg‘u va ritmni yaxshilaydi.

Ingliz tilida gapirish (speaking) ko‘nikmasini shakllantirishda o‘qituvchi asosiy yo‘naltiruvchi va motivatsiya beruvchi shaxs hisoblanadi. U nafaqat bilim beruvchi, balki o‘quvchining nutqiy faoliyatini rivojlantiruvchi muhim facilitator sifatida ham faoliyat yuritadi.O‘qituvchi o‘quvchilarda ingliz tilida gapirishga nisbatan ishonch uyg‘otishi lozim. Ijobiy muhit yaratish, xatolardan qo‘rqmaslikka undash va rag‘batlantirish orqali o‘quvchilarni faol ishtirokga chorlaydi.O‘qituvchi dars jarayonida savol-javob, munozara, rol o‘yinlari kabi faol metodlar orqali o‘quvchilarning gapirish faolligini oshiradi. U darsni shunday tashkil etadiki, o‘quvchi ko‘proq gapiradi, o‘qituvchi esa kamroq, lekin samaraliroq gapiradi.O‘qituvchi talaffuz, ohang va grammatik jihatdan to‘g‘ri nutq namunasini ko‘rsatadi. O‘quvchilar o‘qituvchining nutqini tinglab, uni takrorlash orqali o‘z gapirish uslubini shakllantiradi.Gapirish jarayonida o‘qituvchi xatolarni muloyimlik bilan, o‘quvchini tushkunlikka solmasdan tuzatadi. Ba’zan kechiktirilgan tuzatish (delayed correction) usuli samarali natija beradi.O‘qituvchi juftlik va guruh ishlari orqali o‘quvchilarning o‘zaro muloqotini kuchaytiradi. Bu esa real hayotga yaqin kommunikativ vaziyatlarni yuzaga keltiradi.O‘quvchilarning nutqini doimiy kuzatib boradi, ularning rivojlanishini baholaydi va individual tavsiyalar beradi.Ingliz tilida gapirish ko‘nikmasini rivojlantirishda o‘qituvchi faqatgina dars o‘tuvchi emas, balki yo‘lboshlovchi, maslahatchi va ilhomlantiruvchi shaxsdir. U yaratgan muhit va qo‘llagan metodlar o‘quvchining erkin va ravon gapira olishida hal qiluvchi ahamiyatga ega.O‘qituvchi muloqot uchun qulay, xatodan qo‘rqmaydigan ijobiy muhit yaratishi zarur. Rag‘batlantirish, dalda berish, kichik yutuqlarni ham e’tirof etish muhim.

Dars jarayonida barcha talabalar qatnashishi kerak. O‘qituvchi:

savollarni hamma uchun teng yo‘naltirishi,

guruhlardagi har bir talabaning rolini aniqlashi,

sust talabalarni jalb etuvchi metodlardan foydalanishi zarur.

Xatolar bilan ishlash strategiyasi ham muhim sanaladi.

Xatolarni to‘g‘rilash – juda nozik jarayon. Dars o‘rtasida uzmasdan, dars oxirida umumiy tahlil qilib berish taklif etiladi. Bu talabada psixologik bosimni kamaytiradi.

4.4. Autentik materiallardan foydalanish

real intervyular,

podcastlar,

ingliz tilidagi vloglar,

kinolardan parcha

kabi materiallar tilni tabiiy muhitda eshitishni va o‘rgangan birliklarni faol qo‘llashni kuchaytiradi.

Talabalarning ingliz tilida gapirish ko‘nikmasini rivojlantirish ko‘p omilli jarayon bo‘lib, o‘qituvchining metodik yondashuvi, talabalarning faolligi, interaktiv mashg‘ulotlar, zamonaviy texnologiyalar va kommunikativ muhitning mavjudligi bilan chambarchas bog‘liq. To‘g‘ri tanlangan metodlar – kommunikativ yondashuv, vazifaga asoslangan ta’lim, rolli o‘yinlar, debatlar, taqdimotlar – talabalarni real hayotiy vaziyatlarda ingliz tilidan faol foydalanishga undaydi.

Shunday qilib, gapirish ko‘nikmasini rivojlantirish – nafaqat til o‘rgatishning asosiy yo‘nalishi, balki zamonaviy ta’limning dolzarb ehtiyojidir. To‘g‘ri tashkil etilgan dars jarayoni har bir talabada mustahkam, erkin va ravon inglizcha nutq ko‘nikmasini shakllantirish imkonini beradi.

Interaktiv metodlar – kommunikativ yondashuv, vazifaga asoslangan o‘qitish, rolli o‘yinlar, debatlar – talabalarning muloqotda ishtirok etish darajasini oshiradi. Texnologiyalarning kirib kelishi esa bu jarayonni yanada qulay va oson qiladi.

Gapirish ko‘nikmasining muntazam rivojlanishi talabaning nafaqat til bilimlarini, balki global kommunikativ kompetensiyasini ham shakllantiradi

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THE ROLE OF LANGUAGE EDUCATION IN PROMOTING CULTURAL UNDERSTANDING

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Abstract. *Language education plays a pivotal role in fostering cultural understanding in an increasingly interconnected world. This article explores the multifaceted relationship between language learning and intercultural competence, emphasizing how mastering a foreign language extends beyond mere linguistic proficiency to encompass cultural awareness, sensitivity, and empathy. By examining theoretical frameworks such as communicative language teaching and intercultural communicative competence, the study highlights the transformative potential of language education in bridging cultural divides and reducing ethnocentric attitudes. Furthermore, it analyzes practical pedagogical approaches and curriculum designs that integrate cultural content, enabling learners to appreciate diverse worldviews and engage meaningfully with people from different backgrounds. The article also discusses challenges faced in implementing culturally responsive language instruction, including stereotypes, cultural biases, and insufficient teacher training, proposing solutions to overcome these barriers. Ultimately, the study underscores that language education is not only a tool for communication but also a critical vehicle for promoting mutual respect, global citizenship, and peaceful coexistence in multicultural societies.*

Keywords: *Language education, Cultural understanding, Intercultural competence, Communicative competence, Globalization, Cross-cultural communication, Language acquisition, Cultural awareness, Multiculturalism, Language pedagogy, Cultural diversity, Language teaching methods, Empathy, Cultural sensitivity, Global citizenship.*

INTRODUCTION.

In the contemporary global landscape, characterized by rapid technological advancements and intensified cross-border interactions, the role of language education has expanded far beyond the acquisition of vocabulary and grammar. It now serves as a fundamental vehicle for cultivating cultural understanding and intercultural competence, both of which are indispensable in navigating the complexities of multicultural societies. The pervasive nature of globalization has led to increased mobility, migration, and communication across diverse cultural contexts, thereby necessitating an educational paradigm that not only prioritizes linguistic accuracy but also fosters deep cultural awareness and sensitivity [1].

Building upon this, the concept of Intercultural Communicative Competence (ICC), as formulated by scholars such as Michael Byram, expands the scope of language education beyond linguistic proficiency to include cultural awareness, knowledge, attitudes, and skills essential for effective intercultural interaction. ICC encompasses five key components: attitudes (curiosity and openness), knowledge (of social groups and their practices), skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness. This holistic model posits that language learners must not only master vocabulary and grammar but also develop the ability to interpret and navigate cultural differences sensitively [2].

Integrating these theoretical perspectives, modern language education advocates for a holistic, culturally responsive pedagogy that prepares learners to become intercultural communicators capable of negotiating meaning across diverse cultural landscapes [3]. This necessitates a shift from viewing culture as an ancillary topic to recognizing it as a core component of language instruction, thus enabling learners to achieve not only linguistic competence but also intercultural fluency.

The integration of cultural content within language education is paramount to fostering genuine intercultural understanding. Language, as an embodiment of culture, cannot be effectively taught in isolation from the social, historical, and ideological contexts that shape its use. Hence, the incorporation of cultural elements into curricula and pedagogy transforms language learning from a purely linguistic exercise into a comprehensive exploration of human diversity and shared experiences[4].

One of the fundamental strategies for embedding culture in language education is the deliberate inclusion of authentic materials—such as literature, films, music, and media—that reflect the target language's cultural realities. These resources provide learners with contextualized insights into social norms, values, and communicative practices, allowing them to experience language as a living phenomenon intertwined with cultural identity. Furthermore, the use of authentic materials encourages critical engagement and reflection, prompting learners to compare and contrast their own cultural assumptions with those embedded in the target language[5].

Curriculum design plays a crucial role in cultural integration. Effective language programs incorporate thematic units that address cultural topics, such as traditions, festivals, social etiquette, and historical events. This thematic approach facilitates the development of learners' cultural knowledge alongside linguistic skills. In addition, project-based learning and collaborative activities, such as role-plays, debates, and intercultural exchanges, provide dynamic platforms for learners to practice intercultural communication in simulated real-world scenarios[6].

Embedding cultural content in language education enriches learners' communicative competence by equipping them with the cultural literacy necessary to interpret meaning, negotiate differences, and build meaningful relationships in an interconnected world. This holistic approach not only enhances language proficiency but also nurtures global awareness and intercultural empathy[7].

Despite the recognized importance of integrating cultural understanding within language education, numerous challenges hinder the effective implementation of intercultural pedagogy. These obstacles range from entrenched stereotypes and cultural biases to systemic limitations within educational institutions, as well as gaps in teacher preparedness and resources.

One of the primary challenges is the persistence of cultural stereotypes and ethnocentrism, which can subtly permeate teaching materials and classroom discourse. When cultural representations are oversimplified or essentialized, learners risk internalizing distorted views that reinforce prejudices rather than dismantle them. Such portrayals impede the development of authentic intercultural sensitivity and reduce culture to a collection of superficial facts, rather than a dynamic and complex social reality.

Additionally, many language teachers lack adequate training in intercultural competence, which undermines their ability to facilitate meaningful cultural learning experiences [8]. Without sufficient awareness and pedagogical skills, educators may inadvertently perpetuate cultural misunderstandings or avoid addressing cultural issues altogether, thereby limiting learners' exposure to critical cultural reflections. Institutional support for continuous professional development in this area remains uneven and insufficient in many contexts.

Another significant challenge lies in the curricular constraints and standardized assessment systems that prioritize grammatical accuracy and linguistic proficiency over cultural knowledge and intercultural skills. The high-stakes nature of language examinations often narrows instructional focus, marginalizing cultural content as extraneous or secondary. This imbalance diminishes learners' opportunities to engage deeply with cultural perspectives and apply intercultural communication skills in authentic contexts.

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TURKIY XALQLAR DOSTONLARIDA “IT” OBRAZI

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Annotatsiya. *Ushbu maqolada turkiy xalqlar, xususan, o‘zbek dostonlarida “it” obrazining qanday o‘rin tutgani tahlil qilinadi. “Alpomish,” “Kuntug‘mish,” va “Ravshan” dostonlari misolida “it” so‘zining turli xil ma’nolarda qo‘llanilgani, jumladan, sodiqlik timsoli, salbiy sifatlar ifodasi va xalq urf-odatlari bilan bog‘liq kontekstlari o‘rganiladi. Shuningdek, islomiy adabiyot va diniy qarashlarning “it” obraziga salbiy ma’no yuklashdagi roli ham ko‘rsatib o‘tiladi. Maqolada ushbu leksik birlikning qahramonlarning o‘zaro munosabatlarini, ijtimoiy qatlamlarni va hattoki shaxsning ichki holatlarini ifodalashdagi ahamiyati yoritilgan.*

Kalit so‘zlar: *Alpomish, doston, folklor, it, Kuntug‘mish, obraz, ramz, Ravshan, salbiy ma’no, turkiy xalqlar.*

KIRISH.

O‘zbek xalq og‘zaki ijodi, xususan, qahramonlik dostonlari va keyinchalik mumtoz adabiyot namunalari o‘zida turli obrazlar orqali xalqning dunyoqarashi, e’tiqodi va ijtimoiy munosabatlarini aks ettiradi. Bu obrazlar ichida hayvonot olami vakillari alohida o‘rin tutadi. Ulardan biri — it obrazidir. "It" leksik birligi adabiy matnda shunchaki bir jonivorni ifodalab qolmasdan, balki murakkab semantik yukni, ko‘pincha qarama-qarshi ma’nolarni o‘zida mujassam etadi.

Ushbu tadqiqotda o‘zbek dostonchilik san’atining yorqin namunalari bo‘lmish “Alpomish”, “Kuntug‘mish” va “Ravshan” dostonlaridan keltirilgan misollar orqali it obrazining doston poetikasidagi funksional o‘rni, ramziy ma’nolari hamda uning sadoqat ramzi sifatidagi ijobiy talqini va haqorat/salbiy konnotatsiya tashuvchisi sifatidagi manfiy talqini tahlil etiladi. Bundan tashqari, it obraziga diniy-falsafiy manbalarda, jumladan, Imom G‘azzoliy asarlari va Qur’oni Karim tafsirlarida berilgan salbiy baholar hamda bu holatning badiiy adabiyotga ta’siri ko‘rib chiqiladi. It obrazi dostonlarda voqealarni sezish (ko‘ppak itlar), qiyoslash (Qalmoq elini itga qiyoslash), kamsitish (Yodgorga nisbatan), shuningdek, madaniy marosimlarni ifodalash (o‘yin nomi) kabi xilma-xil o‘rinlarda namoyon bo‘ladi.

“Alpomish” xalq dostonida it obrazining o‘rni yaqqol ko‘zga tashlanadi. Dostonning Umir shoir Safar o‘g‘li tomonidan aytilgan variantida Oybarchinga Qalmoq podshosi sovchi qo’yib, shu qizingni menga berasan, bermasang kuningni ko‘rasan, deb turganini xabarini Boybo’riga olib kelgan Elomonning ham, Alpomishning o‘lik-tirikligini bilib kelgani Qalmoq yurtiga yo’l olgan Qorajonning ikki cho’ponni ko’rib, ularga yaqinlashib kelayotganida ham birinchi bo’lib ko’ppak itlar sezadilar. Shuningdek, Qultoy boboning Ultontoz nomidan sovchi bo’lib kelganida, Barchin shunday javob qaytaradi:

Oybarchin yig‘lar dod bilan,
Qayg‘uli hasrat bilan,
Siz ham soz bo‘lib qolibsiz-da,
Ultontozday it bilan? [Umir shoir Safar o‘g‘li, 2018: 271]

Eposning Mardonaqul Aviliyoqul o‘g‘li tomonidan aytilgan variant biroz boshqacha bo’lib, unda Maston kampir va qirq qiz Alpomishga shikoyat qilib, Qalmoq elini itga qiyos etadilar:

Umrim o‘tmadi shod bilan,
Biz hamsoya bo‘libmiz
Qalmoq gala it bilan.

Bumdan tashqari, Qultoy bobo qozon ostidan to’kilgan guruchlarni yeb yurgan Yodgorga osh ustidagi bir onlik go‘shtni uzatganda, yasovullar Yodgorga qarata: “Sag‘ir bo‘lgansan, itday so‘g‘onoqlik qilar ekan”,-deya uni kaltaklaydilar.

O’zbek xalqining yana bir mashhur dostoni bo’lmish “Kuntug’mish” dostoninig bir nechta o’rinlarida it obrazi uchraydi:

"Kuntug‘mish" dostoni No‘g‘ay yurtidagi podsho Avliyoyi Qoraxonning o‘g‘li Kuntug‘mish tushida ko’rib sevib qolgan Zangar shahri vazirining qizi Xolbekani topish ilinjida Zangarga yo’l oladi. Bozorda bir kampirni uchratib, undan Xolbekani so’raydi. Kampir esa Kuntug‘mishga Xolbeka deb tanishtirish uchun hovuz bo’yida kir yuvib o’tirgan qizi Zamongulni olib kelish uchun borib, unga yaxshi kuyov topganini aytgan holati quyidagicha tasvirlanadi:

“Zamongulning qulog‘iga yoqib ketdi. Tog‘orani olib urdi, ikki bo‘ldi, sobunni otib yubordi, sobunni it oldi.” [Ergash Jumanbulbul o‘g‘li, 2011: 22]

Keyinchalik Kuntug’mish Xolbeka bilan uchrashadi. Ammo Xolbekadan rad javobini olgan Zangar podshohi ularni cho’lga surgun qilib yuboradi. Cho’lda bir qancha muddat yashab, ikki o’g’illi bo’lishadi. Bir kuni Azbarxo’ja degan savdogar bilan tanishib qolib, u bilan Qur’onni o’rtaga qo’yib do’st bo’lishadi. Lekin Azbarxo’ja Xolbekaning husni-jamolini ko’rgach fe’li ayniydi, Kuntug‘mishni mast qilib, Xolbekani baangarga olib ketadi. Kuntug’mish o’ziga kelib, Azbarxo’janing karvoni ortidan yo’lga tushadi. Yo’lda ikki o’g’lining birini sohilga qo’yib, birini yo’rgagidan tishlab daryodan o’tkazayotganida, qirg’oqda qolgan bolasini shu atrofda yurgan bo’ri olib keta boshlaydi. Uni ko’rib Kuntug’mish “Voh!” deb, o’g’zidagisini ham suvga tushurib yuborganda, suvdan katta baliq chiqib, bolasini yutib yuboradi. Shunda bolani olib qochgan bo’ri itiga osh pishirib turgan cho’ponlarga yo’liqadi.

“Cho'ponlarning ko'zi tushdi, itni qo'shdi, bo'ri shoshdi, bachchani tashlab qochdi.” [Ergash Jumanbulbul o‘g‘li, 2011:99]

Shu bilan, o’nta cho’pon bo’ridan qutqarib qolgan bolani Gurkiboy deb nomlab, uni o’z qarmog’lariga olishadi.

Kuntug’mish yana podshoh bo’lib, yaqinlari bilan topishganda, zindonda yotgan Azbarxo’jani jazosini berishni ikki o’g’liga topshiradi. Mohiboy bilan Gurkiboy Azbarxo‘janing tilini kesib olgach, “Azbarxo‘ja gapirolmay, ho‘kizday bo‘kirib-bo‘kirib, itday bo‘lib o‘lib qoldi.” [Ergash Jumanbulbul o‘g‘li,2011:161]

Yuqorida keltirilgan parchalardan ko’rish mumkinki, “Kuntug’mish” dostonida “it”, asosan, hayvon obrazida qo’llangan.

Yana bir taniqli doston “Ravshan” dostoni bo’lib, unda Go’ro’g’lining Vayangandan olib kelgan o’g’li Hasanxon xon Dalli bilan o’g’il ko’rib, otini Ravshan deb qo’yadi. Xunxordan olib kelgan o’g’li Avazxon esa Gulanor ismli qiz farzandli bo’ladi. Oradan yillar o’tib, Ravshan o’n besh-o’n olti yoshga kirganida, Go’ro’g’li “Avazxon bilan Hasanxonni quda qilayin, Gulanorjonni Ravshanjonga fotiha qilayin” deya o‘zi sovchi bo’lib boradi. Ammo bundan Avazxonning achchig‘i kelib, shunday deydi:

Yigitlar ichida menman o‘dag‘a,
Bedovga yarashar oltindan to‘g‘a,
Ravshanga bermayman Gulanorjonni,
Qizim tugul, kuchugimdan sadag‘a. [J.Nurmuhammadov, S.Qambarova, O.Olimjanov, M.Yuldasheva, S.Inomjonova,2022:11]

Bundan xafa bo’lgan Ravshanga buvisi Yunis pari o’z uzugini beradi. Uzukda Shirvon yurtining podshosi Qoraxonning Zulxumor degan qizini ko’rib unga g’oyibona oshiq bo’lib qoladi. Jiyronqush degan otini minib, Zulxumorning yurtiga qarab yo’l oladi. Shirvon elida Ravshan o‘g‘il tutingan kampirning avval ajdahoday olti o‘g‘li bo’lib, har biridan Qoraxon podsho qo‘rqar edi. Shu kampirning ko’rinishi dostonda quyidagicha tasvirlangan: “Ko‘zlari o‘tday, manglayi cho‘tday, kallasi gov savatday, qopadigan itday, balki bahaybat boytebatday kampir.” [Ergash Jumanbulbul o‘g‘li,2011:198]

Shunday qilib, u Shirvon elida yurganida qari bir ko’saga duch keladi. U Ravshanni yomon so’zlar bilan atab, uni qayerdanligini so’raydi. O’z o’rnida Ravshan ham: “Bu bachchag‘ar, uying kuygur, otamni dalada, yo

urush-purushda koʻrsa koʻrgan chiqar, enamni qayerda koʻrgan ekan, bu la'nati it ko'sa. Kel-e, bunga to'g'risini aytgan- da qoʻlidan bir ish kelarmi!” [Ergash Jumanbulbul oʻgʻli, 2011:237] - deya “it” leksemasidan haqorat va kamsitish ma’nosida foydalanadi.

Ravshan Zulxumor kanizlari bilan turgan bog’ning gullari orasida yashirinib turganida, qizlar uni bexosdan ko’rib qolib, qo’rqib ketadilar va borib Zulxumorga aytadilar. U esa Oqqiz degan kanizini yigit kim, qayerlik ekani, nimaga kelganini soʻrab, koʻrmanasini olib kelishga joʻnatadi. Ravshan koʻrmanaga tillasi yoʻqligi uchun Yunus pari bergan sehrli uzukni Zulxumorga yuboradi. Zulxumor uzukda oʻzining ismi va suratini koʻrgach, yigitni huzuriga olib kelishlarini buyuradi. “Qizlar taloto'p bo'lib, oʻz vaqtidagi rasm-rusmlari, hangama, kulgilari bilan Ravshanbekni Zulxumor oyimnng oldiga olib bordi. Katta qizlar oʻrtaga olib, «kampir oʻldi», «it hurullar», «soch siypatar», »qo’l ushlatar»larini qilib o'tkardi.” [Ergash Jumanbulbul oʻgʻli, 2011:257] Ushbu o’rinda, “it” o’sha zamonning urf-odati nomini ifodalab kelgan.

Keyinchalik u mumtoz adabiyotda ham sadoqat ramzi sifatida e’tirof etilgan. Buni Atoyiy, Lutfiy va Navoiy asarlarida yaqqol koʻrishimiz mumkin. It leksik emas, balki shunday ma’noda qoʻllanilishi xalq hayoti xususiyatlari va it fiziologiyasi bilan bogʻliq. Biroq, shuni ham ta’kidlash kerakki, badiiy adabiyotda it zoonimining yana bir ma’nosi salbiy konnotatsiyani anglatadi. Bu ma’noning odamlar ongiga singib ketishiga sabab sifatida diniy qarashlar va adabiyotlarda keltirilgan mazmun koʻrsatiladi.

Asarlari muhim manba sifatida e’tirof etilgan Imom Gʻazzoliy oʻzining “Ihyoi ulumiddin” kitobida gʻazab, shahvat, gina, hasad, kibr, manmansirash va shunga oʻxshash razil sifatlar qopag’on itga qiyoslaydi. [Imom Abu Homid Muhammad ibn Muhammad al-Gʻazzoliy,2007:77]

Shuningdek, A’rof surasi 175-oyatda Bal’om ibn Bourro qissasida unga Allohning kitobi berilganiga qaramay, nafsning istagiga berilib ketgani sababli itga oʻxshatilgani kabi fojir (diniy koʻrsatmalarga amal qilmay, gunoh ishlarni tap tortmay qiladiganlar) [Shayx Muhammad Sodiq Muhammad Yusuf rohimahulloh] olim ham itga qiyos qilinadi. [Imom Abu Homid Muhammad ibn Muhammad al-Gʻazzoliy,2007:96]

XULOSA

Tahlil "it" obrazining toʻrt funksional rolini aniqladi: 1) Signal/Hushyorlik (Alpomish), 2) Haqorat/Razillik (Kuntugʻmish, Ravshan), 3) Diniy-Axloqiy Yovuzlik (Gʻazzoliy), 4) Sodiq Sevgi Ramzi (Mumtoz adabiyot). Obrazning dostonlardagi salbiy konnotatsiyasi Islomiy manbalardagi axloqiy yovuzlikka qiyoslash an’anasidan kelib chiqqan. Shunga qaramay, u ziddiyatli, ikki qutbli ramz sifatida adabiy tafakkurda mustahkamlangan.

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KOREYSLARDA ISM QO‘YISH MADANIYATI VA UNING LINGVOKULTUROLOGIK ASOSLARI

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Annotatsiya. *Ushbu maqolada koreys xalqining ism qo‘yish madaniyati : nuqtai nazardan tahlil qilinadi. Unda koreys ismlarining kelib chiqishi, tarixiy rivojlanish bosqichlari, ismning ijtimoiy va madaniy o‘rni, shuningdek, konfutsiylik an’analari hamda zamonaviy global tendensiyalar ta’siri yoritilgan. Ismlar orqali koreys xalqining dunyoqarashi, qadriyatlari va milliy tafakkuri aks etadi.*

Kalit so‘zlar: *koreys ismlari, ism qo‘yish madaniyati, lingvokulturologiya, hancha, konfutsiylik, milliy qadriyatlar, identifikatsiya.*

KIRISH.

Til va madaniyat o‘zaro uzviy bog‘liq tushunchalardir. Xalqning nomlari, ayniqsa shaxs ismlari, uning tarixiy xotirasi, qadriyatlari va milliy tafakkurini o‘zida mujassamlashtiradi. Koreys ismlari ham xalq ruhiyati, diniy-falsafiy dunyoqarashi va tarixiy taraqqiyotini ifodalovchi muhim lingvokulturologik hodisadir. Ushbu maqolada koreyslarda ism qo‘yish an’analari, ularning tarixiy ildizlari hamda zamonaviy davrdagi o‘zgarishlar yoritiladi.[1].

Koreys ismlarining tarixiy shakllanishi. Koreyada ism qo‘yish madaniyati qadimdan mavjud bo‘lib, dastlab ismlar yagona bo‘g‘indan iborat bo‘lgan. Masalan: Go (고), Bak (박), Kim (김). Keyinchalik Xitoy madaniyatining ta’siri ostida hancha yozuvi asosida ikki bo‘g‘inli shaxs ismlari keng tarqaldi.

Ismlar avvalgi davrlarda nafaqat shaxsni farqlash, balki ijtimoiy tabaqani aniqlash vositasi bo‘lgan. Kim, Park, Lee kabi familiyalar qadimiy sulolalarning ramziga aylangan. Har bir familiya ma’lum pon-gwan (본관) — ya’ni geografik kelib chiqish joyi bilan bog‘liq bo‘lgan. Masalan, kimhae Kim (김해 김씨) yoki Cheonju Lee (전주 이씨) shaklidagi familiyalar o‘sha oilaning tarixiy ildizini bildiradi.[2].

Ism tanlashdagi madaniy va falsafiy omillar: Koreys oilalari ism tanlashda har doim :ma’naviy va falsafiy mazmunga e’tibor qaratgan. Ism tanlash jarayonida sa-jupalja (사주팔자) — bolaning tug‘ilgan kuni va vaqtiga ko‘ra taqdir belgilanadi, so‘ng unga mos ism tanlanadi. Ismlarda odatda ijobiy ma’nolar — “baxt”, “sog‘lik”, “donolik”, “go‘zallik”, “osmon”, “yorug‘lik” kabi tushunchalar ifodalanadi. Masalan: Soo-bin (수빈) — “pok, sof, nafis”, Ji-ho (지호) — “donolik va yaxshilik”, Ha-neul (하늘) — “osmon”, erkinlik timsoli.[3].

Zamonaviy Koreyada esa hancha o‘rniga sof koreyscha so‘zlardan tuzilgan ismlar keng qo‘llanmoqda: Areum (아름) – “go‘zallik”, Pitna (빛나) – “porlash”, Haneul (하늘) – “osmon” kabi.

Avlod ismlari (돌림자) tizimi: An’anaviy koreys oilalarida avlodga tegishli farzandlarga bir xil bo‘g‘inli ism berish odati mavjud. Bu bo‘g‘in “avlod belgisi” (돌림자) deb ataladi. Masalan, bitta oilaning barcha o‘g‘illarida “Jun (준)” yoki “Hye (혜)” bo‘g‘ini takrorlanadi. Bu tizim nasl davomiyligini, oilaviy birdamlikni va hurmatni mustahkamlaydi. Ammo hozirgi kunda bu an’ana individualizm va zamonaviylik ta’sirida kamayib bormoqda.[4]

Lingvokulturologik tahlil: Koreys ismlari tili va madaniyati o‘rtasidagi aloqani yorqin namoyon etadi. Ismlarning ma’no tuzilmasi, fonetik uyg‘unligi, ramziy qatlamlari xalq tafakkurining hosilasi hisoblanadi. Har bir ismda ota-onaning orzusi, ijtimoiy umid va madaniy qadriyat mujassamdir. Ismlar orqali koreys xalqining

konfutsiylik qadriyatlari, ya’ni kattalarga hurmat, avlodlar davomiyligi va ma’naviy poklik tushunchalari yaqqol namoyon bo‘ladi[5].

Zamonaviy tendensiyalar: XXI asrda koreyslarda ism tanlashda individual yondashuv kuchaymoqda. Global madaniyat ta’siri ostida ismlar xalqaro talaffuzga mos, qisqa va zamonaviy bo‘lishi afzal ko‘rilmoqda. Masalan, Yuna (유나), Jisoo (지수), Minji (민지) kabi ismlar xalqaro miqyosda oson talaffuz qilinadi va K-pop madaniyati orqali keng tarqalgan. Bundan tashqari, ko‘plab ota-onalar jinsiy neytral (unisex) ismlarni tanlamoqda. Bu esa koreys jamiyatidagi gender tenglik va individual erkinlik tamoyillarining aksidir.[6].

Xulosa

Koreys ism qo‘yish madaniyati xalqning tarixiy, falsafiy va ijtimoiy hayotini o‘zida mujassamlashtiradi. Ismlar koreys milliy o‘zligining ifodasi, madaniy genetik kodi va avlodlar xotirasidir. Ularni lingvokulturologik tahlil etish koreys tili va madaniyatining chuqur qatlamlarini ochishda muhim ahamiyat kasb etadi.

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LINGUO-CULTURAL REALIA AS A FUNDAMENTAL COMPONENT OF TEACHING MATERIALS AT THE INTERMEDIATE STAGE OF FOREIGN LANGUAGE ACQUISITION

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Abstract. *This article examines the role of realia—authentic cultural materials and real-world objects—as an effective means of enhancing motivation in intermediate-level foreign language learning. It explores how integrating cultural elements into the learning process increases students' interest, engagement, and emotional involvement. Attention is given to the types of realia suitable for the intermediate stage and methods for incorporating them into classroom practice. The study emphasizes the motivational value of authentic materials and offers recommendations for teachers seeking to optimize instructional strategies through realia-based approaches.*

Keywords: *authentic materials, authenticity, intercultural competence, language competence, a real-life context.*

INTRODUCTION.

In the field of foreign language teaching, the integration of linguocultural realia is attracting increasing attention as a means of bridging the gap between language and culture. Traditional language instruction often emphasizes grammatical accuracy and lexical knowledge but does not provide sufficient engagement on cultural and emotional levels, which are essential for developing communicative competence. Language teachers who incorporate realia in their lessons encourage students to perceive language as a living system embedded within its cultural context [Gilmore A., 2007, 98 p.; Peacock M., 1997, 146 p.].

At the intermediate stage of foreign language acquisition, learners typically have acquired basic language skills and are ready to deepen their understanding of cultural nuances and pragmatic aspects of communication. At this stage, realia play a crucial role in enhancing motivation, contextual comprehension, and intercultural awareness. Teachers do not merely introduce students to authentic materials such as advertisements, newspapers, menus, songs, and social media excerpts; they also create conditions in which the language becomes meaningful and personally relevant. This approach stimulates emotional engagement, curiosity, and sustained motivation for learning [Mirzoyev A., 2024, 9 p.].

Moreover, the inclusion of realia aligns with contemporary constructivist and communicative methodologies, which emphasize active student participation and experiential learning. Students move beyond rote memorization toward a dynamic process of constructing meaning. Linguocultural realia serve as a link between linguistic forms and cultural significance, allowing learners to simultaneously acquire both language and worldview [Radjapova D. & Muratkhojaeva S., 2025, 79 p.].

This study examines the theoretical foundations and practical applications of linguocultural realia as core materials for intermediate learners. It systematizes current scholarly perspectives, explores the motivational effects of realia-based learning, and offers evidence-based recommendations for optimizing teaching practice. Using qualitative analysis of pedagogical approaches, the study focuses on how authentic materials enhance

cultural awareness, communicative competence, and student motivation, contributing to the discourse on authenticity and intercultural competence in language education.

The discussion focuses on three interrelated aspects: (1) the typology of linguocultural realia suitable for intermediate learners, (2) psychological and motivational mechanisms activated by authentic materials, and (3) effective pedagogical strategies for incorporating such materials into classroom practice.

1. ***Typology and application of linguocultural realia***

Realia can be classified as visual, textual, and situational:

1. Visual realia include photographs, advertisements, maps, and works of art that reflect cultural context.
2. Textual realia include authentic written materials such as newspaper articles, blogs, or menus.
3. Situational realia emerge through role-plays, interviews, and simulations of everyday communication.

At the intermediate level, students have a functional language base, allowing teachers to introduce culturally contextualized content. For example, a lesson on “British Social Etiquette” may include authentic restaurant menus, video clips of greetings, or short dialogues from TV shows. Students analyze expressions like “Could you…?” or “May I…?” within their sociocultural environment, reinforcing pragmatic competence and grammatical accuracy.

1. ***Mechanisms of motivation and cognitive engagement***

Research indicates that motivation in realia-based learning arises from emotional resonance and situational relevance [Mirzoyev A., 2024, 11 p.]. When students encounter authentic materials reflecting real communicative contexts, they perceive language not as an abstract system but as a tool for human interaction. This activates intrinsic motivation and promotes deeper processing of linguistic information.

1. ***Examples from teaching practice***

Below we demonstrate a few examples of how we used realia to enhance the motivation and communicative competence of students in our _____ group:

Example 1: Cultural objects as vocabulary supports

In a lesson on British festivals, students were presented with real postcards, bus tickets, and souvenir keychains from London. They described these objects in English, guessing their function and origin. This tactile interaction enriched vocabulary and sparked interest in everyday British life.

Example 2: Authentic media for listening and discussion

During a module on environmental issues, students watched short BBC news clips about recycling initiatives. They then compared these with local practices and reflected on linguistic expressions of politeness and persuasion.

Example 3: Situational realia through simulation

In a role-play activity “Travel Agency,” students used real tourist brochures and airline websites. Acting as agents and clients, they practiced negotiation skills in real-life contexts, using authentic phrases such as “I am looking for a budget flight” or “Is breakfast included in the price?” According to Gilmore this activity reflected the concept of task authenticity and promoted confidence in spontaneous communication.

These examples demonstrate that successful integration of linguocultural realia depends not only on the authenticity of materials but also on authentic interaction. Students become co-creators of meaning rather than passive recipients of information.

By incorporating authentic cultural objects, texts, and multimedia resources into teaching practice, teachers can enhance language competence, cultural understanding, and learner motivation simultaneously.

Let us summarize the key findings from the literature regarding the integration of realia in English language teaching:

a. Motivational impact: Authentic materials foster emotional engagement, curiosity, and intrinsic motivation [Mirzoyev A., 2024, 12 p.; Peacock M., 1997, 147 p.].

b. Cognitive benefits: Realia provide contextualized, multisensory learning experiences that support vocabulary acquisition, pragmatic competence, and memory retention [Egamberdiyeva F., Obidova N., & Kozimova M., 2023, 30 p.].

c. Practical applicability: Teachers can utilize realia through role-plays, visual and textual artifacts, multimedia, and simulations [Zhambylkyzy S. & Molotovskaya A., 2021, 119 p.].

d. Intercultural competence: Exposure to authentic cultural content allows students to acquire linguistic and social norms simultaneously, bridging the gap between language form and meaning [Gilmore A., 2007, 118 p.; Radjapova D. & Muratkhojaeva S., 2025, 83 p.; Zvarych I., Kuz L. & Yaremko O., 2024, 60 p.].

In practice, integrating linguocultural realia requires careful selection and adaptation of materials to learners’ proficiency and instructional goals. Teachers should prioritize activities that combine authentic content with interaction, ensuring active engagement with both language and culture. Classroom examples show that tasks, simulations, and multimedia resources enhance learner engagement and deepen understanding of sociocultural nuances.

Overall, this study emphasizes that realia are not merely supplementary but essential pedagogical tools that transform intermediate language learning into a meaningful, culturally rich, and motivating experience. Future research may focus on quantitative assessment of outcomes and developing structured frameworks for realia integration across diverse educational contexts.

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THE ROLE OF LANGUAGE EDUCATION IN PROMOTING CULTURAL UNDERSTANDING

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Abstract. *Language education plays a pivotal role in fostering cultural understanding in an increasingly interconnected world. This article explores the multifaceted relationship between language learning and intercultural competence, emphasizing how mastering a foreign language extends beyond mere linguistic proficiency to encompass cultural awareness, sensitivity, and empathy. By examining theoretical frameworks such as communicative language teaching and intercultural communicative competence, the study highlights the transformative potential of language education in bridging cultural divides and reducing ethnocentric attitudes. Furthermore, it analyzes practical pedagogical approaches and curriculum designs that integrate cultural content, enabling learners to appreciate diverse worldviews and engage meaningfully with people from different backgrounds. The article also discusses challenges faced in implementing culturally responsive language instruction, including stereotypes, cultural biases, and insufficient teacher training, proposing solutions to overcome these barriers. Ultimately, the study underscores that language education is not only a tool for communication but also a critical vehicle for promoting mutual respect, global citizenship, and peaceful coexistence in multicultural societies.*

Keywords: *Language education, Cultural understanding, Intercultural competence, Communicative competence, Globalization, Cross-cultural communication, Language acquisition, Cultural awareness, Multiculturalism, Language pedagogy, Cultural diversity, Language teaching methods, Empathy, Cultural sensitivity, Global citizenship.*

INTRODUCTION.

In the contemporary global landscape, characterized by rapid technological advancements and intensified cross-border interactions, the role of language education has expanded far beyond the acquisition of vocabulary and grammar. It now serves as a fundamental vehicle for cultivating cultural understanding and intercultural competence, both of which are indispensable in navigating the complexities of multicultural societies. The pervasive nature of globalization has led to increased mobility, migration, and communication across diverse cultural contexts, thereby necessitating an educational paradigm that not only prioritizes linguistic accuracy but also fosters deep cultural awareness and sensitivity [1].

Building upon this, the concept of Intercultural Communicative Competence (ICC), as formulated by scholars such as Michael Byram, expands the scope of language education beyond linguistic proficiency to include cultural awareness, knowledge, attitudes, and skills essential for effective intercultural interaction. ICC encompasses five key components: attitudes (curiosity and openness), knowledge (of social groups and their practices), skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness. This holistic model posits that language learners must not only master vocabulary and grammar but also develop the ability to interpret and navigate cultural differences sensitively [2].

Integrating these theoretical perspectives, modern language education advocates for a holistic, culturally responsive pedagogy that prepares learners to become intercultural communicators capable of negotiating meaning across diverse cultural landscapes [3]. This necessitates a shift from viewing culture as an ancillary

topic to recognizing it as a core component of language instruction, thus enabling learners to achieve not only linguistic competence but also intercultural fluency.

The integration of cultural content within language education is paramount to fostering genuine intercultural understanding. Language, as an embodiment of culture, cannot be effectively taught in isolation from the social, historical, and ideological contexts that shape its use. Hence, the incorporation of cultural elements into curricula and pedagogy transforms language learning from a purely linguistic exercise into a comprehensive exploration of human diversity and shared experiences[4].

One of the fundamental strategies for embedding culture in language education is the deliberate inclusion of authentic materials—such as literature, films, music, and media—that reflect the target language's cultural realities. These resources provide learners with contextualized insights into social norms, values, and communicative practices, allowing them to experience language as a living phenomenon intertwined with cultural identity. Furthermore, the use of authentic materials encourages critical engagement and reflection, prompting learners to compare and contrast their own cultural assumptions with those embedded in the target language[5].

Curriculum design plays a crucial role in cultural integration. Effective language programs incorporate thematic units that address cultural topics, such as traditions, festivals, social etiquette, and historical events. This thematic approach facilitates the development of learners' cultural knowledge alongside linguistic skills. In addition, project-based learning and collaborative activities, such as role-plays, debates, and intercultural exchanges, provide dynamic platforms for learners to practice intercultural communication in simulated real-world scenarios[6].

Embedding cultural content in language education enriches learners' communicative competence by equipping them with the cultural literacy necessary to interpret meaning, negotiate differences, and build meaningful relationships in an interconnected world. This holistic approach not only enhances language proficiency but also nurtures global awareness and intercultural empathy[7].

Despite the recognized importance of integrating cultural understanding within language education, numerous challenges hinder the effective implementation of intercultural pedagogy. These obstacles range from entrenched stereotypes and cultural biases to systemic limitations within educational institutions, as well as gaps in teacher preparedness and resources.

One of the primary challenges is the persistence of cultural stereotypes and ethnocentrism, which can subtly permeate teaching materials and classroom discourse. When cultural representations are oversimplified or essentialized, learners risk internalizing distorted views that reinforce prejudices rather than dismantle them. Such portrayals impede the development of authentic intercultural sensitivity and reduce culture to a collection of superficial facts, rather than a dynamic and complex social reality.

Additionally, many language teachers lack adequate training in intercultural competence, which undermines their ability to facilitate meaningful cultural learning experiences [8]. Without sufficient awareness and pedagogical skills, educators may inadvertently perpetuate cultural misunderstandings or avoid addressing cultural issues altogether, thereby limiting learners' exposure to critical cultural reflections. Institutional support for continuous professional development in this area remains uneven and insufficient in many contexts.

Another significant challenge lies in the curricular constraints and standardized assessment systems that prioritize grammatical accuracy and linguistic proficiency over cultural knowledge and intercultural skills. The high-stakes nature of language examinations often narrows instructional focus, marginalizing cultural content as extraneous or secondary. This imbalance diminishes learners' opportunities to engage deeply with cultural perspectives and apply intercultural communication skills in authentic contexts.

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THE ROLE OF LANGUAGE EDUCATION IN DEVELOPING CULTURAL UNDERSTANDING

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Abstract. *This paper investigates how language education contributes to the development of cultural understanding. It considers how acquiring a foreign or second language not only improves communication abilities but also fosters awareness and appreciation of different cultural values, customs, and social practices. The study underscores the close relationship between linguistic skills and intercultural awareness, highlighting that language learning acts as a bridge for fostering mutual understanding in a global context. Various approaches for incorporating cultural elements into language instruction are examined, showing their effectiveness in enhancing learners' cultural competence along with their language proficiency.*

Keywords: *Language education, cultural understanding, intercultural competence, foreign language learning, cultural awareness, global communication, linguistic competence.*

INTRODUCTION.

In today's increasingly connected world, understanding and valuing cultural diversity has become crucial. Language education is central to this effort, as it not only develops learners' communication abilities but also opens the door to understanding the cultural environments in which languages function. Learning a language extends beyond acquiring vocabulary and grammar; it requires engaging with the customs, beliefs, values, and social norms of its speakers. By incorporating cultural aspects into language instruction, educators can enhance learners' intercultural competence, empathy, and global awareness. This paper seeks to investigate the important role of language education in fostering cultural understanding and to identify effective methods for promoting cultural sensitivity through language learning.[1]

Language is more than just a means of communication; it offers a window into the culture of its speakers. By studying a language, learners gain insight into a community's literature, traditions, historical background, and social norms. Elements such as idioms, proverbs, and culturally specific vocabulary reveal the values and perspectives of native speakers. Understanding these subtleties enables students to develop a deeper appreciation for cultural diversity and equips them to interact respectfully and effectively in multicultural settings.[2]

Intercultural competence is the ability to communicate appropriately and effectively with individuals from diverse cultural backgrounds. Language education promotes this competence by incorporating cultural content into lessons, including customs, etiquette, festivals, and social practices. Engaging learners in activities like role-plays, cultural simulations, and discussions about social norms encourages them to compare, reflect, and adjust to cultural differences. These experiences help students not only strengthen their language skills but also develop empathy, open-mindedness, and critical thinking regarding cultural perspectives.[3]

In our increasingly globalized world, learning languages is vital for fostering mutual understanding and reducing cultural stereotypes. English, as a global lingua franca, enables cross-cultural communication, while other foreign languages offer unique cultural insights. Educational institutions are progressively integrating

cultural components into language curricula, recognizing that language proficiency alone is insufficient for effective international interaction. By combining linguistic skills with cultural understanding, educators prepare learners to navigate diverse social contexts and participate meaningfully in global exchanges.

Strategies to enhance cultural understanding include using authentic materials such as films, literature, and media from target cultures; engaging in collaborative projects with students from other countries; and conducting virtual exchanges that mimic real-world intercultural interactions. Teachers can also incorporate discussions on current events, historical contexts, and social practices to provide a broader cultural perspective. These methods not only improve language skills but also foster curiosity, respect, and an increased awareness of cultural diversity.[4]

Topic	Key Points	Examples / Strategies
Language as a Tool for Cultural Access	Language provides insight into values, traditions, literature, and social norms of a community.	Studying idioms, proverbs, literature, and historical texts from target culture.
Developing Intercultural Competence	Enhances the ability to communicate effectively across cultures; fosters empathy and open-mindedness.	Role-plays, cultural simulations, discussions on customs and social behaviors.
Language Education in a Globalized World	Prepares learners for global communication and reduces cultural stereotypes.	Integration of cultural content in curricula, studying festivals, etiquette, and social norms.
Strategies for Integrating Culture	Promotes cultural awareness alongside language proficiency.	Use of authentic materials (films, media, literature), collaborative international projects, virtual exchanges.
Benefits of Cultural Learning	Improves critical thinking, cultural sensitivity, and global perspective.	Learners analyze cultural differences, reflect on values, and practice intercultural communication skills.

The examination of language education’s impact on cultural understanding demonstrates a strong link between linguistic ability and intercultural competence. Learners who engage with the cultural dimensions of a language tend to show greater empathy, adaptability, and awareness of social norms compared to those who focus solely on grammar and vocabulary.

Studies and classroom observations suggest that incorporating cultural content—such as literature, traditions, idioms, and social practices—into language lessons greatly improves students’ capacity to interpret and respond appropriately in multicultural situations. For instance, learners who explore festivals, customs, or historical events of a target culture gain a deeper understanding of its values and perspectives, helping to reduce cultural misunderstandings and stereotypes.[6]

Moreover, interactive methods such as role-plays, cultural simulations, collaborative projects, and virtual exchanges have proven effective in developing practical intercultural communication skills. These activities not only enhance language proficiency but also foster critical thinking and reflective abilities, enabling students to analyze cultural differences thoughtfully.

Overall, the findings indicate that language education is a vital tool for cultural development. Beyond teaching grammar and vocabulary, it provides learners with opportunities to engage with, reflect on, and appreciate cultural diversity. Therefore, integrating cultural learning into language instruction plays a direct role in cultivating globally competent and culturally aware individuals.

Language education is essential for fostering cultural understanding and developing intercultural competence. By incorporating cultural knowledge into language instruction, educators equip students not only with effective communication skills but also with the awareness and sensitivity necessary to engage in diverse social and cultural settings. The research emphasizes that interaction with cultural materials—such as literature, traditions, social norms, and participatory activities—strengthens learners’ empathy, critical thinking, and global outlook.

In today’s world, marked by increasing multicultural interactions and globalization, combining language proficiency with cultural understanding is crucial. Consequently, language education should adopt a holistic approach, focusing on both linguistic skills and cultural literacy, to nurture individuals who are culturally competent and capable of active, meaningful participation in a diverse and interconnected society.

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IJTIMOIY TARMOQLAR FOYDALANUVCHILARI NUTQINING KOMMUNIKATIV-PRAGMATIK XUSUSIYATLARI

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Annotatsiya: *Ushbu maqolada ijtimoiy tarmoqlarda faoliyat yurituvchi foydalanuvchilarning kommunikativ-pragmatik xatti-harakatlari, ularning nutqiy strategiyalari, o‘zaro ta’sir mexanizmlari hamda lingvomadaniy omillar tahlil qilingan. Tadqiqot ijtimoiy tarmoqlarda paydo bo‘layotgan yangi diskurs shakllari, qisqa nutq birliklari, multimodal belgilar va ijtimoiy identitetning til vositalari orqali ifodalanishiga e’tibor qaratadi.*

Kalit so‘zlar: *ijtimoiy tarmoqlar, pragmalingvistika, kommunikativ-pragmatik birliklar, nutq strategiyalari, diskurs, identitet, lingvopragmatika, xulq-atvor modeli, verbal va noverbal signal, emoji, virtual kommunikatsiya.*

KIRISH.

XXI asr kommunikativ maydonida ijtimoiy tarmoqlar muhim o‘rin egallab, nafaqat shaxslararo muloqot, balki siyosiy, iqtisodiy va madaniy jarayonlarga ta’sir ko‘rsatuvchi platformaga aylandi. Ijtimoiy tarmoqlar-Facebook, Instagram, Telegram, X (Twitter), TikTok va boshqalar-foydalanuvchilarning nutqiy faoliyatini yangi shakl va uslublarda namoyon qiladi. Shu sababli ijtimoiy tarmoqlar tilini pragmalingvistik yondashuv asosida o‘rganish muhim ilmiy vazifa hisoblanadi. Kommunikativ-pragmatik xususiyatlar foydalanuvchilarning maqsadi, niyati, muloqot jarayonidagi rol-identiteti, tilning ijtimoiy-funksional mohiyati hamda nutqiy strategiyalarini ochib beradi [1;34]. Virtual muhitda muloqotning asosiy xususiyati -qisqalikka intilish, tezkorlik, diskretlik va multimodal belgilarning faol qo‘llanilishidir. Ijtimoiy tarmoqlarda til yozma shaklda bo‘lsa-da, u ko‘pincha og‘zaki nutqqa xos belgilarga yaqinlashadi:

sintaktik qisqartirishlar (keldm, ketvoman, ok, kk)

fonetik reduktsiya (qale, zôr, nma)

so‘z yasashning nostandart shakllari (gap yoq, do‘stlashvoldik, like bosdim)

Herring (2007), Crystal (2001), Danet (2009) tadqiqotlariga ko‘ra, CMCning asosiy pragmatik xususiyatlari quyidagilardir: interaktivlik, dialogiklik, anonimlik, ko‘pkanallilik, semiotik signallarning ko‘pligi (gif, sticker, emoji, hashtag) [2;54].

Ijtimoiy tarmoqlarda foydalanuvchi o‘zini: vizual (avatar, rasm), lingvistik (bio, postlar), pragmatik (ohang, kayfiyat, munosabat) ,vositalar orqali namoyon qiladi [3;67].

Masalan:*“Kitobxonlik hayotimni o‘zgartiryapti”*- intellektual identitet

“Har kuni gym!”-sport identiteti

“Hammaga omad!” - do‘stona pragmatik ohang

Foydalanuvchilar nutqi quyidagi niyatlarni amalga oshiradi:

a) Informativ niyat – Yangilik, fakt, fikr bildirish.

Masalan: *“Bugun webinar 21:00 da boshlanadi”.*

b) Emotiv niyat – Shaxsiy hissiyotlarni ifodalash.

Masalan: *“Yuragim ezilib ketdi…”*

c) Kontakt o‘rnatish niyati – Muloqotni boshlash, davom ettirish.

Masalan: *“Salom hammaga! Qalaysizlar?”*

d) Persuasiv niyat – Ishontirish, reklama, targ‘ibot.

Masalan: *“Bu kursga yoziling, natija kafolatlangan.”*

Ijtimoiy tarmoqlarda o‘zaro iliq munosabat yaratishga qaratilgan strategiyalar: qo‘llab-quvvatlash: *“Ajoyib fikr!”*, *“Zo‘r natija, tabriklayman!”* empatiya: *“Sizni tushunaman…”* birlashuv signallari: *#bizbirgamiz, #motivatsiya* [4;87].

Pozitiv strategiyalar auditoriya bilan yaqinlik effektini hosil qiladi.

Ba’zi foydalanuvchilar tanqidiy, agressiv yoki provokatsion taktikalardan foydalanadi: ironik baholash: *“Zo‘r-da, bundan ortiq nima kerak?”*passiv-agressiv ohang qattiq tanqid: *“Bu mutlaqo noto‘g‘ri!”* [5;86]

Bu strategiyalar ko‘pincha konflikt diskursini kuchaytiradi.

Emoji virtual nutqdagi noverbal signallarni qoplaydi.

Masalan:

🙄 –iliqlik

😨 - qayg‘u

🔥 -motivatsiya, “zo‘r” bahosi

😂 - kulgi marker

Bular nutqning emotiv kuchini oshiruvchi pragmatik markerlardir. Ular: tezkor javob, hazil, parodiya, qo‘llab-quvvatlash, funksiyalarini bajaradi.

Hashtaglar postning pragmatik yo‘nalishini aniqlaydi: mavzuni belgilaydi (#sport, #oila) auditoriyani jalb qiladi, ijtimoiy kampaniyaga qo‘shilish (#StopBullying) Ijtimoiy tarmoqlarda quyidagi internetga xos birliklar keng qo‘llanadi: “story”, “post”, “repost” “likebosmoq”, “followchi”, “scroll qilmoq” “prank”, “vibe”, “trendga chiqmoq” Masalan:*“Bugun deadline bor, tezroq topshirishim kerak.” “Mood: dam olish.”*

Ijtimoiy tarmoqlar foydalanuvchilari nutqining kommunikativ-pragmatik xususiyatlari ko‘p qatlamli bo‘lib, ularning lingvistik xatti-harakati pragmalingvistika, sotsiologiya, psixologiya va semiotika bilan chambarchas bog‘liq [6;32]. Ijtimoiy tarmoqlarda muloqot nafaqat mazmunni, balki identitetni, emotsional holatni, ijtimoiy mavqe va munosabatni ifodalovchi vosita sifatida namoyon bo‘ladi.Virtual kommunikatsiya nutqning yangi shakllari - emoji, gif, hashtag, qisqa shakllar, internet slangi va multimodal belgilar orqali boyiydi [7;66]. Foydalanuvchilar o‘zaro aloqada ijobiy yoki salbiy strategiyalarni qo‘llaydi, o‘z shaxsiy identitetini til orqali quradi va boshqalar bilan muloqot uslubini pragmatic niyatlar asosida shakllantiradi.

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CROSS-LINGUISTIC ANALYSIS OF PRESUPPOSITION IN CHRISTIE'S WORK

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Abstract. *This study analyzes how presuppositions—unstated assumptions crucial for building suspense and plot—in Agatha Christie's detective novels are translated into Uzbek and Russian. Using linguistic theories and translation models, it finds that differences in language structure and culture often weaken or alter these hidden meanings. The research concludes that effectively translating such elements is vital, as changes can impact the mystery and intrigue, requiring a balance between faithfulness to the original and readability in the target language.*

Keywords: *Agatha Christie; presupposition; pragmatics; cross-linguistic analysis; translation studies; suspense; lexical triggers; structural presupposition; pragmatic equivalence; Uzbek translation; Russian translation.*

INTRODUCTION.

Presupposition is one of the core concepts of linguistic pragmatics, and its development is closely tied to the logical tradition of the nineteenth and twentieth centuries. The phenomenon was first brought into academic discussion by Gottlob Frege, who argued that the comprehension of a statement requires certain background assumptions to be already in place. Later, Strawson linked presupposition to reference and the conditions under which an utterance can be considered true or false, emphasizing that truth-value depends on the context of use. Stalnaker further conceptualized presupposition as part of the "common ground" shared by interlocutors, asserting that mutual background knowledge determines how presuppositions function in communication. Thus, presupposition emerged as a pragmatic mechanism that supplies a hidden yet essential layer of meaning in discourse.

Agatha Christie's fiction demonstrates one of the most fascinating applications of presupposition in literary language. In her detective novels, language, logic, and pragmatics operate in close interaction: characters' utterances, pauses, assumptions, suspicion cues, and subtle hints all function as tools to guide or mislead the reader. Presuppositions in Christie's dialogues not only build informational background but also serve as essential components of suspense, intrigue, and detective reasoning. Translating such presuppositions from English into Uzbek or Russian poses significant challenges, as semantic and pragmatic nuances often shift across languages. A cross-linguistic perspective is therefore crucial: structural presuppositions (wh-questions, cleft constructions), lexical presuppositions (e.g., *know, regret, stop*), and pragmatic presuppositions do not have identical equivalents in Uzbek and Russian, and some may partially or completely disappear. Contextual elaboration, stylistic strengthening, and grammatical restructuring in translation frequently result in transformation of presuppositional meaning. The significance of this research lies in the fact that presupposition in Christie's stylistic system is a central mechanism for constructing the plot. The aim of the article is to identify presupposition types in Christie's works, compare their transformations in translation, and explain the pragmatic shifts occurring across English, Uzbek, and Russian. Accordingly, the study addresses the following questions: How is presupposition constructed in Christie's texts? To what extent is it preserved or altered in

translation? What semantic and pragmatic shifts occur in Uzbek and Russian versions?

Presupposition refers to background information that must already be assumed by the interlocutors for an utterance to be meaningful. Scholars such as Levinson, Yule, and Stalnaker define presupposition as an underlying condition, background assumption, or “common ground” element. Various types of presuppositions arise from different linguistic forms. Lexical presuppositions occur when a lexical item inherently presupposes a prior state or event. Verbs such as *stop*, *continue*, *regret*, and *know* implicitly signal preceding situations; for example, *She stopped crying* presupposes that she had been crying. These triggers frequently invoke past events in Christie’s narratives. Structural presuppositions emerge from grammatical forms such as wh-questions (*When did he arrive?*), cleft constructions (*It was John who saw her*), and temporal clauses (*Before he returned…*), all of which presuppose specific background information. Factive verbs (*know, realize, be aware*) presuppose truth, whereas non-factive constructions express doubt or uncertainty. Existential presuppositions assume the existence of a referent (e.g., *The killer escaped*). Counterfactual presuppositions rely on unreal but logically inferred scenarios (*If he had known…*). Pragmatic presuppositions, as defined by Stalnaker, depend on shared social knowledge, cultural norms, and contextual assumptions. These mechanisms differ significantly across English, Uzbek, and Russian. English tends to rely on formal structures; Uzbek foregrounds contextual and semantic cues; and Russian combines syntactic and intonational strategies. Cultural knowledge also plays a substantial role: British cultural elements such as tea-time, social hierarchy, and understatement may not constitute automatic presuppositions for Uzbek or Russian readers, prompting translators to modify or clarify implicit information.

The present study demonstrates that presupposition constitutes a central pragmatic mechanism in Agatha Christie’s detective fiction, shaping suspense, character interaction, and narrative logic. Comparative analysis of English originals and Uzbek and Russian translations shows that presuppositions are highly sensitive to linguistic structure and cultural context. English relies heavily on formal presupposition triggers—cleft constructions, wh-questions, factive verbs—while Uzbek and Russian often express presuppositions through context and semantic association, resulting in significant transformations during translation. Pragmatic equivalence is rarely achieved automatically.

In modern pragmatics, presupposition is no longer viewed merely as a logical prerequisite for meaningful communication; instead, it is treated as a dynamic, context-sensitive phenomenon that interacts with inference, discourse structure, and the common ground shared by interlocutors. The shift from classical logic to neo-pragmatic approaches is largely shaped by scholars such as Levinson, Kadmon, Simons, and Roberts, who expanded Stalnaker’s foundational ideas and demonstrated that presupposition is a central mechanism in how speakers manage information flow in discourse.

Levinson (1983) emphasizes that presuppositions operate as “default assumptions,” shaping interpretation even when they are not explicitly stated. He argues that presupposition differs fundamentally from both implicature and entailment: entailment concerns truth-conditional consequences that hold regardless of speaker intention, implicature concerns meaning inferred indirectly through Gricean maxims, while presupposition encodes information assumed to be mutually known before an utterance is interpreted. Kadmon (2001) extends this view by highlighting the role of conventional lexical triggers and the speaker’s expectation that the hearer can accommodate missing presuppositions through context-based reasoning. According to Kadmon, accommodation allows communication to proceed despite gaps in background knowledge, revealing the adaptive nature of presupposition.[1]

Simons introduces an influential proposal that presupposition should be viewed not as a precondition for truth but as “backgrounded content” — information that is not foregrounded for debate in the discourse. For Simons, the key property of presupposition is its resistance to challenge: speakers typically do not treat presupposed content as negotiable. This concept provides a bridge between presupposition and discourse coherence, particularly in narrative genres. Roberts further contributes to neo-pragmatic theory by integrating

[1] Abdul-Raof, H. (2006). *Arabic Rhetoric: A Pragmatic Analysis*. Routledge.

presupposition into the broader model of discourse structure, where questions under discussion (QUDs) shape which information becomes presupposed, inferred, or asserted. In this dynamic model, presupposition emerges as a mechanism that maintains continuity between discourse segments.[2]

One of the central modern debates is the projection problem—how presuppositions behave under negation, questioning, conditionality, and modality. Classical examples show that presuppositions tend to "project" out of embedded structures: *John didn't stop smoking* still presupposes that John used to smoke; *Did Mary realize she was late?* presupposes that Mary was late; *If he regrets leaving early…* presupposes that he left early. Neo-pragmatic theories explain projection through the idea of global discourse expectations rather than formal semantics alone. The hearer assumes that backgrounded information remains constant unless explicitly contradicted. This explains why presuppositions persist even when assertions are negated or questioned. Thus, modern pragmatics views presupposition as a flexible, inference-driven mechanism tied to discourse organization, speaker intention, and mutual knowledge. It is precisely this dynamic and layered nature that makes presupposition crucial in literary discourse, particularly in Agatha Christie's detective narratives where hidden clues, incomplete information, and cognitive expectations are essential to storytelling.

Presupposition is activated not only by traditional lexical and structural triggers, but also by a broader set of linguistic mechanisms that shape how information is backgrounded, inferred, and projected in discourse. Modern pragmatics expands the classification of presupposition triggers, emphasizing iterativity, definite descriptions, adverbials, scalar expressions, and even prosodic cues as key contributors. These triggers are particularly relevant to literary texts, where subtle nuances of meaning function as narrative tools. Iterativity and habituality represent powerful presuppositional sources. Words and constructions that indicate repetition—such as *again, still, no longer,* and habitual markers (*used to, would*)—presuppose a prior state or event. For example, *He visited her again* presupposes at least one previous visit, while *She still suspects him* presupposes that she suspected him before. Christie frequently uses iterative triggers to hint at hidden patterns in a character's behavior, implicitly guiding the reader's suspicions without explicit exposition.

Agatha Christie's detective fiction utilizes presupposition as a fundamental narrative device, engaging the reader's cognitive expectations and inferential capabilities. The debate between philosophers Russell and Strawson highlights how definite descriptions convey presuppositions about existence and uniqueness, which Christie adeptly employs to focus attention on key elements. Adverbial and scalar presuppositions further shape narrative tension and emotional depth, while intonational cues enrich dialogue dynamics. Christie contrasts two detective paradigms: the deductive reasoning of Sherlock Holmes, reliant on observable evidence, and Hercule Poirot's psychological inference approach, emphasizing hidden presuppositions and character motivations. This cognitive model invites readers to actively engage in filling narrative gaps and interpreting misdirection, often through subtle foreshadowing and the twisting of assumptions.

Conclusion. The conversion of wh-structures into declarative sentences, the neutralization of iterative markers such as *again* or *still*, and the need to explicate cultural realia may weaken, shift, or eliminate presuppositions. Conversely, translators occasionally add new presuppositions when clarifying unfamiliar cultural elements. Such shifts alter the cognitive load for the reader and reshape the perception of mystery and character motivation. Overall, translating presupposition in detective narratives requires a delicate balance. Excessive explicitation can undermine narrative ambiguity, while insufficient contextualization can obscure essential clues. Translators must therefore navigate between fidelity to Christie's intricate narrative design and the pragmatic demands of the target language.

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SO‘Z O‘RTASIDA YONMA-YON (QO‘SHALOQ) YOZILADIGAN AYRIM HARFLAR XUSUSIDA

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Annotatsiya. *O‘zbek lotin alifbosida o‘z orfografik yechimini kutayotgan masalalardan biri – so‘z o‘rtasida yonma-yon (qo‘shaloq) yoziladigan ayrim harflar imlosidir. Masalan, grammatika so‘zi talaffuzida bitta [m] tovushi eshitilsa-da, lekin asl manba va rus tilida qo‘shaloq harf bilan yozilgani bois o‘sha taxlitda yozib keldik. Aslida, bunday tipdagi so‘zlarni o‘zbeklar jonli nutqiga muvofiq tarzda – bitta undosh bilan ifodalash orfografik jihatdan to‘g‘ri yechim bo‘ladi: orfografik simmetriya – tovush va harf uyg‘unligi ta’minlanadi.*

Kalit so‘zlar*: o‘zbek lotin alifbosi, imlo tamoyillari, qo‘shaloq undoshlar, asl manba, vosita til, orfografik simmetriya, tovush va harf uyg‘unligi.*

Аннотация. *Одной из проблем правописания, требующей решения в узбекском латинском алфавите, является написание некоторых букв, которые пишутся рядом (двубуквенные). Например, хотя слово грамматика произносится одним звуком [м], мы написали его с двумя буквами, поскольку в оригинальном источнике и в русском языке оно пишется с удвоенной буквой. На самом деле, выражение таких слов способом, соответствующим живой речи узбеков, — одним согласным, — было бы орфографически правильным решением: обеспечивается орфографическая симметрия — гармония звука и буквы.*

Ключевые слова*: узбекский латинский алфавит, принципы орфографии, удвоенные согласные, первоисточник, язык-посредник, орфографическая симметрия, гармония звуков и букв.*

Abstract. *One of the spelling problems that needs to be addressed in the Uzbek Latin alphabet is the spelling of certain letters that are written next to each other (two-letter letters). For example, although the word grammar is pronounced with one sound [m], we wrote it with two letters, since in the original source and in Russian it is written with a double letter. In fact, expressing such words in a way that corresponds to the living speech of Uzbeks – with one consonant – would be an orthographically correct solution: it ensures orthographic symmetry – the harmony of sound and letter.*

Key words*: Uzbek Latin alphabet, principles of spelling, double consonants, primary source, intermediary language, orthographic symmetry, harmony of sounds and letters.*

KIRISH.

Til amaliyoti shuni ko‘rsatadiki, rus tili va u orqali Yevropa tillaridan o‘zlashtirilgan so‘zlar transliteratsiyasida hal etilishi lozim bo‘lgan holatlar, bahsli o‘rinlar mavjud. Nazarimizda, mana shunday munozarali holatlardan biri – o‘zlashmalarda yonma-yon (qo‘shaloq) kelgan ayrim harflar masalasidir. Aslida, bunday holatlar asl turkiy tub so‘zlarda juda kam uchraydi: ***ikki, to‘qqiz, katta, chakka, achchiq, tullak, jajji*** va shu kabilar. Forsiy va arabiy o‘zlashmalarda ham unchalik ko‘p emas: ***dakki, pilla, tilla, jiddiy, oddiy, moddiy, ayyor, tayyor, sayyor, billur, jinni, dajjol, labbay, murabbo, sassiq, omma, munajjim*** va hokazolar.

Keltirilgan misollarda ikki undosh tovushning yonma-yon kelishi ularning aytilishi va yozilishida qiyinchilik tug‘dirmaydi. Chunki yonma-yon kelgan bir xil undosh alohida-alohida talaffuz qilinadi hamda alohida bo‘g‘inni hosil qiladi: ***од-дий, лаб-бай, жаж-жи, ик-ки, ом-ма*** va hokazo. Agar mazkur leksemalardagi yonma-yon kelgan undoshdan biri tushirib qoldirilsa so‘zning talaffuzi, ayni paytda uning

lug‘aviy ma’nosi ham o‘zgarib ketadi: ***ушшоқ–ушоқ, машшоқ–машоқ, биллур–билур*** kabi. Demak, asl turkiy so‘zlar, forsiy va arabiy o‘zlashmalardagi yonma-yon kelgan undoshlar fonetik jihatdan o‘zini oqlaydi. Shu boisdan ham ularni to‘g‘ri orfogrammalar tarzida qabul qilish mumkin.

Rus tili orqali o‘zlashtirilgan, Yevropa tillaridan kirib kelgan leksemalar xususida esa qat’iy bir hukm bildirish qiyin. Negaki, Yevropa tillarida bir xil undoshning yonma-yon kelishi o‘ziga xos bo‘lib, juda qadimgi davrlar bilan bog‘lanib ketadi. Aniqrog‘i, bunday orfogrammalarning saqlanib qolishi imloning tarixiy-an’anaviy prinsipidan kelib chiqqan. Hozirgi paytda ko‘p holatlarda yonma-yon kelgan bir xil undoshlar ikki fonema tarzida emas, balki yagona bir tovushni ifodalashga xizmat qiladi. Masalan, ***grammaire*** shaklidagi yozuv fransuz tilida [gramɛr] tarzida, bitta [m] tovushi bilan aytiladi. Ayni shu so‘zdan ***grammatical*** so‘zi yasaladi va [gramatikal] tarzida, bitta [m] tovushi bilan talaffuz qilinadi. [Безвесельная Н.Е., Данченко Т.А. 2010, 212]. Nazarimizda, aynan ana shu orfogramma asosida rus tilida ***грамматика*** so‘zi yuzaga kelgan. Rusiyzabon kishilarning nutqidan ma’lum bo‘ladiki, mazkur leksema rus tilida ancha yumshoq talaffuzga ega bo‘lib, [м] tovushi qo‘shaloq holatda eshitilmaydi. Lekin rus orfografiyasida ***грамматика*** so‘zshakli qabul qilingan, yozuv amaliyotidan qat’iy o‘rin olgan. Ayniqsa, tilshunoslik fanining alohida bir bo‘limi sifatida ilmiy-nazariy adabiyotlardan mustahkam joy olgan.

XX asrning 30-yillaridan boshlab ***grammatika*** asosiy termin sifatida o‘zbek tilshunosligidan ham joy oldi: ***grammatika bo‘limi, grammatik qoida, grammatik tahlil, grammatik konstruksiya, grammatik prinsip, grammatik ma’no, qiyosiy grammatika*** va shu kabi terminlar o‘zbek adabiy tilida faol qo‘llanadi. Bunday so‘z va terminlar qo‘llanishiga biror e’tirozimiz yo‘q, chunki ular o‘zbek tili terminologiyasida o‘z o‘rniga ega lisoniy birliklar sanaladi. Bu o‘rinda asosiy masala – ***grammatika*** so‘zidagi yonma-yon kelgan ***m*** harfining qo‘llanishidir.

Binobarin, yuqorida aytib o‘tilganidek, fransuz tilida ham, rus tilida ham ***grammatika*** so‘zining talaffuzida bitta [m-м] tovushi eshitiladi. Aslida, o‘zbek tilida ham ayni shu holat takrorlanadi. Lekin hanuzga qadar mazkur leksemani yozishda ikkita ***m*** harfidan foydalanamiz. Xo‘sh, bu holat orfoepik va orfografik jihatdan o‘zini oqlaydimi? Tabiiyki, o‘zini oqlamaydi, chunki mazkur orfogrammada tovush va harf uyg‘unligi – orfografik simmetriya buzilgan, aytilish va yozilish o‘rtasida mutanosiblik ko‘rinmaydi. Aniqroq aytganda, rus tilidagi shakl o‘zbek tiliga ko‘r-ko‘rona ko‘chirib o‘tkazilgan. Xuddi “yolashgan unlilar”, ***ц*** harfi hamda ayirish (ъ) va yumshatish (***ь***) belgilarini qabul qilishdan asosiy maqsad – ruscha o‘zlashmalar shaklini saqlab qolish bo‘lganidek, grammatika so‘zida иккита ***m*** harfining yonma-yon qo‘llanishi ham o‘zbek imlosining rus orfografiyasiga bir qadar qaramligidan darak beradi. Bizningcha, ***grammatika*** ni bundan buyon o‘zbek lotin alifbosida ***gramatika*** shaklida yozish maqsadga muvofiq ko‘rinadi [Jomonov. 2025, 171].

O‘zlashtirilgan so‘zlarning o‘rtasida yoziladigan qo‘sh undoshlar hozirga qadar jiddiy orfografik muammo tug‘dirmagan. Aniqrog‘i, rus tilidagi shakllar o‘zbek kiril alifbosiga to‘liq ko‘chirib o‘tkazilgan. Manba tillarda nima sababdan qo‘shaloq undoshlar qo‘llanishi, ularning qanday tovushlarni anglatishi, orfografik jihatdan yengillik tug‘dirishi yoki murakkablik keltirib chiqarishi kabi masalalar chuqur o‘ylab ko‘rilmagan. 1994-yilda tasdiqlangan “O‘zbek tilining asosiy imlo qoidalari”da ham o‘zlashmalardagi qo‘sh undoshlarga yetarli e’tibor qaratilmagan – o‘zbek kiril alifbosidagi holat qaytarilgan: “31. Yonma-yon keladigan undoshlarning imlosi: 1) ***baland, Samarqand, poyezd; do‘st, artist, g‘isht*** kabi so‘zlarda, ***d, t*** tovushi ba’zan aytilmasa ham, yoziladi;

2) ***metall, kilogramm, kilovatt, kongress*** kabi o‘zlashma so‘zlar oxirida bir undosh aytilsa ham, ikki harf yoziladi. Lekin bunday so‘zga xuddi shu tovush bilan boshlanadigan qism qo‘shilsa, so‘z oxiridagi bir harf yozilmaydi: ***metall+lar = metallar, kilogramm+mi = kilogrammi*** kabi” [Rahmatullayev Sh., Hojiyev A. 1995, 12].

Mana, ulardan ayrim namunalar: ***immigrant, trolleybus, affrikat, koeffitsiyent, tunnel, konnotat, abbreviatura, poppuri, opponent, akkord, akkordeon, million, milliard*** va shu kabilar.

Keltirilgan misollar tahlilidan ma’lum bo‘ladiki, o‘zlashmalarning barchasi manba tillardan transliteratsiya qilingan, ya’ni harfma-harf o‘zlashtirilgan. Agar transkripsiya qilinganda manba tildagi yozilish emas, balki aytilish hisobga olinar va o‘zbeklar nutqiga nisbatan yaqinroq bo‘lgan so‘zshakllar – orfogrammalar

yuzaga kelgan bo‘lardi. Chunki biz, odatda, mazkur so‘zlarni bitta undosh bilan aytishga harakat qilamiz: ***imigrant, ipodrom, troleybus, afrikat, balon, tunel, abreviatura, amiak, atestat, oponent, akordeon, baner, milion, miliard*** va hokazo. ***Koeffitsiyent*** so‘zi esa ko‘pchilik o‘zbeklar nutqida [koefsent] tarzida aytiladi. Shunday ekan, o‘zbek lotin alifbosida mazkur so‘zlar imlosini tuzatish mumkin bo‘ladimi? Bu borada boshqa turkiy tillarda qanday orfografik qoidalar amal qiladi? Masalan, qozoq tilida ayni shunday holatlarda qanday yo‘l tutiladi?

“Qozoq tilining imlo qoidalari”da so‘z o‘rtasidagi qo‘sh undoshlar borasida quyidagi imlo qoidasi berilgan: “§ 89. ***сс, мм, лл, тт, фф, нн, бб, рр, пп, гг, дд, кк, уу*** tovushlari takrorlanadigan birikmalarda harflardan biri so‘z o‘rtasida tushirib qoldiriladi: ***patıson, komısar, resor, profesor, prosesor, asonans, dısonans, dısıdent; gramatıka, komýna, ımýnogen, ımıgrant, mamologıa, sımetrıa, amıak, anagram; metalýrgıa, elıps, kolej, sılabýs, koloıd, kolokvıým, trıler, alofon, troleıbýs; kotej, atestat; efýzıa, afekt, afrıkat, koefısıent; týnel, aneksıa, baner, tenıs, konotat; abreviatýra, gıbon, korespondent, popýrı, korektor, ıpodrom, oponent; sýgestıa; adıtıv; akaýnt, akord, akredıtteý, vakým***. *Izoh.* So‘z ma’nosiga ta’sir qiladigan (ziyon yetadigan) holatda, shuningdek, o‘lchov birliklarining nomlarida takrorlanuvchi tovushlar saqlanadi (tushirib qoldirilmaydi): ***netto, dollar, massa, tonna, mıllıon, mıllımetr***” [Egemen Qazaqstan QazLat © 2017-2023 QazlatConverter version: 21.4.1.].

Keltirilgan misollardan ko‘rinib turibdiki, o‘zlashma so‘zlar o‘rtasida qo‘llanadigan qo‘shaloq harflardan biri tushib qoladi va jonli qozoq tili talaffuziga mos tarzda yoziladi. Bunday orfografik yondashuv mazkur leksemalar qozoq adabiy tiliga butunlay singib ketishini ta’minlaydi. Mazkur imlo qoidasining “Izoh” qismida berilgan orfografik yondashuv ham o‘rinli. Demak, so‘z ma’nosiga keskin ta’sir ko‘rsatadigan o‘rinlarda o‘zlashma so‘z o‘rtasidagi qo‘shaloq undosh saqlab qolinadi. Nazarimizda, ayni shunday yondashuv hozirga qadar erishilgan talaffuzni saqlab qoladi, natijada orfoepik va orfografik simmetriya yuzaga keladi.

Biroq 89-qoidada berilgan so‘zlarning barchasini, o‘zbek adabiy tili nuqtayi nazaridan olib qaralganda, to‘g‘ri orfografik yechimiga ega deyish qiyin. Masalan, ***professor, assonans, simmetriya, kollej, sillabus, allofon, tennis, korrektor*** va shu kabi o‘zlashmalarda yonma-yon yoziladigan (qo‘shaloq) undoshlardan birining tushirib qoldirilishi mazkur leksemalarning talaffuzini o‘zgartirib yuboradi. Binobarin, ***профессор*** shaklida yozish [профессор] tarzidagi noo‘ng‘ay talaffuzni yuzaga keltiradi, bo‘g‘in tuzilishi va so‘z urg‘usiga salbiy ta’sir ko‘rsatadi, chunki ***профессор*** yozilganda urg‘u ikkinchi bo‘g‘inga – ***фес***ga tushadi. Agar ushbu leksema bitta ***s*** bilan yoziladigan bo‘lsa, hozirga qadar erishilgan talaffuzga putur yetadi, hatto so‘zning qaysi bo‘g‘iniga urg‘u tushishi ham xiralashadi.

Bizningcha, yuqoridagi tahlillardan kelib chiqib, shunday bir orfografik qoidani tavsiya etish mumkin: O‘zlashma so‘zlar o‘rtasida yonma-yon qo‘llangan harflardan biri so‘zning ma’nosiga va bo‘g‘in tuzilishiga zarar yetkazmaydigan, so‘z urg‘usiga ta’sir ko‘rsatmaydigan holatlarda qo‘shaloq harflardan biri tushirib qoldiriladi***: imigrant, ipodrom, troleybus, afrikat, balon, tunel, abreviatura, amiak, atestat, oponent, akordeon, baner, milion, miliard*** kabi. ***Izoh***. O‘zlashma so‘zning ma’nosi keskin o‘zgarib ketadigan holatlarda yoxud mazkur undoshlar alohida bo‘g‘inni tashkil etganda harflar qo‘shaloq tarzda qo‘llanadi: ***tonna, professor, kollej, sillabus, tennis, simmetriya*** kabi.

Yuqorida bildirilgan fikr-mulohazalardan kelib chiqib aytish mumkinki, o‘zlashma so‘zlarda yonma-yon (qo‘shaloq) qo‘llangan harflar imlosi o‘zbek lotin alifbosida qayta ko‘rib chiqilishi maqsadga muvofiqdir. Negaki, bunday tipdagi o‘zlashmalar rus tilidan o‘zbek kiril alifbosiga to‘liq ko‘chirib o‘tkazilgan. Bunda o‘zlashmaning manba tillardagi holati: yozilish sababi, aytilishi hisobga olinmagan. Ular asosan transliteratsiya qilingan, qabul qiluvchi tilning fonetik-fonologik xususiyatlariga e’tibor berilmagan, o‘zbeklarga xos jonli nutq umuman hisobga olinmagan. Natijada tovush va harflar nomutanosibligi – orfografik asimmetriya yuzaga kelgan. Shu sababli ham bunday o‘zlashmalar xalq jonli tiliga to‘liq singib ketmagan. Aslida, bunday o‘zlashmalarda yonma-yon kelgan harflardan bittasining yozilishi bunday o‘zlashmalarning o‘zbek jonli nutqiga singib ketishiga xizmat qiladi, imloda orfografik simmetriyani yuzaga keltiradi, deb hisoblaymiz.

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NEMIS TILIDAGI O‘TGAN ZAMON SHAKLLARI (PRÄTERITUM, PERFEKT, PLUSQUAMPERFEKT) ORQALI IFODALANGAN ASPEKTUAL MA’NOLAR VA ULARNING O‘ZBEK TILIDAGI MUQOBILLARI

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Annotatsiya. *Ushbu maqolada nemis tilidagi Präteritum, Perfekt va Plusquamperfekt shakllarining aspektual ma’nolari hamda ularning o‘zbek tilidagi ekvivalentlari qiyosiy tahlil qilinadi. Tadqiqotning maqsadi — ikki til tizimidagi aspektual ifoda vositalarining tipologik o‘xshashliklari va farqlarini aniqlash, nemis tilidagi grammatik va kontekstual vositalarning o‘zbek tilidagi morfologik hamda analitik konstruktsiyalar orqali qanday ifodalanishini ko‘rsatishdan iborat.*

Kalit so’zlar: *aspektuallik, preterit, perfekt, pluskvamperfekt, perfektivlik, matijaviylik, davomiylik, yakunlanganlik, takroriylik, sintetik (morfologik), analitik (sintaktik) vositalar.*

Аннотация. *В данной статье проводится сравнительный анализ аспектуальных значений форм прошедшего времени* Präteritum, Perfekt *и* Plusquamperfekt *в немецком языке и их эквивалентов в узбекском языке. Цель исследования — выявить типологические сходства и различия в средствах выражения аспектуальности в двух языковых системах, а также показать, каким образом грамматические и контекстуальные средства немецкого языка выражаются с помощью морфологических и аналитических конструкций в узбекском языке.*

Ключевые слова: *аспектуальность, претерит, перфект, плюсквамперфект, перфективность, результативность, длительность, завершённость, повторяемость, синтетические (морфологические) средства, аналитические (синтаксические) средства.*

Abstract. *This article presents a comparative analysis of the aspectual meanings of the German verb forms* Präteritum, Perfekt, *and* Plusquamperfekt *and their equivalents in the Uzbek language. The aim of the study is to identify the typological similarities and differences in aspectual expression between the two linguistic systems and to demonstrate how the grammatical and contextual means of German are rendered through morphological and analytical constructions in Uzbek.*

Keywords: *aspectuality, preterite, perfect, pluperfect, perfectivity, resultativity, durativity, completeness, iterativity, synthetic (morphological) means, analytic (syntactic) means.*

KIRISH.

Aspektual ma’no — fe’lning ichki tuzilishini, ya’ni harakatning davomiyligi, yakunlanganligi, takroriyligi va jarayoniyligini ifodalaydigan grammatik-semantik kategoriya hisoblanadi. Nemis tilida u maxsus grammatik shakl orqali emas, balki vaqt formalarining semantik xususiyatlari, leksik birliklar va kontekstual belgilar orqali ifodalanadi.

O‘zbek tilida esa aspektual ma’nolar morfologik vositalar orqali aniq belgilangan: *–di*, *–gan*, *–ib turmoq*, *–ar edi* kabi shakllar davomiylik, natijalilik va odatiylikni ifodalaydi. Shu bois qiyosiy tahlil nemis tili analitik,

o‘zbek tili esa agglutinativ tizimga mansub bo‘lgani uchun, har ikkala tilning umumiy va farqli tomonlarini aniqlash imkonini beradi.

Präteritum shaklining aspektual ma’nolari va ularning o‘zbekcha ekvivalentlari

Präteritum shakli o‘tgan zamon harakatini bildirsa-da, uning semantik qamrovi turlicha aspektual holatlarni ifodalaydi. U quyidagi vaziyatlarda qo‘llanadi:

Davomiy yoki fon holatlarini ifodalash:

Er wohnte in Berlin. — U Berlin shahrida yashar edi.
Bu yerda *wohnte* chegaralanmagan jarayonni, yani protsessual vaziyatni bildiradi; o‘zbek tilida esa *–ar edi* protsessual vaziyatning davomiyligini ko‘rsatadi.

Takroriy yoki odatiy harakatlar:

Wir spielten oft im Garten. — Biz ko‘pincha bog‘da o‘ynardik.

Vaqt bilan chegaralangan jarayonlar:

Ich las, bis er kam. — U kelguncha men o‘qidim.

Demak, *Präteritum* atelik fe’llar (*wohnen, sitzen, denken*) bilan qo‘llanganda davomiylik va fonoviylikni, telik fe’llar (*kommen, finden, schreiben*) bilan esa yakunlanganlikni bildiradi. O‘zbek tilida bu ma’nolar mos ravishda *–ar edi*, *–ardi*, *–di* shakllari orqali beriladi.

Perfekt shaklining aspektual ma’nolari va o‘zbekcha muqobillari

Perfekt shakli o‘tgan harakatning natijasini hozirgi holat bilan bog‘lab ifodalaydi. U **natijaviylik** va **aktual o‘tganlik** ma’nolarini beradi.

Natijaviylik:

Er hat den Brief geschrieben. — U xatni yozib qo’ygan (bo’lgan).
O‘zbek tilidagi *–gan* yoki *–ib qo’ygan (bo’lgan)* shakli bu natijaviyikni ifodalaydi.

Aktual o‘tganlik:

Ich habe ihn gesehen. — Men uni ko‘rganman.
Bu shakl o‘zbek tilida *–ganman* yordamida, ya’ni shaxsiy tajribani bildiruvchi tarzda ifodalanadi.

Ba’zan *Perfekt* nemis tili og‘zaki nutqida *Präteritum* o‘rnida ishlatiladi:
Dann habe ich ihn angerufen. — Keyin men unga qo‘ng‘iroq qildim.
Bu holatda *–di* shakli hodisaning sodir bo‘lganligini bildiradi, natijaviylik esa kontekstdan anglashiladi.

Plusquamperfekt shakli va uning o‘zbek tilidagi ekvivalentlari

Plusquamperfekt boshqa o‘tgan harakatdan avval sodir bo‘lgan va natijasi allaqachon tugallangan voqeani bildiradi. U **yakunlanganlik** va **oldin sodir bo‘lgnlik** semantikasini birlashtiradi.

Misollar:

Er war gegangen, bevor Lisa kam. — Liza kelishidan oldin u ketgan edi.

Ich hatte das Buch gelesen, bevor der Lehrer fragte. — O‘qituvchi so‘rashidan oldin men kitobni o‘qib bo‘lgan edim.

O‘zbek tilida bu ma’no *–gan edi*, *–ib bo‘lgan edi* shakllari orqali ifodalanadi. Ular *perfektivlik* (natijaviylik) va *o‘tganlik* ma’nolarining birlashmasini bildiradi.

№	Nemischa shakl	Aspektual ma’no	O‘zbekcha ekvivalent	Izoh (semantik xususiyat)
1	Präteritum	Fonoviy, davomiy, o‘tgan jarayon	–ar edi, –ardi	Harakat yoki holatning davomiyligi, fon vazifasida
2	Perfekt	Natijaviylik, tajriba, aktual o‘tganlik	–gan, –ib qo’ymoq (bo’lmoq), –ganman	Tugallangan yoki hozirgi holat bilan bog‘langan harakat
3	Plusquamperfekt	Oldin sodir bo’lganlik va yakunlanganlik	–gan edi, –ib bo‘lgan edi	Bir o‘tgan harakatdan avval sodir bo‘lgan
4	Präteritum (telik fe’llar bilan)	Yakunlangan voqea, fakt	–di	Natijali o‘tgan harakat, bir martalik voqea

5	Perfekt (atelik fe’llar bilan)	Davomiy yoki tajribaviy holat	–ganman, –ib turgan	Hozirgi holat bilan bog‘liq jarayon yoki tajriba

Xulosa

1. Nemis tilida aspektual ma’nolar alohida “vid” kategoriyasi orqali emas, balki o‘tgan zamon shakllarining semantik ko‘lamida ifodalanadi.

2. O‘zbek tilida esa aspektual ma’nolar morfologik shakllar (*–di, –gan, –ar edi*) va analitik birikmalar (*–ib turmoq, –ib qo‘ymoq, -ib bo’lmoq*) orqali aniq belgilangan.

3. Tarjimada quyidagi funksional muvofiqliklar kuzatiladi:

Präteritum → *–di, –ar edi*

Perfekt → *–gan, –ib qo‘ygan (bo’lgan)*

Plusquamperfekt → *–gan edi, –ib bo‘lgan edi*

4. Aspektual talqin faqat fe’l shakliga emas, balki uning leksik (aksional) ma’nosiga, kontekstga va vaqt ko‘rsatkichlariga (*schon, noch, bis, seit*) ham bog‘liq.

5. Shunday qilib, nemis tili aspektual ma’noni **grammatik-semantik**, o‘zbek tili esa **morfologik va analitik** yo‘l bilan ifodalaydi.

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ILOVA KONSTRUKTSIYA MA’NO UZATISH VA AXBOROTNI BOSHQARISH VOSITASI SIFATIDA

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Annotatsiya. *Maqolada ilova konstruksiyalarining til tizimidagi kommunikativ va semantik o‘rni tahlil qilinadi. Ilovali elementlarning gapdagi funktsional yuklamasi, ularning ma’no uzatish va axborotni boshqarish vositasi sifatida tutgan o‘rni nemis tili materiallari asosida o‘rganiladi. Shuningdek, ularning sintaktik-struktur xususiyatlari hamda kommunikativ-pragmatik ahamiyati tahlil qilinib, ilmiy manbalar asosida asoslab beriladi.*

Kalit so‘zlar: *ilova konstruksiya, sintaktik aloqalar, ma’no uzatish, axborotni boshqarish, kommunikativ funksiya, pragmatika, aniqlovchi, izohlovchi.*

KIRISH.

Zamonaviy tilshunoslikda gapning ichki tuzilmasi, undagi komponentlarning sintaktik munosabatlari va axborot oqimini boshqaruvchi birliklar muhim tadqiqot obyekti bo‘lib kelmoqda. Shulardan biri – ilova konstruksiya, ya’ni ilovali elementlarning gapda qo‘shimcha axborot beruvchi, ma’noni kuchaytiruvchi va kommunikativ markazni shakllantiruvchi vosita sifatidagi rolidir.

Nemis tili sintaksisida ilova konstruksiyasi tilning struktur va kommunikativ darajasini birlashtiruvchi muhim birlik sifatida qaraladi. Ilova konstruksiyasi nafaqat grammatik tizimning ichki mexanizmlarini yoritadi, balki nutq jarayonida ma’no uzatish va informatsiyani boshqarish vositasi sifatida ham xizmat qiladi [Helbig & Buscha, 2001]. Ushbu konstruktsiyalar orqali so‘zlovchi fikrni aniqlashtiradi, tinglovchining e’tiborini kerakli nuqtaga yo‘naltiradi va matnning stilistik ohangini shakllantiradi.

Nemis tili grammatikasida ilova – bu ot yoki olmoshga bog‘lanib, uni aniqlovchi, izohlovchi yoki to‘ldiruvchi qo‘shimcha birlikdir. U sintaktik jihatdan mustaqil bo‘lmagan, lekin kommunikativ jihatdan faol komponent sifatida namoyon bo‘ladi. Ilova ot bilan appozitiv munosabatda bo‘ladi va ko‘pincha nuqta bilan ajratiladi [Duden Grammatik, 2016].

Ilova konstruksiya gapda asosiy fikrga qo‘shimcha ma’no yuklaydigan, biroq grammatik jihatdan mustaqil bo‘lak emas, balki mantiqiy va semantik jihatdan bog‘liq birlik hisoblanadi. M.P. Savsovaning ta’rificha, *ilova bu “tugallangan, biroq grammatik jihatdan to‘liq shakllanmagan, yangi fikrning semantik yadrosidir”* [Savtsova, 1956, 16-b.].

Bu jihatdan ilova gapdagi axborot oqimini tartibga soluvchi, asosiy ma’no va qo‘shimcha izoh o‘rtasidagi bog‘lanishni belgilovchi kommunikativ mexanizm sifatida namoyon bo‘ladi. Masalan, Ye.V. Guliga va M.D. Natansonlar fikricha, *“ilovali elementlar kommunikativ ma’no jihatidan eng muhim komponentlardir, chunki ular mantiqiy urg‘uga ega”* [Guliga & Natanson, 1966, 125-b.].

Ilova konstruksiya ko‘pincha aniqlovchi, to‘ldiruvchi yoki hol vazifasida keladi [Begmatov, 2017, 161–162-b.]. U gap tarkibida ma’lum bir sintaktik bo‘lak bilan semantik jihatdan bog‘lanib, unga qo‘shimcha izoh beradi. Bu izoh mantiqiy urg‘u yoki emotsional ta’sirni kuchaytirish orqali axborotning taqdim etilish tartibini boshqaradi.

Masalan, V.G. Admoni fikricha, *“ilovali elementlar bu qo‘shib yozish yoki qo‘shimcha qilish mahsulidir; ular sintaktik munosabatlarga tayanadi”* [Admoni, 1973, 74-b.]. Bu jihatdan ilovali birliklar matnda qo‘shimcha, lekin kommunikativ jihatdan markaziy ma’no tashuvchiga aylanadi.

Ye.V. Guliga va M.D. Natanson quyidagi misol orqali bosh bo‘laklarning ham ilova funksiyasida kelishini ko‘rsatadi [Guliga & Natanson, 1966, 183-b.]:

Da müssen wir die Wohnung räumen. Mutter und ich.

Bu misolda *Mutter und ich* – ilovali birlik bo‘lib, avvalgi gapdagi subyektni aniqroq ifodalash, ya’ni axborotni aniqlashtirish vazifasini bajaradi. Shunday qilib, ilova orqali muallif asosiy ma’noga qo‘shimcha semantik aniqlik kiritgan.

L.R. Zinder va T.V. Stroevalar ham shunga o‘xshash misolda ilova orqali mantiqiy urg‘u va ma’no taqsimotining o‘zgarishini ko‘rsatadilar [Zinder & Stroeva, 1957, 210-b.]:

Sie richtete auf dem Tisch drei Teller. Für sich, für den Kleinen und für den Gast.

Bu yerda *Für sich, für den Kleinen und für den Gast* — asosiy fikrni izohlaydigan, ya’ni “kim uchun” degan axborotni aniqlashtiruvchi ilovali qismdir. Shu orqali matndagi axborot oqimi muvofiqlashtiriladi, e’tibor markazi o‘zgaradi.

G.N. Eyxbaum esa sifatdoshlar va aniqlovchilar misolida ilovali birliklarning struktur xilma-xilligini ko‘rsatadi [Eyxbaum, 1974, 88-b.]:

Otto und Cäcilie sahen die Feuer an den Leuchttürmen und Kugelbalken aufleuchten. Rote, grüne, blassgelbe.

Bu yerda *rote, grüne, blassgelbe* sifatdoshlar *die Feuer* obyektini izohlab, uning belgisini kengaytiradi. Ilova bu holda tasvirni jonlantiruvchi, semantik to‘ldiruvchi vosita sifatida xizmat qilmoqda.

Ilova konstruksiya nafaqat grammatik qurilma, balki axborot oqimini tartibga soluvchi kommunikativ strategiyadir. Gapda ilova kiritish orqali muallif yoki so‘zlovchi o‘quvchi diqqatini kerakli komponentga qaratadi, shu orqali semantik markazni o‘zgartiradi. Shunday qilib, ilovali birliklar *axborotni boshqarish* vositasi sifatida nutqning mantiqiy va pragmatik tuzilishida muhim rol o‘ynaydi [Mamasoliyev, 2022, 155-b.].

Xulosa qilib aytganda, ilova konstruksiyalar til tizimida ikki tomonlama xususiyatga ega: ular bir tomondan sintaktik birliklar orasidagi bog‘lanishni kuchaytiradi, ikkinchi tomondan esa kommunikativ axborot oqimini tartibga soladi. Ular orqali muallif mantiqiy urg‘u beradi, ma’noni aniqlashtiradi va o‘quvchi e’tiborini boshqaradi. Shuning uchun ilova konstruksiyalarni o‘rganish nafaqat sintaksis, balki pragmatika va diskurs tahlili sohalari uchun ham muhimdir.

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PREDIKATIVLIK O‘RGANILISHIGA DOIR MULOHAZALAR

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KIRISH.

Predikativlik hodisasining lisoniy talqini jahon tilshunosligida muammoli bo‘lib keldi va bugungi kunda ham ana shu tarzda qolmoqda. Predikativlik muammosining jiddiy talqiniga bo‘lgan talab asosli. Tilshunoslik fani taraqqiyotining bugungi davrigacha predikativlik va kesimlilik, predikativlik va fe’l zamoni, predikativlik va modallik, predikativlik va til hamda nutq birliklari (so‘z, so‘z birikmasi, gap) o‘rtasidagi real munosabat masalasi izohtalab bo‘lib qolmoqda. Masala tavsifi jahon tilshunosligi uchun, shu jumladan, o‘zbek tilshunosligi uchun ham muhim ahamiyatga egadir.

Tilshunoslik fanining so‘nggi yutuqlaridan yana biri shunda ko‘rinadiki, unga ko‘ra lingvistika ikkiga, ya’ni til lingvistikasi va nutq lingvistikasiga ajratilib o‘rganila boshladi. Shunday bo‘lishi tabiiy edi, chunki, ko‘p yillar mobaynida nutq hodisalari til hodisalaridan farqlanmadi. Aniqrog’i, til bilan nutqni yaxlit bir hodisa deb tushunildi va natijada, til sistemasi qonun-qoidalari mukammal o‘rganildi-yu, nutq qonuniyatlari talqini kun tartibidan chetga chiqib qoldi. Ana shu bois, bugungi tilshunoslikning asosiy dolzarb masalalaridan biri til unsurlarining nutqda real qo‘llanilishini o‘rganishni taqozo etmoqda.

Ayni paytda asosiy e’tibor F.de Sossyur tomonidan ilmiy asoslab berilgan til va nutq dixotomiyasi [Соссюр,1971; 56-58] va bu bilan uzviy bog‘liq bo‘lgan qator muammolar tadqiqiga qaratilmoqda. Ana shu asosda umumiy tilshunoslik va ayrim xususiy tilshunosliklar doirasida ham ancha muhim ishlar qilindi. Bunga jahon tilshunosligida hozirgi paytda eng dolzarb masalalardan hisoblangan funksional sintaksis, semantik sintaksis, psixolingvistika, derivatologiya masalalarining mukammal o‘rganilayotganligi misol bo‘la oladi.

Predikativlik tushunchasi “predikat” termini bilan uzviy bog‘liq bo‘lib, u lotin tilida praedicatum – aytilgan (bayon etilgan) degan ma’noni taqozo etadi [Лингвистический энциклопедический словарь, 1990; 392]. Mazkur termin (predikat) dastlab mantiqiy tushuncha sifatida ishlatilib, bizga u Aristotel asarlaridan meros bo‘lib qolgan (hukmning subyekti va predikati).

Predikat tushunchasi keyinchalik tilshunoslik fanida ham gapning ma’lum bir bo‘lagi ma’nosida qo‘llanila boshlaydi va bugungi kunda ham ko‘pchilik g‘arb tillarida (ingliz, fransuz, ispan, italyan tillari) shunday mavqega egadir. Rus tilida esa, uning kalkalashtirilgan shakli “сказуемое” terminidan foydalanilmoqda. Boshqa tillarda ham uning shunga o‘xshash qisman kalkalashgan shakllari ishlatilayotganini ko‘ramiz: masalan, o‘zbek tilida “kesim”, tojik tilida “xabar”.

Predikativlik tushunchasi tilshunoslik fanida gapning funksional xususiyatini ko‘rsatuvchi sintaktik kategoriya sifatida talqin etilib, u orqali fikrning real voqelikka munosabati ifodalanishi ta’kidlanadi. Biroq, predikativlikning qaytarzda shakllanishi va uni vujudga keltiruvchi omillar xususida aytilgan fikrlar bir xil emas. An’anaviy tilshunoslikda gap nazariyasi mantiqiy hukmga asoslangan tarzda vujudga keldi va juda ko‘p hollarda gap bilan hukm tushunchalari bir-biri bilan qorishib, gapdagi ega va kesim mantiqiy subyekt va predikat tushunchalaridan keskin farq qilinmadi. Bunday holatni 1800-yillardayoq ba’zi tilshunoslar to‘g‘ri baholay bildilar va unga qarshi o‘z fikrlarini bayon etdilar. Masalan, rus tilshunoslari A.A.Potebnya, Qozon tilshunoslik maktabining asoschisi I.A. Boduen de Kurtene kabilarni ular jumlasiga kiritish mumkin.

V.V. Vinogradov predikativlik hodisasini gap mazmunining voqelikka munosabati deb talqin etadi va uning real ifodalanishi ohangdan tashqari shaxs, zamon singari grammatik karegoriyalar va modallik belgisi orqali ro‘y berishini alohida ta’kidlaydi [Виноградов, 1975; 266]. V.V. Vinogradov ta’limotida predikativlik faqat gapga xos bo‘lgan va u orqali voqe bo‘la oladigan hodisa tarzida izohlandi. Gapdan boshqa til birliklari bundan istisnodir.

Bizningcha, predikativlik hodisasini faqat gap mazmunining voqelikka munosabati tarzida tushunish uning faqat bir qirrasinigina tashkil etadi. Zero, mazkur hodisa tilning gapdan boshqa birliklari – so‘z va so‘z birikmalari doirasida ham voqe bo‘lishi mumkin (bu haqda keyingi sahifalarda ma’lumot keltiriladi).

Predikativlik hodisasining zamon bilan bog‘liqligi, zamonning esa predikativlik ifodalovchi omil ekanligi bilan qo‘shilish qiyin, chunki, predikativlik hodisasini til nuqtai nazaridan tushunganimizda ham zamon hech qanday ma’no kasb etmaydi. Boshqacha aytganda, predikativlik ro‘y berar ekan, fikrning hozirgi, kelasi yoki o‘tgan zamon shakllarining qaysi birida ifodalanishidan qat’iy nazar, u o‘zgarib qolmaydi. Biror zamon tushunchasiga aloqador bo‘lmagan ayrim gaplarda ham predikativlik mavjud bo‘laveradi. Hatto, predikativlikni kesimlilik deb tushunganimizda ham zamonning bunga aloqasi yo‘q. Bu masalaning bir tomoni bo‘lsa, uning ikkinchi tomonini ba’zi tillarda predikativlik ot bilan ifodalanishida ko‘ramiz (bu haqda keyingi sahifalarda so‘z yuritilad). Shu bois, zamon predikativlik kategoriyasining tarkibiy qismi bo‘lolmaydi.

Predikativlik hodisasining ifodalanishida modallik tushunchasining tutgan o‘rni va uning ahamiyati bilan to‘liq qo‘shilish mumkin. Modallik haqida gapirganida, Sh.Balli uni “gapning jonidir” deb ta’riflaydi va “go‘yo fikr singari u ham so‘zlovchining faol harakatlari natijasida vujudga keladi”, degan xulosalarga keladi [Балли, 1995; 44].

Sh. Balli to‘g‘ri ta’kidlaganidek, gapda modallik so‘zlovchi tomonidan shakllantiriladi. Ba’zi modal fe’llar hamda modal so‘zlarning yo‘rig’i boshqa. Ammo, bunday so‘zlar o‘z-o‘zicha modallik ifodalasa-da, predikativlik ifodalay olmaydi. Ular nutqda real qo‘llanilganda, voqelikka munosabat bildiradi va bir paytning o‘zida predikativlik ifodalanishida faollashadi. Lekin, bunda so‘zlovchining ishtiroki muhim ahamiyat kasb etadi. So‘zlovchi ekstralingvistik faktorlar jumlasiga kirsa-da, til unsurlarining nutqqa (paradigmatik qatordan sintagmatik qatorga) ko‘chirilishida ongli ravishda faoliyat ko‘rsatuvchi asosiy vositadir.

Modallikning predikativlik hodisasini vujudga keltiruvchi asosiy omillardan biri ekanligini T.I. Desheriyeva ta’kidlaydi: “Modallik (zamon, aspektuallik, zalog, son kabi til kategoriyalari bilan bir qatorda) predikativlikni vujudga keltiruvchi asosiy vositadir. Demak, u predikativlikning ajralmas bir qismi hisoblanadi” [Дешериева, 1987; 40]. Bundan tashqari, T.I. Desheriyeva predikativlik ifodalovchi vositalardan ohang xususida ham fikr bildiradi. Biroq, muallif ohangni gapning aktual bo‘laklarga ajralishi muammosi doirasida tahlil qiladi va predikativlik tushunchasini ham u bilan bog‘laydi. Bu esa, o‘z navbatida, predikativlik tushunchasining grammatik nuqtai nazaridan emas, balki, mantiqiy jihatdan talqin etilganligini ko‘rsatadi. Chunki, gapning aktual bo‘laklarga bo‘linishini mantiqiy urg‘usiz tasavvur etish mumkin emas.

Y.S. Stepanov modallik xususida gapirganida, uning har bir jumlada kuzatilishini va predikativlik (Y.S. Stepanovda predikatsiya – X.X.) belgisi ekanligini e’tirof etadi.

Y.S. Stepanov predikativlik hodisasining zamon bilan mutlaqo aloqasi yo‘qligini ta’kidlaydi va quyidagi xulosaga keladi: “Predikatsiya – zamon bilan bog‘liq bo‘lmagan munosabatlarni taqozo etuvchi hodisadir. Fe’l va uning zamon karegoriyasi kuzatilmaydigan gaplar ham mavjud bo‘la olar ekan, demak, predikatsiya fe’l va zamon tushunchalariga tobe emas” [Степанов, 1975; 134].

A.G. Rudnevning fikriga ko‘ra, predikativlik munosabati gapning bosh bo‘laklari o‘rtasida shakllanadi. Agar ega gapda u yoki bu xildagi sifatga ega bo‘lgan predmetni anglatsa, kesim ana shu predmetning real mazmunini ochib beradi. Shu bois, predikativlik mazmuni ifodasi kesimning chekiga tushadi.

A.G. Rudnev, yuqoridagilardan tashqari, ajratilgan bo‘lak ishtirok etayotgan gaplarda qo‘sh predikativlik mavjud bo‘lishini izohlaydi va bunga A.A. Shaxmatovning quyidagi misolini keltiradi: Михаил, кузнец, работает сегодня в поле.

N.S. Valgina predikativlik deganda, modallik va sintaktik zamon tushunchalaridan tashkil topgan grammatik kategoriyalar majmuasini tushunadi va quyidagi xulosaga keladi: “Demak, predikativlik – bu

xabarning voqelikka umumiy munosabatini ko‘rsatuvchi grammatik kategoriyadir. Mazkur umumiy munosabatning tarkibiy qismlari sintaktik zamon va modallik hisoblanadi” [Валгина, 1973; 14]. Bunda modallik va sintaktik zamon tushunchalari bir-biridan ajralmaydigan unsurlar ekanligi qat’iy ravishda ta’kidlanadi. Ularning munosabatisiz predikativlik ham bo‘lmasligi aytiladi.

N.S. Valgina predikativlik hodisasi quyidagi vositalar yordamida ifodalanishini alohida ta’kidlaydi: fe’lning mayl va zamon kategoriyalari, maxsus yuklamalar [Валгина, 1973; 15].

V.B. Kasevichning ilmiy tadqiqotlari bu sohada alohida ahamiyatga ega. U predikatni jumlaning mazmuni markazini tashkil etuvchi vosita deb biladi, subyektni esa predikat argumenti tarzida izohlaydi. Bundan tashqari, argument vazifasini obyekt ham o‘tashi ta’kidlanadi [Касевич, 1988; 61-64].

V.B. Kasevich predikativlik tushunchasining zamon tushunchasi bilan aloqasi yo‘qligini ko‘rsatadi va uni semantik nuqtai nazardan shunday izohlaydi: “Predikativlik – bu, tushunchani semantik nuqtai nazardan izohlaganimizda, predikatning o‘z argumenti bilan bo‘lgan munosabatidan boshqa narsa emas: qayerda propozitsiya bo‘lsa, u yerda predikativlik ham mavjuddir. Propozitsiya esa, o‘z navbatida, zamon tushunchasi bilan bog’liq emas” [Касевич, 1988; 69]. Bunda muallif propozitsiyani o‘z ichki mantiqiy (logik) strukturasi bilan yaxlitligicha olingan muhit (situatsiya) deb izohlaydi.

S.D. Katsnelson propozitsiyani har qanday jumlaning shakllanish asosi deb tushunadi. Uning to‘g‘ri ta’kidlashicha, propozitsiya elementar jumladan o‘zining mantiqiy jihatdan teng hisoblangan obyektlar o‘rtasidagi ma’lum bir holatni ifodalashi bilan farq qiladi.

Y.S. Kubryakova propozitsiyani jumlaning yadrosi deb ataydi va gapning denotati predmet emas, balki yaxlit bir situatsiya sanalishini ta’kidlaydi. Muallif gap til belgilarining o‘zaro predikativ munosabatga kirishuvini ta’minlaydigan qoidalar yig’indisidan iborat ekanligini ko‘rsatadi.

G‘. Abdurahmonov predikativlik hodisasining ifodalanishi gapning asosiy belgilaridan biri deb hisoblaydi. Bunda olim ko‘proq modallikka ahamiyat beradi va gap mazmunining borliqqa munosabati modallik orqali ifodalanishini ta’kidlaydi [Абдураҳмонов, 1996; 7-8].

Shuni ham aytish kerakki, G‘. Abdurahmonovning sintaktik ta’limotida predikativlik hodisasi alohida mavzu tarzida yoritilmagan. Ehtimol, shuning uchun uning muammoli tomonlari haqida keng ma’lumot berilmagan.

G‘ulomov, M. Asqarovalarning “Hozirgi o‘zbek adabiy tili” darsligida predikativlik hodisasi ancha mukammal va atroflicha yoritilgan. Uning ifodalanish usullari masalasiga ham bir muncha kengroq to‘xtalganligini kuzatamiz. Mualliflar predikativlik hodisasini gapning grammatik ma’nosi deb tavsiflaydilar va uning faqat gapga xos bo‘lgan grammatik kategoriya ekanligini aytadilar [Ғуломов, Асқарова, 1987; 37-39].

Mazkur ishda predikativlikni kesim ko‘rsatishi va shu bois predikativlik hodisasi modallik, zamon, shaxs va son kategoriyalari bilan bog‘liq ekanligi, ular orqali ifodalanishi ta’kidlanadi. Bundan tashqari, bu asarda predikativlik psixologik kategoriya ekanligi, kesimlilik esa grammatik kategoriya ekanligi izohlanadi [Ғуломов, Асқарова, 1987; 39]. Lekin, shunga qaramasdan, mualliflar predikativlik hodisasini ko‘proq kesimlilik tushunchasi doirasida, kesimga alohida ahamiyat qaratilgani holda izohlaydilar.

A. Nurmonov predikativlikni alohida sistema tarzida izohlab, uning tarkibiy qismlari shaxs (son), zamon, mayl, tasdiq-inkor ma’nolarini ifodalovchi formalar sanalishini ta’kidlaydi. Olimning fikriga ko‘ra, predikativlikni tashuvchi asosiy element kesimdir. Demak, predikativlikni kesimlilik deb tushunish mumkin. Turkiy tillar uchun ega gapning zaruriy unsuri emas, uning zaruriy unsuri kesim hisoblanadi. Shu bois turkiy tillarda predikativlik (kesimlik) kategoriyasidagi so‘z – forma va uni kengaytiruvchilar gap hisoblanadi [Нурмонов, 1988; 25-33].

Shunday qilib, tilshunoslik adabiyotlarida predikativ hodisasining turlicha izohlanganligini, bu sohada tilshunoslar fikrlarida yakdillik yo‘qligini ko‘ramiz. Bu esa, o‘z navbatida, mazkur masalaning tilshunoslik fani taraqqiyotining hozirgi davrida ham muammoli va izohtalab bo‘lib qolayotganidan dalolat beradi. Ammo so‘nggi yillarda o‘zbek tilshunosligida amalga oshirilgan ba’zi tadqiqotlarda bu borada ancha siljish ro‘y berayotganini kuzatamiz. Masalan, bu xususda aytilgan A.Numonov, N.Mahmudov, A.Axmedov va S.Solixo‘jayevalarning “O‘zbek tilining mazmuniy sintaksisi”da ilmiy asoslangan, xususan, o‘zbek tilshunosligi

uchun katta ahamiyatga ega bo‘lgan fikr va mulohazalar hamda keyingi davrlarda himoya qilingan nomzodlik dissertatsiyalari fikr isboti bo‘lishi mumkin.

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АНГЛИЙСКИЕ ФРАЗЕОЛОГИЧЕСКИЕ ЕДИНИЦЫ, УКАЗЫВАЮЩИЕ НА СЕМЕЙНЫЙ СТАТУС ХУДОЖЕСТВЕННЫХ ПЕРСОНАЖЕЙ

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Аннотация. *Данная статья посвящается анализу семантического значения английских фразеологических единиц, выражающих семейное положение человека, а также коннотативному и контекстуальному окружению, которое влияет на общее фразеологическое значение. Теоретическое содержание статьи подтверждается многочисленными примерами фразеологических единиц, выбранных из художественных текстов.*

Ключевые слова: *художественный контекст, фразеологическая единица, семантическое значение, персонаж, коннотация, семейное положение.*

Annotatsiya. *Mazkur maqola badiiy matnlarda qo‘llanilgan insonlarning oilaviy ahvolini ifodalovchi ingliz frazeologik birliklarning semantik ma’nosi, shuningdek, umumiy frazeologik ma’noga ta’sir qiluvchi konnotativ va kontekstual muhit tahliliga bag‘ishlangan. Maqolaning nazariy mazmuni ko‘plab frazeologik birliklar va badiiy asarlardan tanlab olingan parchalar bilan izohlangan.*

Kalit so‘zlar: *badiiy asar, frazeologik birlik, semantik ma’no, personaj, konnotatsiya, oilaviy ahvol.*

Abstract. *The present article is devoted to analysis of the semantic meaning of English phraseological units which reflect marital status of people as well as to connotative and contextual surrounding that influences on general phraseological meaning. Theoretical content of the article has been proved by numerous examples of phraseological units and extracts chosen from literary texts.*

Key words: *literary text, phraseological unit, semantic meaning, personage, connotation, marital status.*

ВВЕДЕНИЕ.

Художественный текст как явление сложное, становится объектом анализа не только традиционной стилистики, прагматики, культуры, философии, логики и т.д. Как справедливо отмечает Г.Г. Молчанова, «стилистика имеет неизмеримо большее поле охвата и значение, соответствуя учению о постоянно совершаемых сознанием человека когнитивных операций, содержащих суть совершаемой им речемыслительной деятельности» [2, с.65].

В художественных текстах англоязычной литературы прослеживается доминирующее положение мужчины в семье:

If he be a married man, <u>he is his wife’s head</u> (W. Shakespeare, “Measure for Measure”, p. 89).

Семейное положение имеет важное значение для женских персонажей. Значение «жениться», «выйти замуж» раскрывается в семантике ФЕ *alter one’s condition* [1, с.194]:

Although I am a widower … with two daughters, still I am not encumbered, my love. One of them, as you know, is married. The other, by her own desire, but with a view, I will confess – why not? – to my <u>altering my condition</u>, is about to leave her father’s house (Ch. Dickens, “Martin Chuzzlewit”, p. 229).

Фразеологизм *bachelor’s wife* – жена, существующая в воображении, мечта холостяка, а также пословица *Caesar’s wife must be above suspicion* – жена Цезаря выше подозрений, стали самыми популярными в англоязычной литературе.

Замужнюю женщину номинируют выражением *a woman of the world*:

Audrey: I do desire it with all my heart: and I hope it is no dishonest desire, to desire to be <u>a woman of</u>

the world? (W. Shakespeare, “As You Like It”, act V, sc. 3).

Значение «жениться на женщине с прошлым, узаконить любовные связи браком» в английской фразеологии передается оборотом *make an honest woman of somebody* [3, с.106]:

…my right honourable father nourished same thoughts of making an honest woman of Marie de Martigny… (W. Scott, St. Ronan’s Well”, p. 44).

Часто муж и жена живут, как кошка с собакой, вечно ссорясь, что фиксируется во фразеологизме *cat-and-dog life* – как кошка с собакой, вечные ссоры:

If he is unhappy with her… why doesn’t he leave her? She can be happy without him. It is so silly – this cat-and-dog existence (Th. Dreiser, “The Titan”, p. 213).

Как видно из отрывка, автор заменил компонент *life* «жизнь» на слово *existence* «существование».

Когда в семье рождается одаренный ребенок, его номинируют популярным выражением *infant phenomenon* (или *infant prodigy*) – чудо-ребенок, вундеркинд:

What boastful father in the fullness of his heart ever related such wonders of his infant prodigy as Kit never wearied of telling Barbara in the evening time, concerning little Jacob? (Ch. Dickens, “The Old Curiosity Shop”, p. 281).

Законнорожденного ребёнка номинирует ФЕ *(be) born in wedlock* – законнорождённый [1, с.1012]:

I forgave the fellow… his two heinous crimes, of having been born in wedlock, and inheriting my estate (W. Irving, “Tales of a Traveller”, The Booby Squire).

Дальнего родственника или родственницу номинирует выражение *cousin seven times removed* – дальний родственник, седьмая вода на киселе:

My granfather’s brother’s daughter … rabit it! I have forgot the degree; but this I know that he and I are cousins seven times removed (T. Smollett, “Roderick Random”, p. 167).

Значением «богатые женихи, богатые бездельники» обладает шекспировское выражение *curled darlings*:

So opposite to marriage that she shunn’d the wealthy curled darlings of our nation… (W. Shakespeare, “Othello”, act I, sc. 2).

Согласно традициям английского народа, в семье (доме) должен руководить мужчина. Однако, пословица *the gray (или grey) mare is the better horse* демонстрирует другую модель английской семьи: жена верховодит в доме [1, с.594]:

She hated that expression “The grey mare is the better horse”; it was vulgar, and she would never recognize its truth in her own case… (J. Galsworthy, “The Housewife”, p. 21).

В английской литературе встречается шутливое выражение *one’s worse half* – худшая половина, муж:

The preparations would serve to occupy our time, whilst our worse halves are out shooting (Fr. Marryat, “Under the Lilies and Roses”, p. 35).

Как видно из отрывка, выражение может употребляться во множественном числе.

Морганатический брак номинируется выражением *left-hand marriage*, т.к. по обычаю, жених, вступая в морганатический брак, подавал невесте левую руку вместо правой:

They contracted left-hand marriages after the princely fashion of those days (W. Thackeray, “The Four Georges”, p. 182).

Когда муж поселяется в доме у жены, уместно использовать оборот *hang one’s hat (in somebody’s house)* – надолго поселиться у кого-либо дома, жениться и поселиться у жены:

Eight hundred a year, and as nice a house as any gentleman could wish to hang up his hat in… (A. Trollope, “The Warden”, p. 171).

Ещё не родившийся ребенок, ребенок в утробе матери обозначается фразеологизмом *Jack in the low cellar*:

When his companions drank to the Hans in kelder or Jack in the low cellar,he could not help displaying

an extraordinary complacence of countenance (T. Smollett, “Peregrine Pickle”, p. 82).

Оборот *by (*или *on) the mother’s (*или *maternal) side* – по материнской стороне стал популярным в английской литературе:

To be sure I am distantly related to the Rochesters by the mother’s side… (Ch. Bronte, “Jane Eyre”, p. 101).

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МОДАЛЬНЫЕ ХАРАКТЕРИСТИКИ ХУДОЖЕСТВЕННОГО НАРРАТИВА

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Аннотация. *Модальность остаётся значимой областью лингвистических исследований и рассматривается как на уровне отдельного высказывания, так и на уровне целостного текста. В настоящей статье анализируются факторы, определяющие выбор модальных значений в составе художественного нарратива, а также их роль в формировании общей дискурсивной стратегии автора.*

Ключевые слова*: объективная модальность, субъективная модальность, лингвистика текста, дискурсивные стратегии, нарративный текст.*

ВВЕДЕНИЕ.

Модальность как лингвистическая категория на протяжении последних десятилетий неизменно остаётся в центре внимания исследователей. Начиная с работ середины XX века и по сей день многие лингвисты обращаются к проблематике модальности, что связано как с её ключевой ролью в организации высказывания, так и с её участием в передаче отношения говорящего к изображаемой действительности. На это указывают, в частности, современные ученые, такие как Ж. А. Якубов [2006] и М. М. Жураева [2017].

Изучение научной литературы показывает, что понимание модальности существенно эволюционировало: от узко грамматической трактовки к многоуровневой интерпретации, включающей синтаксический, текстовый и дискурсивный планы. Эту эволюцию можно представить в виде следующей цепочки:

модальность слова (грамматическая категория) → модальность предложения (синтаксическая категория) → модальность текста (категория текста) → модальность дискурса (дискурсивная категория).

На раннем этапе развития теории модальности её нередко отождествляли с глагольным наклонением, прежде всего с противопоставлением изъявительного и сослагательного (или условного) наклонений. В этом ключе модальность рассматривалась как набор грамматических форм, связанных с оценкой реальности/ирреальности сообщаемого. В дальнейших исследованиях круг грамматических средств, ассоциируемых с модальностью, расширяется: учитываются модальные глаголы, наречия, служебные слова и др. Указанные подходы, характерные для работ Л. С. Бархударова [2002], Р. А. Будагова [1966], а также Ph. Johnson-Laird [1978], J. O. Coates [2008], в значительной степени опираются на уровень предложения, где модальность трактуется как синтаксическая категория.

С развитием лингвистики текста модальность начинает осмысливаться значительно шире. В работах З. Я. Тураевой [1994] предлагается говорить о модальности текста как о текстовой категории, пронизывающей всё произведение и обеспечивающей его целостность. В дискурсивном подходе (Ахметова А. М. [2009], Павловская Н. Ю. [2016]) модальность получает когнитивный статус: она понимается как элемент ментальной модели мира, закреплённый в языковых формах. При этом особое внимание уделяется не просто перечислению модальных средств, а выявлению их участия в формировании дискурсивных структур, реализующих когнитивные и коммуникативные функции текста.

При анализе модальности, в том числе и применительно к художественному нарративу, принципиально важно учитывать не только то, **какими средствами** она выражается, но и **почему** автор выбирает те или иные модальные формы.

Материалом для настоящего исследования послужил фрагмент начальной части автобиографического романа Марселя Паньоля *La Gloire de mon père*, в котором автор-нарратор реконструирует основные пространственно-временные параметры изображаемого мира, сопоставляя сведения о себе и о своих предках. Уже в первых строках автор сообщает базовые факты, касающиеся собственного рождения: времени, места, социокультурного контекста, ср.:

Je suis né dans la ville d’Aubagne, sous le Garlaban, couronné de chèvres, au temps de derniers chevriers. (p. 11)

Историю семьи он начинает с упоминания отца, указывая его порядок рождения и социальный статус:

Mon père était le cinquième enfant d’un tailleur de pierres de Valréas, près d’Orange. (p. 11)

Оба приведённых факта — о собственном рождении и о положении отца в семье — воспринимаются автором как безусловно достоверные. Это отражается и в выборе временных форм: в первом случае используется **Passé composé** (*Je suis né*), во втором — **Imparfait de l’Indicatif** (*Mon père était*). Данные формы традиционно связывают с выражением объективной модальности, фиксирующей реальность и завершённость события.

Однако, переходя к более отдалённым временным планам и затрагивая вопрос о происхождении семьи, автор сталкивается с областью, где документальных подтверждений меньше, а элемент предположительности возрастает. В соответствующем фрагменте говорится:

La famille y était établie depuis plusieurs siècles. D’où venaient-ils? Sans doute d’Espagne où l’on trouve, dans les archives de la mairie, des Lespagnol, puis des Spagnol. (p. 12)

Здесь в центре внимания оказывается изменение модальной характеристики высказывания. С одной стороны, утверждается давнее присутствие семьи на данной территории (*était établie depuis plusieurs siècles*), с другой — происхождение рода маркируется как лишь вероятное (*Sans doute d’Espagne*). Частица *sans doute* формально может восприниматься как выражение высокой степени уверенности, однако в данном контексте она служит маркером неполной достоверности. Отсутствие прямых и непротиворечивых источников заставляет автора опираться на косвенные свидетельства (архивные записи о *Lespagnol / Spagnol*), что и проявляется в модальном статусе высказывания.

Когда же нарратор обращается к фактам, в истинности которых он убеждён и которые воспринимаются им как общеизвестные, модальный регистр вновь меняется. Описывая традиционные занятия предков, автор подчёркивает их культурную и историческую обусловленность:

De plus, ils étaient armuriers de père en fils, et dans les épées les plus célèbres, celles de Tolède, on retrouve des armuriers français qui gravent sur les lames des fleurs de lys à côté des initiales de Charles Quint ou d’Isabelle-la-Catholique: occupation, comme chacun sait, noblement espagnole. (p. 12)

Здесь выражение *comme chacun sait* функционирует как показатель большей степени уверенности и апелляции к коллективному знанию. Оно выполняет роль модального маркера, аналогично *sans doute*, но с противоположной направленностью: если *sans doute* фиксирует неполную достоверность, то *comme chacun sait* усиливает уверенность, подключая к индивидуальному опыту автора «знание всех».

В тех случаях, когда в распоряжении автора находится достаточно надёжная информация, соответствующая внешней реальности, это напрямую отражается на модальных характеристиках высказывания. Так, описывая смену рода занятий предков, Паньоль утверждает:

… c’est alors que mes aïeux se firent artificiers, c’est-à-dire qu’ils fabriquèrent de la poudre, des cartouches et des fusées. (p. 12)

Данный фрагмент представляет собой пример высказывания с ярко выраженной объективной модальностью: здесь нет вводных слов, маркирующих сомнение или предположение; повествовательная перспектива сохраняет уверенный, повествовательный характер.

В то же время важной представляется последовательность, в которой автор сочетает высказывания с разным модальным статусом. Так, в следующем фрагменте он рассказывает о драматическом эпизоде в семейной истории:

L’un d’eux, un arrière-grand-oncle, jaillit un jour de sa boutique à demi dévastée, affolé, hurlant au secours, et ses amis le trouvèrent en lambeaux sur un mûrier, dans un jardin voisin. Ce fut le premier et le dernier des artificiers: ses descendants devinrent «cartonniers», ce qu’ils font encore aujourd’hui. (p. 12)

Здесь на первый план выходит причинно-следственная связь между трагическим событием и последующей сменой рода деятельности (*ce fut le premier et le dernier des artificiers… ses descendants devinrent «cartonniers»*). Однако, когда речь заходит о мотивации этого перехода, автор вновь обращается к модальному снижению:

C’est peut-être à cause de cet accident spectaculaire qu’ils cessèrent de faire exploser les autres, pour se borner ensuite à emballer leurs marchandises dans des petits cartons. (p. 12)

Выражение *C’est peut-être à cause de cet accident spectaculaire* обозначает предположительный характер причинно-следственной связи. Нарратор не располагает абсолютной уверенностью, что именно этот эпизод стал решающим фактором смены профессии, и прямо фиксирует такой статус интерпретации. Несмотря на логичность и внутреннюю мотивированность объяснения, оно остаётся лишь гипотезой, что и отражается в используемых языковых средствах.

Совершенно иная модальная ситуация возникает, когда Паньоль обращается к биографии конкретных родственников, чья жизнь и выбор профессии ему известны гораздо лучше. Так, описывая профессиональный путь деда, автор пишет:

Cependant mon grand-père, qui n’était pas «monsieur l’aîné», émigra en Provence, où il devint tailleur de pierres lui aussi, en dépit de son génie pour la géographie et les langues qui lui fit parcourir toute l’Europe en chemin de fer, en diligence et à pied, et finit par s’établir à Valréas, puis à Marseille. (p. 13)

Здесь модальной неопределённости практически нет: повествование строится в режиме уверенного пересказа событий, подтверждённого опытом семьи и различными источниками.

Проведённый анализ позволяет сформулировать ряд заключений, в частности - модальность нарратива в художественном тексте проявляется не только через отдельные грамматические формы, но и через систему модальных переключений, обслуживающих авторскую интерпретацию прошлого. Эти переключения образуют важный компонент дискурсивной организации текста и могут рассматриваться как один из ключевых факторов формирования индивидуального авторского стиля.

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INGLIZ TILIDAGI AYRIM FRAZEOLOGIK BIRLIKLAR ETIMOLOGIYASIGA DOIR MULOHAZALAR

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Annotatsiya. *Ushbu maqolada ingliz tilidagi ayrim frazeologik birliklarning etimologiyasiga oid mulohazalar bayon etiladi. Frazeologik birliklarning semantik, stilistik va funksional xususiyatlari tilshunoslar tomonidan keng o‘rganilgan bo‘lsa-da, ularning kelib chiqish manbalari har doim ham tadqiqot ob’ekti bo‘lmagan. Shu bois maqolada ingliz tilida keng qo‘llaniladigan ba’zi frazeologik birliklarning tarixiy shakllanish jarayoni va etimologik ildizlariga e’tibor qaratiladi.*

Kalit so’zlar: *frazeologik birlik, etimologiya, tarixiy manbalar, semantika, til tarixi.*

Abstract. *This article presents observations on the etymology of several English phraseological units. Although the semantic and stylistic features of phraseological units have been widely studied by linguists, their etymology has not always been the focus of research. Therefore, the article highlights the historical origins and development of some frequently used phraseological units in the English language.*

Keywords: *phraseological unit, etymology, historical sources, semantics, linguistic development.*

KIRISH.

Tilshunoslikda frazeologiya tilning beqiyos boyliklarini, cheksiz imkoniyatlarini hamda tilning o’ziga xos tarixiy-taraqqiyot bosqichlarini aks ettiruvchi leksik qatlam sifatida namoyon bo’ladi. Ayni paytgacha bu boy xazinaning badiiy tili, uslubiy va leksik hamda semantik xususiyatlarini o’rganish borasida muayyan natijalarga erishilgan. Biroq, aksariyat tadqiqotlarda so’z san’atining go’zal namunasi hisoblangan frazeologik birliklar tilshunoslar oldida o’zining barcha imkoniyatlarini namoyon etgan deb bo’lmaydi. Xususan, ular tilning leksik qatlamida muhim o’rin egallar ekan, demak, frazeologiya tilning badiiy vositasi sifatida ham muhim tarixiy ahamiyat kasb etadi. Shunday ekan, ularning kelib chiqish tarixini, ya’ni etimologiyasini ilmiy va ishonchli manbalar asosida mukammal o’rganish muhim ahamiyatga ega ekanligi izoh talab qilmaydi. Shu bois biz ham ushbu maqolada ayrim inglizcha frazeologik birliklarning kelib chiqish tarixiga bir qadar nazar tashlamoqchimiz.

Ingliz tilida ba’zi so’z va iboralar mavjudki, ular tilda o’z-o’zidan paydo bo’lmagan, ularning paydo bo’lishiga ba’zi tarixiy voqea, odat, an’analar va ayrim mashxur yozuvchi hamda arboblar sabab bo’lganligini guvohi bo’lishimiz mumkin. Bunday iboralarga ko’plab misollar keltirishimiz mumkin. Ularning ayrimlariga batafsil to’xtalib o’tmoqchimiz.

Masalan, *to let the cat out of the bag – (mushukni qopdan chiqishiga yo’l qo’ymoq) – sirni fosh qilib qo’ymoq* iborasining kelib chiqish tarixiga e’tibor qaratsak, qadimda Angliyadagi bozorlarda cho’chqa bolasi sotilgan, xaridor o’z xaridini xavfsizlikda olib ketishi uchun cho’chqani biror sumkaga yoki qopga joylash odat tusiga kirgan. Lekin, keyinchalik ba’zi hiylakor sotuvchilar paydo bo’ladi, ya’ni cho’chqa bolasi o’rniga mushuk bolasini solib qo’yishadi. Ular yarmarkalarga qoplarini bog’liq holda olib kelishadi. Befarq xaridor “qopdagi cho’chqa” bilan uyiga qaytadi, lekin ehtiyotkori esa sotuvchiga qopni ochishni va cho’chqani tekshirishni talab qiladi. O’shanda u *“mushukni qopdan chiqaradi, ya’ni, sirni fosh qilib qo’yadi*” va natijada “*let the cat out of the bag”* iborasi paydo bo’ladi.

Shunday iboralar ham mavjudki, ularning paydo bo’lishi ba’zi tarixiy voqealar bilan bog’liq. Masalan, *to cook one’s own goose – (o’z g’ozini o’zi pishirmoq) – o’zi qazigan chuqurga o’zi tushmoq* iborasining paydo bo’lishiga quyidagi tarixiy voqea sabab bo’lgan.

Shvetsiya qirollaridan biri Erik bir shaharga bir necha sonli askarlari bilan hamrohlikda yetib boradi.

Shahar aholisi qirolning bunchalik kam sonli qo’shini bilan hujum qila olmasligiga ko’zlari yetib, qirolni masxara qilish uchun unga qarata o’q uzishmoqchidek, dorga bir g’ozni osib qo’yishadi. Biroq qirolning tijorat maqsadida kelganligini aniqlashgach, elchilarni yuborishadi. Elchilarga qarata qirolning javobi esa “*cook your goose*”, y’ani *“g’ozingni pishirib yeng*” bo’ladi. Ushbu voqea *to cook one’s own goose – (o’z g’ozini o’zi pishirmoq) – o’zi qazigan chuqurga o’zi tushmoq* iborasining paydo bo’lishiga asos bo’lgan.

Yoki yana bir misolga, “*walls have ears – devorning ham qulog’i bor”* iborasining paydo bo’lish tarixiga e’tibor qilaylik. Ibora Fransiya qirolichasi Katerin de Medichi saroyidagi maxfiy arxitektura bilan bog‘liq. Luvr saroyida bir nechta xonalar shunday qurilganki, bir xonadagi suhbat boshqa xonada ham eshitilib turgan. Qirolicha shu yo‘l bilan saroydagi siyosiy guruhlarni nazorat qilib borgan.

Ingliz tilidagi ko’pchilik iboralar Yunon afsonalariga asoslangandir. Masalan, *to applaud to the echo – aks-sado beradigan darajada olqishlamoq* iborasi shular jumlasidandir. Yunon afsonalariga ko’ra, nimfalardan biri Exo sevgilisi Narsisdan rad javobini olgach, to ovozi yo’qolguncha betob bo’ladi (*pined away until only her voice was left*) va yuqoridagi iboraning paydo bo’lishiga sabab bo’ladi.

Bundan tashqari, ayrim iboralar boshqa millat yoki din vakillari bilan ham bog’liqdir. Jumladan, *“Forbidden fruit is sweet” – “Taqiqlangan meva shirin bo’ladi”* iborasi Ibtido kitobidagi Odam Ato va Momo Havo haqidagi Injil hikoyasidan kelib chiqqan bo'lib, unda Xudo ularga bilim daraxtidan yeyishni taqiqlagan. Bu ibora insonning erishib bo'lmaydigan yoki taqiqlangan narsani orzu qilishga moyilligini aks ettiradi, bu esa uni odatdagidan ko'ra jozibaliroq va unga intilish kuchliroq ekanligini bildiradi. Bu harakat ularning jannat bog'idan quvib chiqarilishiga olib keldi va taqiqlangan istaklarga berilish qanday oqibatlarga olib kelishi mumkinligini ko'rsatadi. Unga borib taqaluvchi mazmun “taqiqlangan narsa ko‘proq jozibador bo‘ladi” degan ma’noda frazeologizmlashgan.

Barcha hukumatlarga xos bo’lgan qog’ozbozlik illati ingliz tilida *“red tape”*- “*qog’ozbozlik, byurokratiya”* iborasi bilan ifodalanadi. Ushbu frazeologik birlik etimologiyasi o’rganilganda ayrim manbalarda ushbu ibora Charlz Dikkens tomonidan ilk bora qo’llanilganligini, qoidalar va yozishmalarga qat'iy va so'zsiz rioya qilishni tasvirlash uchun ishlatgan deb hisoblanadi, ammo shotland yozuvchisi, tarixchi va faylasuf Tomas Karleyl ushbu atamadan ancha vaqt oldin nafratlanganligi va byurokratiya deb nom berganligi ham bor ma’lumot. Ushbu iboraning kelib chiqishi, shubhasiz, hukumat amaldorlari va advokatlar har doim o'z hujjatlarini *qizil tasma* bilan bog'lab qo'yishlari bilan ifodalanadi.

“Don’t count your chickens before they are hatched” (Jo’jalaringizni ochilmasdan burun sanamang) – “Jo’jani kuzda sanaymiz” iborasi tarixi qadimgi grek faylasufi Ezopning rivoyatiga asoslanishi ta’kidlanadi. Bozorchi ayolning tuxumlarini sotib puliga g’oz va undan topgan foydaga sigir va hakozo va hakozolarga erishishini xayol surib ketayotganda tuxum to’la savatni tushirib qo’yib barcha xayollari puchga chiqganligi, ya’ni, biror narsaga erishmasdan turib shoshilinch xulosa qilmaslikni bildiradi.

Insonlar har qanday shaxsga ham mehmondo’st munosabatda bo’lmaydi. Siz aziz deb bilgan yoki kutilgan mehmonga iliq munosabat bildirib, mazzali taomlar bilan siylasangiz, kutilmagan yoki yoqtirmagan shaxs tashrif buyurganda *“to give smb cold shoulder (biror kishiga sovuq yelka tutmoq) – sovuq kutib olmoq”* iborasi qo’llaniladi. Ushbu ibora, siz yoqtirmagan mehmonga qolgan ovqat yoki sovub qolgan taomni tortiq qilish bilan izohlanadi, bu esa mezbonning ushbu shaxsga salbiy munosabatini ifodalashga ishora bo’lib xizmat qiladi.

Turli kasb egalarining qobiliyatini ifodalashga xizmat qiladigan *“to know the ropes” – “ipidan-ignasigacha bilmoq”* iborasi kelib chiqishiga ko’ra kemalarda ishlaydigan qobiliyatli dengizchilarga xos atama bo’lgan. Chunki u kemadagi har bir arqonni bilmasa ustamon va qobiliyatli dengizchi bo’la olmagan. Hozir esa ushbu ibora har qanday kasbning barcha ikir-chikirini bilgan mutaxassisga nisbatan qo‘llanadi.

Hozirgi paytda barcha millatlar uchun tushunarli bo’lgan hamda qo’llanilayotgan OK atamasi ham o’ziga xos etimologik tarixga ega.

Qo'shma Shtatlardan kelib chiqqan lakonik atama bo'lib, "hamma narsa joyida" degan ma'noni anglatadi. Uning kelib chiqishi borasida turli talqinlar mavjud. Odatda, bu atama dastlab Qo'shma Shtatlarning yettinchi prezidenti Endryu Jekson tomonidan "All correct" so'zining qisqartmasi sifatida ishlatilgan deb ishoniladi, bu

so'zni, iborada aytilganidek, u "Orl Kerrect" shaklida talaffuz qilgan deb yozilgan. Boshqa bir talqinda bu ibora, shunga o'xshash ma'noda, ismi va joylashuvi ko'rsatilmagan savodsiz irlandiyalikka tegishli deb ko’rsatiladi. Uchinchi bir talqinda esa bu atama "Old Keokuk" nomli hindular boshlig'iga tegishli bo'lib, barcha hujjatlarni "O.K." bosh harflari bilan imzolagani aytiladi.

Frazeologik birliklarning etimologiyasini o‘rganish til tarixini, xalqlarning madaniy qarashlarini, turmush tarzini hamda ma’naviy merosini anglashda muhim ahamiyatga ega. Frazeologizmlar ko‘pincha tarixiy voqealar, afsonalar, diniy manbalar yoki an’anaviy amaliyotlar bilan bog‘langan bo‘lib, ularni chuqur o‘rganish tarjimashunoslik, lingvomadaniyatshunoslik kabi sohalarda ilmiy-amaliy tadqiqotlar olib borishga keng yo’l achadi. Bundan tashqari, frazeologik birliklarning yaratilishadagi tarixiy asoslar mavjudligini ilmiy tarzda ishlab chiqish ularga xos etimologik tavsiflarni umumlashtirishga, qolaversa, tilni amaliy jihatdan o’qitish jarayonida yoki badiiy asarlar tilini o’qib tushunish hamda ularni tarjima qilishda ham muhim ahamiyat kasb etadi.

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ILMIY MATNLARDA AXBOROT UZATISHDA KO‘RSATISH HOLATLARINING ISHTIROKIGA DOIR

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Annotatsiya*: Mazkur maqolada ilmiy matnlarda axborot uzatishda aynan ko‘rsatish holatlarining ifodalanishi, pragmatik mazmun-mohiyati, muallif hamda o‘quvchi o‘rtasidagi ilmiy kommunikatsiyaning jarayonlashuvi, axborot uzatishda deyktik so‘zlarning vazifalari, ko‘rsatishning pragmatik maqsadlari haqida fikrlar o‘rin olgan.*

Kalit so‘zlar*: ilmiy matn, ko‘rsatish, pragmatika, axborot, muallif, deyktik.*

KIRISH.

Ingliz ilmiy-texnik matnlarida ham o'zbek ilmiy matnlarida ham nutqning shaxs-subyektini eksplitsit belgilash bilan bir qatorda, implitsit ko'rsatish misollari ham ko'p uchrab turadi. Mashhur tilshunos olim Sh.Balli “…ilmiy til faqat katta shartlar bilangina tafakkurning alohida ahamiyatga ega bo'lgan obyektiv, shaxssiz faoliyatining in'ikosi sifatida tadqiq qilinishi mumkin…” deya ta'kidlagan (Balli, 1961:114).

Shu jihatdan olganda har qanday matnga (shu jumladan, ilmiy matnga ham) muallif munosabati xosdir, chunki u borliqning har bir inson tomonidan subyektiv anglash natijasidir. Shu o'rinda so'zlovchining nutq predmetiga munosabati faqat eksplitsit shakllar bilangina ifodalanib qolmasdan, balki subyektni boshqa vositalar yordamida implitsit ko'rsatish imkoniyati ham mavjud. Bunday holatda nutq subyekti bevosita ko'rsatilmasdan, bayon adresatni muallif maqsadini tushunishga qaratadi. Muallif ushbu jarayondagi ifodalanayotgan axborotga shu yo'sindagi munosabati orqali jarayon ichida ishtirok etgan ayrim sintaktik iboralar, modal va baholash ma'nosidagi so'zlar yordamida aniqlashtiriladi. V.E. Chernyavskaya ilmiy matnning kompozitsion-pragmatik segmentlarining quyidagi turlarini belgilaydi: tadqiqot mavzusi/predmetining xususiyatlari; masalaning tarixi; tadqiqot maqsadi va vazifalarini belgilash, muammoni shakllantirish, gipotezalarni ilgari surish; dalil; eksperiment tavsifi; xulosalar; ilmiy prognoz (Chernyavskaya, 2007:69-71). Ilmiy matnning mazmuni verballashgan bilim hisoblanadi. V.G. Admonining tasnifiga ko'ra, nutqiy kommunikatsiyaning turli aspektlarini aniqlashga asoslangan ilmiy matn utilitar matnlarga tegishli bo'lib, u quyidagi spetsifik xususiyatlarga ega: u tabiat haqidagi inson bilimlarini taqdim etadi, buni fanga turli darajada singdirish bilan amalga oshiradi, tegishli fanga muvofiq ishlab chiqilgan kodlardan foydalanadi. Funktsional parametrlari bo'yicha u odamlar o'rtasida axborot almashish vositasi bo'lib xizmat qiladi (Filippov, 2007:119).

Ilmiy matn tarkibida nutq muallifi va adresatini implitsit ko'rsatadigan vositalar tarkibiga muallifning o'quvchini harakatga bilvosita undashini kiritish mumkin (Zvereva, 1985:217). Ma'lumki, tinglovchini biror bir harakatga undovchi buyruq gaplar axborotni uzatuvchi va qabul qiluvchining mavjud bo'lishini taqozo etadi. Ammo ilmiy muloqotda buyruq mazmunidagi axborot uzatilayotganda ish-harakat bajaruvchining shaxsi emas, balki faoliyatning o'zi yoki ilmiy-tadqiqot ishida diqqat markazida turadigan ushbu faoliyat natijalari ta'kidlanadi. Ilmiy-texnik matnda bilvosita buyruqni ifodalash uchun hohish-istakni bildirgan ot, fe'l yoki sifat (*demand, requirement, propose, recommend, suggest, necessary, desirable, etc*...) bilan bog'lanadigan ergash gaplar qo'llaniladi. O'zbek ilmiy matnlarida ham mazkur holat orqali o'quvchiga biror bir tavsiya, taklif ma'nolarini (*mumkin, shart, kerak, tavsiya etiladi, zarur, talab etiladi,* ...) kabi so'zlar bilan ifodalanishi mumkin.

It is recommended that an accelerator be used to measure vibrational levels…
(The Astrophysical Journal. -P.785)

It is therefore highly desirable that large-scale quantum-mechanical calculations…be performed… (The Astrophysical Journal. -P.91)

Ushbu usul uchta asosiy funktsiyani amalga oshiradi: taglikning tayanch elementlari, saqlash devorlari va filtratsiyaga qarshi himoya qatlamlari. Taglikning tayanch elementlari va saqlash devorlari albatta armaturalanishi shart. (Ilmiy-texnik konferensiya materiallari to'plami. -B.28)

Bunda ushbu armatura sterjnini to'g'ridan-to'g'ri plita ustiga qo'ymasdan, beton qorishmasi bilan o'ralishiga va ikki tomonidan himoya qatlami bo'lishiga *ahamiyat berish kerak*. (Ilmiy-texnik konferensiya materiallari to'plami, -B.38)

Ushbu turdagi sintaktik qurilmalar ilmiy matnlarda ko'p miqdorda uchraydi, chunki ular ilmiy matnlarda axborotning umumlashgan va egasiz ma'lum qilinishi xususiyatiga mos keladi. Bundan tashqari, matnning pragmatik mazmuni so'roq gaplarda ham o'z ifodasini topadi (Nistratova, 1985:94). So'roq gaplarning buyruq gaplarga yaqinligi shundan iboratki, ikkala turdagi gaplar ham “tinglovchini javob berishga bevosita undaydi” (Smirnitskiy, 1957:258). So'roq gaplar axborotni talab qilib, o'quvchi javobining zarurligini taqozo etadi (Xaynazarova, 1999:11). Semantik tavsif sintaktik tushuncha sifatida qaraladigan so'roq gapni ma'lum turdagi axborotni talab qilayotgan so'roq nutqiy faoliyatidan farqlash ehtiyojini tug'diradi (Paducheva, 1985:233). So'roq gapning ilmiy matnlarda qo'llanishi ilmiy uslub xususiyatidan kelib chiqadigan ba'zi bir jihatlari bilan farqlanadi. Ilmiy muloqotda so'roq, odatda, dialogik muloqot maqsadida emas, balki material bayonining ifodaliligini oshirish, o'quvchiga ta'sirini kuchaytirish va uning diqqatini muallif fikriga jalb qilish uchun xizmat qiladi. So'roq gaplar matn tarkibida o'quvchi diqqatini faollashtirish, ma'lum qilinayotgan mavzu haqida o'ylashga undovchi mediativ, munozaraga tortuvchi polimek, matnda gap oldindan nima haqida borishini xabar qiluvchi ogohlantirish, muallifning axborotga xususiy munosabatini ko'rsatuvchi modus funktsiyalarini bajaradi (Hakimov, 1993:10-11). Ham ingliz ham o'zbek tilidagi ilmiy matnlarda so'roqning mazmuni, odatda muammoning qo'yilishiga, tadqiqot qismlarini aniqlashga daxldor bo'lib, bunda muallif o'quvchi e'tiborini faktik material tavsifiga tortishga harakat qiladi:

If, in fact, streaming instability is necessary for the pulsar radiation mechanism-whether by coherent curvature or a plasma-type process will this constrain the conventional pulsar model? (The Astrophysical Journal. -P.261)

Zilzila kuchi poydevor va yuk ko'taruvchi konstruktsiyalar orqali uzatilib, binolarning yangi yoki eskiligidan qat'iy nazar ko'plab shikastlanish va yemirilishlarga asos bo'ladi. Ayniqsa, eski me'yoriy qoidalar va davr talablari asosida qurilgan binolar zilzila va favquloddagi vaziyatlarda xavfli ob'ektlarga aylanib qolmaganmi? Xususan, g'ishtdan tiklangan binolar zilzilabardoshligi ta'minlanganmi? (Ilmiy-texnik konferensiya materiallari to'plami. -B.385)

Ko'pincha bilvosita so'roqlar ilmiy bayonning yozma uslubiga eng qulay mos tushadigan ko'rinishda uchraydi:

The question now is what information this would give us about the mass distribution. (The Astrophysical Journal. - P.52)

.....faol bo'lgan o'quvchi tekislik silliqmi yoki g'adir-budurmi, jism yuqoridan pastga yoki pastdan yuqoriga xarakatlanadimi kabi savollar bilan masalani yanada aniqlashtiradi..... (Ilmiy-texnik konferensiya materiallari to'plami. -B.125)

Muallif o'z fikrini bevosita yoki bilvosita so'roq tarzida ifodalash bilan o'quvchini bildirilayotgan axborotni tahlil qilishga, ushbu mulohaza jarayonida bor bilim va tajribasidan foydalanishga undaydi. Bu o'z navbatida qabul qilingan axborotni o'quvchining umumiy bilim majmuasining ma'lum qismiga aylanishiga imkon yaratadi.

Shunday qilib, yuqoridagi ta'kidlab o'tilgan mulohazalar nutq shaxsiga ishora bilvosita amalga oshishiga imkon yaratadi. Bunday matnlarda birinchi o'ringa ish-harakatni bajaruvchisi emas, balki kutilayotgan harakatning o'zi ildamlaydi. Ilmiy matn jarayonida o'quvchiga murojaat qilishning ushbu usulidan keng foydalaniladi, chunki u so'zlovchi va tinglovchini ilmiy uslub xususiyatiga mos tushadigan “matn ortida” ko'rsatishning pragmatik maqsadiga erishishni ta'minlaydi.

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THE PRAGMATIC FEATURES OF ENGLISH PROVERBS EXPRESSING POLITENESS

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Annotation. *This article examines the pragmatic features of English proverbs that express politeness and speech etiquette. In the framework of linguistic pragmatics, proverbs serve not only as fixed verbal units but also as communicative strategies that regulate interpersonal relations, mitigate speech acts, soften criticism and convey ethical norms. Using descriptive, contextual and discourse-pragmatic methods, the study explores how politeness-related proverbs function in real communication and how they reflect key Anglo-Saxon cultural values such as indirectness, self-restraint, respect for autonomy and conflict avoidance. The results show that English politeness proverbs perform multiple functions including face-saving, indirect advising, positive and negative politeness strategies and the mitigation of conversational tension. The findings reveal that such proverbs play a significant role in shaping communicative behavior and cultural expectations.*

Keywords (English): *proverb, politeness, pragmatics, speech etiquette, discourse, communicative strategy.*

INTRODUCTION.

Proverbs are among the most stable and culturally meaningful elements of any language. They transmit traditional wisdom, moral norms and models of socially accepted behavior. In English-speaking societies, proverbs carry important pragmatic functions because they often regulate how individuals interact, instruct on appropriate behavior and express politeness in indirect, socially acceptable ways. Much of English politeness is based on respect for personal boundaries, avoidance of open confrontation and moderation of emotional expression. Proverbs contribute to these communicative values because they encode shared cultural expectations in a concise and memorable form.

The pragmatic nature of proverbs has been explored in various linguistic studies, though the specific category of politeness proverbs has attracted relatively little focused attention. Brown and Levinson's theory of politeness highlights the importance of face protection, which proverbs often achieve by offering indirect advice, softening criticism or mitigating commands. Rather than openly correcting someone's behavior, English speakers frequently employ moral sayings such as "Kind words cost nothing" or "Least said, soonest mended," allowing them to express evaluations without threatening social harmony.

The purpose of this study is to analyze how English proverbs function pragmatically as tools of politeness. The study aims to describe their communicative strategies, semantic patterns and cultural significance within the IMRaD research structure.

METHODS

The study relies on descriptive, contextual, comparative and pragmatic-discourse analytical approaches. A corpus of 120 English proverbs relating to politeness and speech etiquette was collected from dictionaries, literary sources and modern conversational corpora such as COCA and BNC. From these, 40 representative proverbs were selected based on frequency of use, thematic relevance and cultural significance.

The analytical approach involved identifying speech acts and politeness strategies used in the proverbs, examining their contextual use in authentic discourse and interpreting their cultural meaning. The research

draws on the theoretical frameworks of Brown and Levinson's politeness theory, Leech's politeness maxims, Grice's cooperative principle and major paremiological studies.

This combination of methods allowed for the examination of both linguistic structure and pragmatic function, providing a holistic understanding of English politeness proverbs.

RESULTS

The study identified several pragmatic functions of English politeness proverbs. One of the primary functions is face-saving. Many proverbs provide indirect criticism or advice, allowing the speaker to avoid open confrontation. For example, "Silence is golden" gently suggests restraint in speaking without directly commanding someone to be quiet. "Least said, soonest mended" promotes calmness and reduces the likelihood of conflict escalation. These proverbs help maintain respect and social harmony.

Another significant function is indirect advice. Proverbs such as "You catch more flies with honey than with vinegar" and "A soft answer turns away wrath" offer guidance for polite and diplomatic behavior. They advise kindness, patience and gentleness in interactions, reflecting the cultural value placed on emotional control and tactfulness.

The results also indicate that English politeness proverbs promote both positive and negative politeness strategies. Positive politeness aims to strengthen social bonds and encourage empathy. Proverbs like "Kind words cost nothing" or "Do as you would be done by" foster kindness and mutual respect. Negative politeness, which emphasizes non-imposition and respect for autonomy, is reflected in sayings such as "Live and let live," "Mind your own business" and "Don't make a mountain out of a molehill." These expressions discourage interference, exaggeration and unnecessary involvement in others' affairs.

A further important result concerns the conflict-avoidance function. Proverbs frequently encourage restraint and moderation to prevent tensions. "Let sleeping dogs lie" advises avoiding provocative actions; "Agree to disagree" promotes peaceful coexistence despite differing opinions; "Soft words turn away wrath" offers a strategy for emotional de-escalation. These proverbs illustrate a cultural preference for maintaining harmony through indirectness and self-control.

Finally, the analysis highlights the cultural values embedded in politeness proverbs. They reflect Anglo-Saxon norms of individual autonomy, emotional restraint, modesty, privacy, and the avoidance of extreme behavior. These values are central to English communication and are transmitted across generations through proverbs.

DISCUSSION

The findings show that proverbs act as important communicative strategies in English discourse. They are used not only to express traditional moral wisdom but also to navigate social interactions in a polite and tactful manner. The implicitness of proverbs makes them effective tools for softening potentially face-threatening acts. Instead of criticizing someone directly, speakers can employ a proverb to convey a message in an indirect and socially acceptable way. This strategy aligns with the English preference for minimizing imposition and respecting personal boundaries. Proverbs also demonstrate pragmatic economy: they are brief, emotionally neutral and widely understood, which enables them to carry strong social meanings without provoking conflict. Their metaphorical structure allows speakers to express evaluations or advice with minimal risk of offending. Because they are culturally shared, the hearer interprets them as general truths rather than personal criticism.

Culturally, English politeness proverbs reflect a communication style based on moderation rather than intensity. Compared with many other cultures, English proverbs tend to be less imperative and more suggestive, emphasizing self-restraint, diplomacy and tolerance. This cultural emphasis explains why indirect politeness strategies are so prominent in English speech.

Although proverbs are used less frequently in contemporary everyday language than in earlier historical periods, their pragmatic functions continue to influence modern communication. Many contemporary expressions such as "No worries," "Take it easy" or "Be nice" perform similar functions of softening and maintaining social harmony, showing the continuity of proverb-based politeness strategies.

CONCLUSION

The study concludes that English proverbs expressing politeness serve as essential pragmatic tools in interpersonal communication. They function as face-saving devices, indirect advisory mechanisms, conflict-avoidance strategies and expressions of positive and negative politeness. Their indirectness and metaphorical nature make them suitable for conveying evaluations and behavioral norms in a socially acceptable way. English politeness proverbs reflect key cultural values such as self-restraint, respect for personal autonomy, avoidance of confrontation, appreciation of kindness and preference for indirect communication. Through their concise and memorable form, they transmit these values effectively across generations and communicative contexts. Further research may expand the analysis by comparing English politeness proverbs with those of Uzbek, Russian or other languages to reveal both universal and culturally specific strategies of polite communication.

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АСПЕКТЫ ТРАНСФОРМАЦИИ ПРЕЦЕДЕНТНОГО МИФОЛОГИЧЕСКОГО ТЕКСТА (НА ПРИМЕРЕ РАССКАЗОВ А.КРИСТИ “THE LABOURS OF HERCULES”)

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Аннотация. *Статья рассматривает механизмы концептуальной трансформации прецедентного мифологического текста на материале рассказов Агаты Кристи, анализируя интертекстуальные связи, аллюзивные конструкции и способы актуализации ключевых мифологических элементов в художественном дискурсе.*

Ключевые слова: *интертекстуальность; прецедентный текст; мифологический сюжет; аллюзия; концептуализация; художественный дискурс*.

INTRODUCTION.

Мифологические и религиозные тексты, такие как древнегреческие мифы или Библия, являются классическими примерами прецедентных феноменов. Их особенность заключается в концептуальном запоминании: в коллективной памяти сохраняется не дословный текст, а его ядро — система ключевых персонажей, архетипических сюжетов и моделей отношений между ними. Конкретные же детали и поступки часто отходят на второй план, не нарушая целостности этого концепта.

Этот процесс концептуализации, включающий восприятие, осмысление и реконструкцию текста в памяти реципиента, напрямую обуславливает его трансформацию. Поскольку текст существует как концептуальная схема, любое его последующее использование — будь то литературная аллюзия, театральная постановка или экранизация — по своей сути является творческой интерпретацией и видоизменением исходного материала.

Теория интертекстуальности, связанная прежде всего с именем Ю. Кристевой [Кристева, 2000]. Существенный вклад в её развитие внес Ю.М. Лотман [Лотман, 2002], предложивший понятие «текст в тексте», отражающее интертекстуальную сущность художественного произведения. Значимыми для становления теории являются также работы Б.М. Гаспарова [Гаспаров, 1996] с его концепцией «коммуникативного фрагмента» и Ю.Н. Караулова [Караулов, 2004], который ввел термин «прецедентный текст».

При изучении прецедентных текстов исследователи, в частности Н.А. Кузьмина [Кузьмина, 2004] и Г.В. Денисова [Денисова, 2003], выделяют среди них «сильные» или «ядерные», обладающие особой культурной значимостью. М.Р. Галиева [Галиева, 2019] подчёркивает роль мифолого-религиозных источников, а Ш.С. Сафаров [Сафаров, 2018] акцентирует знаковый статус текста и его связь с фрагментом действительности.

Яркой иллюстрацией полного концептуального воспроизведения прецедентного текста служит сборник Агаты Кристи «Подвиги Геракла» (“The Labours of Hercules”). Его заголовок содержит прямую отсылку к широко известному мифологическому циклу. Для современников Кристи, знакомых с античными сюжетами через систему классического образования и искусство, этот концепт был легко узнаваем. Автор использует устойчивую структуру мифа — архетип двенадцати подвигов, — наполняя

ее новым, детективным содержанием, что является актом творческой трансформации, возможной именно благодаря концептуальному усвоению исходного прецедентного текста.

Таким образом, прецедентный текст функционирует как концептуальная единица, состоящая из «активных» элементов (главные герои, ключевые конфликты) и «пассивных» (забываемые детали). При актуализации, например, при встрече с аллюзией, эта структура оживает, а «пассивные» элементы могут быть восстановлены или творчески переосмыслены, что и составляет суть трансформации.

В рассказе “The Arcadian Deer” («Аркадский олень») излагается история поиска загадочной девушки, в которую влюбился молодой человек, автомеханик. Она выдавала себя за горничную, но оказалась балериной, которая из-за болезни пыталась удалится ото всех, но в конце приняла чувства молодого человека.

Рассказ содержит прямую и множество аллюзивных отсылок к мифу о том, как Гераклу пришлось долго преследовать Аркадского оленя, или в другом наименовании Керинейскую лань. Отметим сразу, что выбор наименования животного (олень или лань) имеет существенное значение для адекватного концептуального осмысления текста.

Текст рассказа содержит, как отмечалось, прямые заимствования из прецедентного текста (цитаты или прецедентные имена) и аллюзивные отсылки.

Так, описывая внешность молодого человека, пришедшего к Пуаро, прямо указывается на его красоту, подобную олимпийским богам, и упоминает Аркадию, ср.: *Here, he thought, was one of the handsomest specimens of humanity he had ever seen, a simple young man with the outward semblance of a Greek god; He said to himself approvingly: "Yes, a Greek god – a young shepherd in Arcady."* Здесь следует отметить, что Пуаро не только отмечает, что персонаж «красив как греческий бог», но и называет его «аркадским пастушком». в этой связи следует отметить, что регион Древней Греции Аркадия, которая в античной литературе, а затем и в Новое время фигурировала как гостеприимный тихий край, а пейзажи Аркадии служили фоном для идиллической пасторали - картин из жизни пастухов и пастушек. Далее также встречается прецедентный топоним - Аркадия, ср.: *Hercule Poirot nodded. "Yes," he said. "It is a tale of Arcady, is it not?* Наконец, дело, которое расследует Пуаро, напрямую соотносится им самим с третьим подвигом Геракла, ср.: *Hercule Poirot smiled. He said, murmuring to himself: "'Hair like wings of gold.' Yes, I think this is the third Labour of Hercules… If I remember rightly, that happened in Arcady…".*

Встречается также аллюзивная отсылка непосредственно к пасторальным картинам, связанным с Аркадией, ср.: *You saw a young man who was as simple as a child and as handsome as a god! And you invented for him a girl – not Juanita – but Incognita – and for a few hours you walked with him in Arcady…"*

Вышеприведенные примеры отражают различные формы аллюзивных отсылок к прецедентному тексту, который может быть непосредственно назван или процитирован. Вместе с тем, могут быть упомянуты прецедентные имена или топонимы. Также, как упоминалось выше, актуализация одного прецедентного текста почти всегда влечет за собой актуализацию связанной с ней более масштабной структуры знаний.

В мифе о третьем подвиге Геракла центральное место занимает лань, которую герой долго преследует по многим странам, прежде чем одолеть. Оба этих элемента мифа представлены в рассказе Агаты Кристи в метафорическом образе. Так, балерина, которая выдавала себя за горничную, описывается с использованием прямых и косвенных характеристик, которые создают образ лани, ср.: *She was just the loveliest thing you ever saw. Her hair was like gold – it went up each side like wings – and she had a gay kind of way of tripping along.* Золотистые волосы, завитые по бокам, становятся похожими на крылья, создавая ощущение легкости, ускользающей красоты.

В другом примере ее волосы напрямую связываются с золотистыми рожками лани, ср.: *His finger just touched the two springing waves of Katrina's hair. "Wings of gold, horns of gold? It is as you look at it, it is whether one sees you as devil or as angel! You might be either. Or are they perhaps only the golden horns of the stricken deer?" Katrina murmured: "The stricken deer…" and her voice was the voice of one without hope.*

В приведенном примере соединяются формально противоположные, но в данном случае смежные характеристики - one sees you as *devil* or as *angel* - отрицательные черты в большей степени относятся к мифологическому образу (Керинейская лань разоряла окрестности ... и представляла собой весьма опасного зверя, с которым Геракл справился с трудом); положительные черты (ангелоподобность) относятся скорее к стереотипному восприятию лани в художественных произведения, и не только литературных, а также конкретным характеристикам Катрины.

Метафорический образ лани создается не только с опорой на внешние черты Катрины, но и на те художественные образы, которые она создавала как балерина, в частности образ лани, ср.: *He remembered Michael Novgin, the Hunter, leaping and twirling in that outrageous and fantastic forest that the brain of Ambrose Vandel had conceived. And he remembered the lovely flying Hind, eternally pursued, eternally desirable – a golden beautiful creature with horns on her head and twinkling bronze feet. He remembered her final collapse, shot and wounded, and Michael Novgin standing bewildered, with the body of the slain Deer in his arms.*

Примечательно, что метафорический образ лани вырисовывается в самом начале рассказа, ср.: *Poirot said: "All along Ted Williamson's description has worried me – it brought something to my mind – that something was you, dancing on your twinkling bronze feet through the forest.* В последующем данный образ обрастает новыми деталями и становится все более объемным.

Сюжетной частью мифа является долгое преследование Керинейской лани Гераклом. В погоне за ней он пересек Грецию, Фракию, Истрию, а также земли гипербореев. В рассказе Агаты Кристи данный сюжетный ход концептуализируется и актуализируется в поисках горничной/балерины по многим странам Европы - Пуаро ищет ее сначала в Англии, затем в Италии и находит ее в Швейцарии. Полагаем, что выбранные локации не случайны. Так, Англия, являясь основным местом действия, соотносится с Грецией; Италия - с Древним Римом, чья мифология тесно связана с древнегреческой; события в Швейцарии изображаются зимой, в горах, что позволяет соотнести ее со страной гипербореев, которая согласно древнегреческой космогонии, находилась на севере, и где царил холод.

Согласно мифу, Геракл не стал убивать керинейскую лань, чтобы не разгневать Артемиду, которой было посвящено животное, и отнес ее живой царю Эрисфему. В рассказе Агаты Кристи Пуаро также ищет следы Катрины не для того, чтобы ее покарать или передать в руки правосудия - она не совершила никакого преступления. Поэтому в конце повествования Пуаро также предоставляет Катрине свободу выбора, говоря ей о возможном семейном счастье с молодым автомехаником.

Таким образом, в рассказе Агаты Кристи актуализируются ключевые элементы прецедентного текста как концептуальной единицы. Два основных персонажа - автомеханик и балерина - представлены, как внешне, так и внутренне, посредством метафорических образов - аркадский пастушок и керинейская лань соответственно. Актуализируется сценарий преследования, которое затрагивает разные страны. Концовка не предполагает наказание, но свободу для главной героини.

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DAVLAT IQTISODIY SIYOSATINI YORITISHDA EVFEMIZMLARNING INFORMATSION MANIPULYATSIYA VOSITASI SIFATIDAGI FUNKSIYASI

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Annotatsiya. *Ushbu maqola davlat iqtisodiy siyosatini ommaviy axborot vositalarida yoritishda evfemizmlarning rolini tahlil qiladi. Evfemizmlar salbiy iqtisodiy jarayonlarni yumshatish va jamoatchilik fikrini shakllantirish vositasi sifatida ko‘rib chiqiladi. Tadqiqotda O‘zbekiston va xalqaro misollar asosida evfemizmlarning informatsion manipulatsiya mexanizmlari ochib beriladi. Natijada, evfemizmlar siyosiy mas’uliyatni yashirish va ijtimoiy norozilikni kamaytirishda samarali vosita ekanligi aniqlanadi.*

Kalit so‘zlar: *evfemizmlar, iqtisodiy siyosat, informatsion manipulatsiya, davlat diskursi, O‘zbekiston islohotlari.*

KIRISH.

Zamonaviy jamiyatda davlat iqtisodiy siyosati nafaqat raqamlar va statistika, balki til va diskurs vositalari orqali ham taqdim etiladi. Bu jarayonda evfemizmlar – salbiy ma’noli hodisalarni yumshoqroq, neytralroq iboralar bilan almashtirish usuli – muhim o‘rin tutadi. Evfemizmlar iqtisodiy qiyinchiliklarni “muvaqqat o‘sish” yoki “samaradorlikni oshirish” sifatida ko‘rsatib, jamoatchilikda ijobiy tasavvur hosil qiladi. Bu esa informatsion manipulatsiyaning bir turi bo‘lib, Orwellning “Politics and the English Language” asarida ta’kidlanganidek, til orqali haqiqatni buzishga olib keladi.

O‘zbekiston kontekstida 2017 yildan boshlangan iqtisodiy islohotlar (valyuta liberallashtirish, narxlar bozorlashtirish, davlat korxonalarini xususiylashtirish) evfemizmlarning ko‘payishiga sabab bo‘ldi. Maqola quyidagi savollarga javob izlaydi: Evfemizmlar qanday qilib iqtisodiy siyosatni “yumshoq” ko‘rinishda taqdim etadi? Ularning informatsion manipulatsiya funksiyasi qanday namoyon bo‘ladi? Tadqiqot lingvistik va siyosiy diskurs tahliliga asoslanadi.

Evfemizmlarning umumiy nazariy asoslari va iqtisodiy diskursdagi roli. Evfemizm tilshunoslikda “qo‘pol, qo‘rqinchli yoki salbiy emotsional yuklamaga ega bo‘lgan so‘z yoki iborani yumshoqroq, ijtimoiy jihatdan maqbulroq variant bilan almashtirish” jarayoni sifatida ta’riflanadi (Allan & Burridge, 2006: 31). Bu hodisa nafaqat tabu mavzular (o‘lim, kasallik, jinsiy aloqa), balki siyosiy va iqtisodiy sohada ham keng tarqalgan. Rawson (1981) evfemizmlarni “sweet talking” (shirin gapirish) deb atagan bo‘lsa, Burridge (2012) ularni “lingvistic cosmetics” – tilning kosmetik vositasi deb baholaydi.

Iqtisodiy diskursda evfemizmlar siyosiy maqsadlarga xizmat qiladi:

- Pragmatik funksiya: Jamoatchilikda vahima va norozilikni oldini olish (Crespo-Fernández, 2018).
- Ideologik funksiya: Neoliberal islohotlarni “muqarrar progress” sifatida taqdim etish (Fairclough, 2001).
- Manipulyativ funksiya: Haqiqatni buzish orqali hukumat imidjini saqlash (van Dijk, 2006).

Nazariy jihatdan evfemizmlar quyidagi mexanizmlarga asoslanadi:

1. Metaforalashtirish: Salbiy jarayonni ijobiy metafora bilan qoplash (masalan, “iqtisodiy sovish” o‘rniga “o‘sishning sekinlashuvi”).
2. Passivlash va nominalizasiya: Mas’uliyatni yashirish uchun passiv shakllar va ot shaklidagi iboralar (masalan, “qaror qabul qilindi” o‘rniga “choralar ko‘rilmoqda”).

3. Diffuziya: Uzun, murakkab iboralar orqali aniqlikni yo‘qotish (Orwell, 1946).

Xalqaro tadqiqotlarda (McGlone & Batchelor, 2003; Chilton, 2004) iqtisodiy evfemizmlar “cognitive framing” – kognitiv ramkalash vositasi sifatida o‘rganilgan. O‘zbek tilshunosligida esa bu mavzu hali yetarli tadqiq etilmagan (Mengliyev, 2019; Saydullayeva, 2022).

Evfemizmlarning informatsion manipulatsiya mexanizmlari. Informatsion manipulatsiya – ma’lumotni tanlab, buzib yoki yashirib taqdim etish orqali jamoatchilik ongini boshqarish jarayoni (van Dijk, 2006). Evfemizmlar bu jarayonda asosiy vositalardan biri bo‘lib, quyidagi mexanizmlarni amalga oshiradi:

- Salbiy hodisalarni neytrallash va ijobiylashtirish: Iqtisodiy inqiroz yoki qiyinchiliklarni “vaqtinchalik qiyinchiliklar” yoki “tuzatish jarayoni” deb taqdim etish orqali aholining psixologik stressini kamaytirish.
- Siyosiy mas’uliyatni diffuzlashtirish: Passiv konstruktsiyalar va noaniq sub’ektlar orqali hukumatni emas, “bozor sharoitlari” yoki “global tendensiyalar”ni aybdor qilib ko‘rsatish.
- Ideologik legitimatsiya: Liberallashtirishni “raqobatbardoshlikni oshirish” deb taqdim etib, neoliberal siyosatni “yagona to‘g‘ri yo‘l” sifatida singdirish.
- Diskursiv hokimiyatni mustahkamlash: OAV va rasmiy hujjatlarda evfemizmlarni takrorlash orqali “rasmiy haqiqat”ni yaratish (Fairclough, 2001).

Bu mexanizmlar Chomsky (1988) ning “propaganda modeli” va van Dijk ning “ideologik kvadrat” nazariyasiga mos keladi: “bizning” ijobiy harakatlarimiz ta’kidlanadi, “ularning” salbiy oqibatlari yashiriladi.

MISOLLAR VA EMPIRIK TAHLIL.

Tadqiqotning empirik asosini 2017–2025 yillar oralig‘ida chop etilgan O‘zbekiston rasmiy hujjatlari (O‘zbekiston Respublikasi Prezidenti farmon va qarorlari, Vazirlar Mahkamasi hujjatlari), ommaviy axborot vositalari materiallari (Kun.uz, Gazeta.uz, Podrobno.uz, UzA) hamda xalqaro manbalar (Reuters, BBC, World Bank va IMF hisobotlari) tashkil etadi. Umumiy korpus hajmi 250 dan ortiq matnni o‘z ichiga oladi. Tahlil usuli sifatida kritikal diskurs tahlili (Fairclough, 1995) va kontent-tahlil qo‘llanilgan bo‘lib, evfemizmlarning pragmatik va manipulativ funksiyalari ochib berilgan.

Quyida eng tipik va ko‘p uchraydigan misollar keltiriladi. Har bir misol evfemizmining konteksti, haqiqiy ma’nosi va informatsion manipulatsiya mexanizmi nuqtai nazaridan tahlil qilinadi.

1. Valyuta kursining liberallashtirilishi (2017 yil sentyabr)

Rasmiy evfemizm: “Milliy valyutaning bozor sharoitlariga moslashtirilishi”, “valyuta kursining tuzatilishi” yoki “valyuta bozori liberallashtirilmoqda”.

Haqiqiy ma’no: So‘mning bir kunda ikki baravar (rasmiy kurs bo‘yicha 4210 so‘mdan 8100 so‘mga) devalvatsiyasi va keyingi oylarda yanada qadrsizlanishi.

Manipulyatsiya mexanizmi: “Moslashtirish” va “tuzatish” so‘zlari jarayonni oddiy texnik qadam sifatida ko‘rsatdi. “Liberallashtirish” iborasi esa neoliberal islohotlarni ijobiy ramkaga joylashtirib, aholida vahima oldini oldi. Natijada inflyatsiya va import tovarlari narxining keskin oshishi “muvaqqat qiyinchilik” sifatida qabul qilindi. OAVlarda bu hodisa “iqtisodiyotni ochiq qilishdagi muhim qadam” deb yoritildi, bu esa hukumatning siyosiy mas’uliyatini yashirdi.

2. Narxlar va tariflarning erkinlashtirilishi (2018–2025 yillar)

Rasmiy evfemizm: “Narxlar va tariflar bosqichma-bosqich bozor mexanizmlariga o‘tkazilmoqda”, “narxlar regulyatsiyasining yumshatilishi”.

Haqiqiy ma’no: Benzin, gaz, elektr energiyasi, issiq suv va non narxlarining 3–10 baravar oshishi (masalan, 2023 yilda benzin narxi 1,5 baravar ko‘tarildi).

Manipulyatsiya mexanizmi: “Bosqichma-bosqich” iborasi jarayonni “nazoralta” va “odamlar uchun qulay” qilib ko‘rsatdi. “Bozor mexanizmlari” atamasi esa mas’uliyatni hukumatdan “bozor”ga o‘tkazdi – go‘yo narxlar o‘zi oshayotgandek. Bu ijtimoiy norozilikni kamaytirishga xizmat qildi: aholining katta qismi narx o‘sishini “tabiiy jarayon” deb qabul qildi, garchi bu inflyatsiyani 12–19% gacha yetkazgan bo‘lsa ham.

3. Davlat korxonalarining transformasiyasi va xususiylashtirilishi

Rasmiy evfemizm: “Davlat korxonalari samaradorligini oshirish va transformasiyasi”, “korporativ boshqaruvni takomillashtirish”.

Haqiqiy ma’no: Minglab davlat korxonalarining xususiylashtirilishi, ommaviy ishdan bo‘shatishlar va aktivlarning arzon sotilishi.

Manipulyatsiya mexanizmi: “Transformasiya” va “samaradorlik” so‘zlari jarayonni “zamonaviylik” va “progress” sifatida taqdim etdi. Masalan, “O‘zbekiston temir yo‘llari” yoki “O‘zbekneftgaz”dagi qisqartirishlar “ishchi kuchi optimallashtirilmoqda” deb yoritildi. Bu evfemizm orqali ijtimoiy oqibatlar (ishsizlik o‘sishi) yashirildi va islohot “davlat manfaati uchun” deb ko‘rsatildi.

4. Byudjet xarajatlarining qisqartirilishi

Rasmiy evfemizm: “Davlat xarajatlari optimallashtirilmoqda”, “byudjet samaradorligini oshirish choraları”.

Haqiqiy ma’no: Ta’lim, sog‘liqni saqlash va ijtimoiy yordam xarajatlarining kamayishi, subsidiyalarning qisqarishi.

Manipulyatsiya mexanizmi: “Optimallashtirish” matematik-ijobiy konnotatsiyaga ega bo‘lib, kesishlarni “aqlli boshqaruv” sifatida ko‘rsatdi. 2020–2022 yillardagi pandemiya davrida ham shu iboralar qo‘llanib, ijtimoiy xarajatlarni kamaytirish “majburiy chora” emas, balki “samarali strategiya” deb taqdim etildi.

5. Inflyatsiya va iqtisodiy qiyinchiliklar

Rasmiy evfemizm: “Narxlarning barqaror o‘sishi”, “iqtisodiy qiyinchiliklarning vaqtinchalik ta’siri”.

Haqiqiy ma’no: 2021–2023 yillarda 12–19% inflyatsiya va real daromadlarning pasayishi.

Manipulyatsiya mexanizmi: “Barqaror o‘sish” iborasi inflyatsiyani “iqtisodiy rivojlanish belgisi”ga aylantirdi. Tashqi omillar (global inflyatsiya, urush) ta’kidlanib, ichki siyosat aybi yashirildi.

Empirik tahlil shuni ko‘rsatadiki, evfemizmlar O‘zbekiston davlat diskursida ingliz tilidagi hamkasblaridan (“fiscal adjustment”, “structural reform”) farqli o‘laroq, ancha uzun va passiv shaklli. Bu madaniy-siyosiy xususiyat – mas’uliyatni kollektivlashtirish va aniq shaxsga yuklamaslikka asoslangan. Natijada, evfemizmlar nafaqat til vositasi, balki hukumatning kommunikatsion strategiyasining muhim qismi bo‘lib qolmoqda. Ular jamoatchilik fikrini shakllantirib, qisqa muddatda ijtimoiy barqarorlikni ta’minlasa-da, uzoq muddatda ishonchni pasaytirishi mumkin.

Ushbu misollar evfemizmlarning informatsion manipulatsiya vositasi sifatidagi samaradorligini to‘la tasdiqlaydi: ular salbiy oqibatlarni yashirib, siyosatni “muvaffaqiyatli” ko‘rinishda saqlaydi.

XULOSA VA TAKLIFLAR.

Evfemizmlar davlat iqtisodiy siyosatini yoritishda informatsion manipulatsiya vositasi sifatida salbiy hodisalarni yashirib, hukumat imidjini saqlaydi. O‘zbekistonda bu islohotlarning muvaffaqiyatini ta’kidlaydi, lekin shaffoflikni pasaytiradi. Tilshunoslik nuqtai nazaridan, evfemizmlarni tanqidiy tahlil qilish kerak – bu jamoatchilikni ogohlantirishga yordam beradi.

Takliflar: OAVlarda evfemizmlarni to‘g‘ridan-to‘g‘ri tushuntirish; ilmiy tadqiqotlarda kontrastiv tahlilni kuchaytirish. Kelajakdagi islohotlarda shaffof til siyosatini joriy etish.

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КОНЦЕПТУАЛЬНЫЕ ОСОБЕННОСТИ НЕЛИЧНЫХ ФОРМ ГЛАГОЛА В АНГЛИЙСКОМ И РУССКОМ ЯЗЫКАХ

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Аннотация: *Данная статья посвящена сравнительному анализу неличных форм глагола (инфинитива, причастия, деепричастия/герундия) в английском и русском языках, занимающих промежуточное положение между глагольными и именными категориями. Выявлены их структурно-семантические и функциональные особенности, а также концептуальные различия в системах двух языков. Отмечено, что русские неличные формы, будучи морфологически богаче и теснее связанные с категорией вида, ориентированы на аспектуальность и синтаксическую гибкость. В то время как английские формы характеризуются аналитическим характером, выражают категории через вспомогательные элементы и склонны к выражению процессуальности и номинализации. Исследование подчеркивает важность понимания этих различий для эффективного преподавания, перевода и углубления представлений о категоризации действия в мировой лингвистике.*

Ключевые слова: *неличные формы глагола, инфинитив, причастие, деепричастие, герундий, сопоставительная лингвистика, аналитический язык, синтетический язык, концептуальные особенности.*

ВВЕДЕНИЕ.

Изучение неличных форм глагола представляет собой важное направление современной сопоставительной лингвистики, поскольку данные формы занимают промежуточное положение между глагольными и именными категориями. Они совмещают в себе признаки глагола — вид, время, залог, синтаксические функции и сочетаемость с существительными. Сопоставление неличных форм в русском и английском языках позволяет выявить не только структурные различия, но и концептуальные особенности их функционирования в системе грамматики и в речевой практике.

Актуальность темы определяется необходимостью глубокого понимания механизмов взаимодействия глагольных и именных свойств в языке, а также важностью корректного перевода и преподавания английского языка в русскоязычной аудитории. Целью данной статьи является анализ неличных форм глагола в английском и русском языках, выявление их концептуальных особенностей и функций в системе языка. Для достижения поставленной цели решаются следующие задачи:

1. определить понятие и классификацию неличных форм глагола;
2. рассмотреть систему неличных форм в русском и английском языках;
3. выявить их структурно-семантические и функциональные особенности;
4. провести сопоставительный анализ неличных форм двух языков.

Понятие неличных форм глагола (или вербоидов) охватывает формы, которые утратили некоторые грамматические категории личных глаголов (лицо, число, наклонение) и приобрели свойства других частей речи (Комиссаров, 1980; Jespersen, 1924). В русском и английском языках неличные формы традиционно противопоставляются личным формам, выражающим отношение действия к субъекту.

К неличным формам русского языка относятся инфинитив, причастие и деепричастие, тогда как в

английском языке выделяются инфинитив, герундий и причастие (Participle I, II). Несмотря на совпадение терминов «инфинитив» и «причастие», их синтаксическое и семантическое функционирование в обоих языках имеет значительные различия.

Неличные формы выполняют важную роль в построении сложных предикативных структур, выражении дополнительных действий, обстоятельственных отношений и номинализации процессов. Они способствуют компрессии высказывания, что делает их частотными в научной, официально-деловой и художественной речи. Русская система неличных форм включает инфинитив, причастие и деепричастие, каждое из которых имеет особое функционально-грамматическое значение.

Инфинитив выражает действие в его отвлечённом виде, без указания на субъект или время: читать, идти, строить. Он может выполнять функции подлежащего (Читать полезно), дополнения (Он хочет читать) и части составного глагольного сказуемого (Он начал писать).

Причастие сочетает признаки глагола (вид, залог, время) и прилагательного (род, число, падеж): читающий студент, построенный дом. Оно выражает признак по действию и способно образовывать причастные обороты: дом, построенный в прошлом году.

Деепричастие обозначает добавочное действие, сопровождающее основное: читая книгу, он улыбался. Оно не изменяется, но сохраняет глагольные категории вида и возвратности (улыбаясь). Функция деепричастия преимущественно обстоятельственная, что делает его характерным средством синтаксической компрессии.

Таким образом, неличные формы русского глагола тесно связаны с категорией вида и обладают развитой морфологической системой, отражающей аспектуальность и направленность действия. В английском языке к неличным формам относятся инфинитив, герундий и причастие. Они характеризуются отсутствием категорий лица и числа, но сохраняют грамматические категории времени и залога (Comrie, 1976).

Инфинитив имеет формы Simple, Continuous, Perfect и Passive: to read, to be reading, to have read, to be read. Он может выполнять функции подлежащего (To read is useful), дополнения (He wants to read), определения (a book to read) и обстоятельства (He came to help).

Герундий сочетает признаки глагола и существительного, выражая действие в форме процесса: Reading is useful; He is fond of reading. В отличие от инфинитива, герундий имеет предлоговое управление и чаще выражает обобщённое или отвлечённое действие. Он активно используется в функциях подлежащего, дополнения и обстоятельства.

Причастие (Participle I и II) совмещает признаки глагола и прилагательного. Participle I выражает активный процесс (a reading boy), Participle II результат действия (a written letter). Причастные обороты в английском языке могут выполнять обстоятельственные, определительные и дополнительные функции: Walking along the street, he saw Mary; The book written by him became famous.

В отличие от русского языка, английская система неличных форм демонстрирует более аналитический характер: смысловые отношения чаще выражаются не морфологически, а при помощи порядка слов и служебных элементов.

Сопоставление двух систем показывает, что в обоих языках неличные формы выступают промежуточным звеном между глаголом и именем, однако имеют различную концептуальную основу.

В русском языке неличные формы морфологически богаче: причастия и деепричастия согласуются с другими словами, выражают род, число, падеж. Английские неличные формы аналитичны и выражают грамматические категории через вспомогательные слова (to be read, having done).

Русские неличные формы чаще обозначают конкретное действие или его признак, тогда как английские — абстрактный процесс. Например: читать книгу полезно - reading books is useful. Герундий концептуализирует действие как «вещь» (процесс-объект), тогда как русский инфинитив как «потенциальное действие». В русском языке деепричастные конструкции обязательны для связи двух действий одного субъекта (Слушая музыку, он писал письмо). В английском языке аналогичные

отношения передаются причастными оборотами или придаточными предложениями: Listening to music, he wrote a letter или while he was listening to music, he wrote a letter.

Английский язык активно использует неличные формы для экономии синтаксических структур, что соответствует аналитическому типу языка. Русский язык, напротив, допускает более свободные синтаксические связи и использует морфологические средства.

Таким образом, концептуальные различия между системами неличных форм двух языков заключаются в том, что английские неличные формы ориентированы на выражение процессуальности и номинализации, а русские на аспектуальность и синтаксическую гибкость.

Неличные формы глагола представляют собой важный компонент грамматической системы как английского, так и русского языков. Их сравнительный анализ позволяет выявить различия в типологической организации языков: аналитическая структура английского языка обусловила развитие герундия и инфинитива как средств номинализации, тогда как синтетическая природа русского языка сформировала богатую систему морфологически выраженных причастий и деепричастий.

Понимание концептуальных особенностей неличных форм способствует более точному переводу и эффективному обучению иностранным языкам, а также углубляет представление о способах категоризации действия в различных языках мира.

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INGLIZ TILI GRAMMATIKASIDA KELISHIKLAR MUAMMOSI

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Annotatsiya*: Ma’lumki, gap qurilmasining sintaktik tahlili doir tilshunoslarning turlicha yondashuvlari mavjud. Ayniqsa aksariyat tillarning an’anaviy grammatikalarida gap tarkibida ishtirok etgan sintaktik birliklarni gap bo’laklariga , ya’ni bosh va ikkinchi darajali bo’laklarga ajratib tahlil qilish keng tarqalgan. Ammo, gapning sintaktik tahliliga ushbu yondashuv hozirgi zamon talablariga to’liq javob berolmasligi gapning sintaktik tahliliga lingvistik metodlar asosida yangicha yondashuvni taqozo qilmoqda.*

Kalit so’zlar*: qurilma, sintaktik, kelishik, nominativ, akkuzativ, instrumental, genetiv, dativ, paradigmatik.*

Аннотация: *Известно, что лингвисты по-разному подходят к синтаксическому анализу структуры предложения. В частности, в традиционных грамматиках большинства языков широко распространен анализ синтаксических единиц, входящих в структуру предложения, путем их деления на части предложения, то есть на главные и второстепенные. Однако тот факт, что такой подход к синтаксическому анализу предложения не в полной мере отвечает требованиям настоящего времени, требует нового подхода к синтаксическому анализу предложения, основанного на лингвистических методах.*

Ключевые слова: *структура, синтаксис, согласование, номинативный, винительный, творительный, родительный, дательный, парадигматический.*

Abstract: *It is known that linguists have different approaches to the syntactic analysis of the sentence structure. In particular, in the traditional grammars of most languages, it is widespread to analyze the syntactic units involved in the sentence structure by dividing them into sentence parts, that is, into primary and secondary parts. However, the fact that this approach to the syntactic analysis of the sentence does not fully meet the requirements of the present time requires a new approach to the syntactic analysis of the sentence based on linguistic methods.*

Key words: *structure, syntactic, agreement, nominative, accusative, instrumental, genitive, dative, paradigmatic.*

KIRISH.

Hind-Ovropa tillar oilasiga mansub bo’lgan tillar tizimida kelishik kategoriyasi tilshunoslar o’rtasida baxs talab masalalardan biri xisoblanadi. Ushbu tillarda kelishiklarni tasniflashda Rus, Ukrain, Chex, Bulg’or, German xamda ingliz tillar tizimida ikki kelishikdan yettitagacha, eston tilida o’n to’rtta,finlandiya tilida o’n beshta, vengriya tilida yigirma ikkita, dog’iston tilida ellik to’rttagacha ajratganiga guvox bo’lamiz.

Jumladan, kelishik kategoriyasini tarixiy taraqqiyotiga e’tibor berilganda, qadimgi ingliz davrida B. A. Ilishining tasnifida otlarda “nominative, “genetive, “dative, “instrumental dative, “accusative kabilarga ajratgan , o’rta ingliz davrida otlarda “common case, “genetive case, kishilik olmoshlarida “ nominative and objective kelishiklar mavjudligi e’tirof etilsa , yangi ingliz davrida ham common and genetive (bosh va qaratqich) kelishiklar saqlangan, kishilik olmoshlarida 16 chi asrlarda nominative “ye” va obyektive “you” yuqola boshladi.

I. P. Ivanova, L. P. Chaxoyanlarning fikricha qadimgi ingliz davrida, umuman german tillarida ot to’rtta kelishik paradigmatikasi mavjud; imenitelniy, roditelniy, datelniy, vinitelniy", o’rta ingliz davrida uchta kelishik imenitelniy, roditelniy, datelniy" kelishiklar XV asrga kelib ikkita kelishik qoldi. Kishilik olmoshlarida to’rtta, ko’rsatish va so’roq olmoshlarida beshta imenitelniy, roditelniy, datelniy, vinitelniy, tvoritelniy kelishiklar

bo’lgan. O’sha davrda kishilik olmoshlarining qaratqich kelishik shaklidan egalik olmoshlari vujudga keldi.

Xozirgi zamon tilshunosligida V. G. Vetitskiy ta’kidlashicha eston, finland, venger tillarida quyidagi kelishiklar; nominative, genetive, dative, accusative, ablative, vocative, allative instrumentive, essive, abessive, comitative, illative, ellative kabilar e’tirof etilgan .

Yuqorida qayd qilinganlardan ma’lumki, ingliz tilida kelishik kategoriyasi muammosi tilshunoslar o’rtasida bir to’xtamga kelinmagan. Bundan tashqari inglizshunos olimlardan H.Sweet inumerated vocative , accusative and genetive cases , Y.O. Curme mentioned nominative, accusative, dative and genetive cases , J.Fernald mentioned nominative, posessive and objective cases .

Mana shu faktlardan ma’lumki ingliz tilida kelishik kategoriyasi hamon o’z yechimini to’liq hal qilinmaganligidan dalolatdir. XXI-asrga oid ingliz tili amaliy va nazariy grammatikalarida “ common case , possesive case , or genetive case ” kabilar e’tirof etilgan. [Slabodkina and others , 2007, 9, Ivanova, Burlakova, Pocheptsev, 1981,26; Quirk, Greenbaum, Leech, Svartvik, 1982,89].

Hozirgi zamon ingliz tili amaliy va nazariy grammatikalarida qaratqich kelishigining nomi ikki xil, ya’ni possesive yoki genetive case atamalari ishlatilib kelinmoqda.

Masalan, L.P. Vinokurova ta’kidlashicha , ingliz tili ot so’z turkumida ikkita kelishik mavjud; Umumiy kelishik – The common case va qaratqich kelishik –the Possesive case. Ingliz tilida otlarning qaratqich kelishigi ikki usul yordamida ifodalanadi: a) otlarga apostrof s qo’shilishi bilan ; b) of predlogi yordamida : the old mens death → the death of the old man . Lekin ular har doim ham bir-birini erkin almashtiraolmaydi ; a) the voice of the actress → the actresss voice; The apperance of the princess → the princesss apperance .

Yana bir so’z birikmasida ikki marta ‘s qo’llanilmaydi, ularni bir-birini o’rniga of predlogi ishlatiladi: My husbands sisters family →The family of my husbands sister.

Umuman‘s qo’yidagi otlarga qo’shish mumkin:

1) Hayvonlarni ifodalovchi otlarga: the horses tail, the lions skin;

2) paytni ifodalovchi otlarga : a weeks time, a minutes pleasure;

3) mamlakat va shaharlarni ifodalovchi otlarga, ba’zan yil va oylarni ifodalovchi otlarga: Leningrads traffic; the worlds history; a summers day;

4) jonsiz predmetlarni ifodalovchi otlarga; the rooms atmosphere, the cars light.

V. N. Jigadlo, I.P. Ivanova, L.L. Iofiklar otlarning kelishik kategoriyasidan qaratqich kelishigini ikkiga bo’lib o’rganishni tavsiya qiladi: a) tobe qaratqich kelishigi; b) tobe bo’lmagan qaratqich kelishigi .

Tobe qaratqich kelishigi tobe bo’lmagan qaratqich kelishigidan farqlashda qo’yidagilarga e’tibor berish kerakligi ma’lum :

1. Jonli otlar tobe qaratqich kelishigida aniqlanmish oldida egalikni ifodalashi mumkin: the doctors house.

2. Ushbu kelishikda butunlikning bir qismiga bo’lgan munosabatini anglatadi: the young mans face.

3. Ot qaratqich kelishigida ma’lum sifat yuklatilgani, holat yuklatilganligini, sub’ektni harakat ijrochisi ekanliklarini ifodalaydi: all Joes readiness of thought and action [Dickens] , Constances wrath [Benn], his sons return.

4. Aniqlanmishga ot qaratqich kelishigida ob’ekt munosabatda bo’lganida, aniqlanmish ish-harakatini ifodalaydi: the strangers entertainment; Daniels trail.

5. Paytning ma’lum qismini, in an hours time; masofani, narxini anglatadi; a hundred years distance, a few shillings worth.

Tobe bo’lmagan qaratqich kelishigida kelgan ot uch holatda uchrashi qayd etilgan:

1. Ushbu kelishikda kelgan ot aniqlanmishsiz berilib, uni gapning boshqa qismidan aniqlash mumkin; What a very uncertain temper Mrs. Vardens was!

2. Tobe bo’lmagan qaratqich kelishigida ot aniqlovchi so’z birikmasida ishlatilib, unda ot aniqlanadi: a gift of Sowerberrys.

3. Mazkur kelishikda ot manzil, makon ma’nosini ifodalaydi : I saw him at Mrs. Rudges this evening.

Umuman olganda ingliz tili ot so’z turkumida kelishik kategoriyasi ko’pgina holatlarda munozarali va

tushunarli emas deb L.S. Barxdarov ta’kidlab, qaratqich kelishigini sintaktik sathda Possesive Genetive, Subjunctive Genetive, Objective Genetive, Adverbial Genetive, Equational Genetive, Genetive of destination kabilarga ajratib o’rganishni tavsiya qiladi . Olimning yana bir fikri diqqatga sazovorki, egalik kategoriyasini nafaqat otning qaratqich kelishigi orqali ifodalanadi, to have fe’lining semantikasidan kelib chiqishni ham unutmasligimiz lozim . Masalan : Jons car –Jon has a car . Undan tashqari bog’lama fe’l tarkibli ot kesim o’rnida kelganda gapning ega o’rnida kelgan otda egalik ma’nosi mavjud.

Mary is happy, Bill is silent. Bunday holatga ishonish ancha mavhum masala chunki kelishik kategoriyasi morfologik kategoriya hisoblanadi.

M.D.Rezvetsova, O.V.Afanaseva, T. S. Samoxinalar “ Praktikum po sravnitelьnoy tipologii angliyskogo i russkogo yazskov” o’quv qo’llanmasida hozirgi zamon ingliz tilida kelishik bormi ? degan savol qo’yilib , unda ko’proq grammatikalizatsiyalashgan predloglarni otlar bilan birikib kelishiga va ularning semantik nuqtai nazaridan kasb etilayotgan ma’noga e’tibor beriladi, shu bilan birga ingliz tili otlarida morfologik ko’rsatkichsiz the common case (Umumiy yoki bosh kelishik) va morfologik ko’rsatkichli The posessive case (qaratqich kelishigi) mavjudligini e’tirof etishadi. Ammo otlarning gap tarkibida bosh kelishikda ishlatilishi 98% ni tashkil qiladi, qaratqich kelishigining yasalishida apostrof s morfologik ko’rsatkich, of predlogi yordamida ifodalanishi sintaktik sathda namoyon bo’ladi.

Yuqorida izoh berilganlardan ma’lum bo’lishicha , ingliz tili amaliy va nazariy grammatikalarida kelishik kategoriyasining ikki shakli mavjud deb ko’rsatiladi. Kelishik munosabatlari narsa, harakat va holatning otning o’zida ba’zi bir shakliy belgilar orqali ifodalanishini ko’rsatadi. Zamonaviy ingliz tilida kelishik kategoriyasi muammosi ancha munozarali masalalardan biridir. [Usmonov, Ashurov, 2012, 23]. Ba’zi olimlar ingliz tilida kelishiklar soni ikkidan ortiq deyishsa, ayrim olimlar esa ingliz tili otlarida kelishiklar umuman mavjud emas . [Simirnitskiy, 1957, 62]

Ayrim olimlarning fikricha bir gap tarkibida qaratqich kelishigining ifodalanish shakli ingliz tili otlarida uch martadan ortiq ishlatilmaydi [Choriev, 1990 34-35]

Ingliz tili misolida bosh kelishikdan tashqari qaratqich kelishigini ifodalovchi ‘s haqida to’xtalib , G. Palьmer va G.N.Vorontsova ‘s morfemani yordamchi so’z – “posselog” deb atashga harakat qiladi. [Palmer , 1927, 36-37; Vorontsova, 1948, 9]. Boshqa bir qator tilshunoslar ingliz tilida “roditelьnыy padej” mavjudligini e’tirof etsalarda uni “pritijatelьnыy padej” deb atasalar to’g’ri bo’ladi. Chunki “roditelьnыy” otlardagi kelishik nomidir, a “prityajatelьnыy esa sintaktik munosabatni anglatishga xizmat qiladi. [Espersen, 1958, 207]. Shu bois uni “prityajatelnaya konstruktsiya” yoki “prityajatelьnaya sintagma” deb atash mumkin.

Ushbu masala bo’yicha , ya’ni ingliz tili ot so’z turkumida kelishik kategoriyasi haqida O’.U.Usmonov R.A.Nosirova, D.T.Kubeysinovalar ta’kidlashicha “.....agar of predlogini ingliz tilida qaratqich kelishigini ifodalovchi marker deb hisoblasak, boshqa predloglar yordamida o’n beshtadan ortiq kelishiklarni qayd qilish mumkin:

In the room-lokativ adessiv, to the room- lokativ allativ, from the room –lokativ ablativ, via Samarkand-lokativ translativ , with a pen-instrumental, with John- sotsiativ va hokazolar.

Ma’lumki, XX-asr oxiri XXI-asr boshlarida nashr etilgan badiiy asarlar va ilmiy ishlar matnlarida qaratqich kelishigining –‘s shakli deyarli uchramaydi. Undan tashqari of predlogi har doim ingliz tilidi qaratkich kelishik ma’nosini ifoda etavermaydi. Shunga asosan ingliz tilida morfologiya sathda kelishik kategoriyasi o’z ta’sirin kuchsizlantirganltgining guvohi bo’lamiz.

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PERSPECTIVES OF LINGUOPERSONOLOGY AND LINGUODIAGNOSTICS IN THE CONTEXT OF MODERN LINGUISTIC RESEARCH TRENDS (AN ANALYSIS WITHIN THE FRAMEWORK OF THE AUTHOR'S LINGUISTIC IDENTITY IDENTIFICATION)

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Abstract: *This paper evaluates the potential of linguopersonology one of the most promising fields of modern linguistic research and its closely related discipline, linguodiagnostics. In her study, the author employs descriptive, contextual, comparative, semantic field and extralinguistic analysis methods, as well as the combined use of biographical and cognitive analysis approaches, which are widely applied in literary text studies. The literary texts examined required both descriptive and contextual interpretation to substantiate the author's standpoint, while the influence of individual biographical features on worldview and linguistic identity was also explored to characterize the author's linguistic worldview. The contextual expressive potential of individual words and expressions was analyzed through the study of their semantic fields. As reference material, the texts of Franz Kafka's works were used. The research holds scientific value as one of the first analyses in this direction. The results obtained indicate broad prospects for the further development of linguodiagnostics and linguopersonology.*

Keywords: *modern linguistic research, linguopersonology, linguodiagnostics, linguistic identity, literary text.*

INTRODUCTION.

It is well known that modern linguistics, by its very nature, is anthropocentric it adapts to the pragmatic interests and needs of human beings, meets their essential requirements, eliminates communicative difficulties and elevates intercultural dialogue to a higher level. Among the areas where the anthropocentric character of modern linguistics is most clearly manifested, the theory of linguistic personality and the discipline of linguopersonology undoubtedly hold a prominent place. These fields, in essence, reveal the nature and primary research objectives of linguistic anthropocentrism.

As A. Kanykei and her colleagues emphasize, anthropocentric studies not only determine how human activity, identity, personal qualities, and value systems are reflected in language and speech, but also systematically investigate the speech behavior, cultural codes, and background knowledge of linguistic personalities as national-cultural prototypes [5; pp. 192–194]. This focus on human speech activity enables linguistics to highlight issues of greater pragmatic and social relevance. Accordingly, through the direct or indirect involvement of linguopersonology, such areas as linguistic expertise, linguistic diagnostics of speakers and authors, and linguosocionic research (identifying individuals' psycho-emotional characteristics based on their linguistic identity) have developed.

Although the theoretical foundations of linguistic identity were first laid in the works of Wilhelm von Humboldt, its conceptual and systematic formation owes much to the Neo-Humboldtian linguist Leo Weisgerber. However, the revival of this theory in modern linguistics with its new methods, research contours, and renewed scholarly attention after decades of relative neglect was largely due to the decisive role played by

Yuri Karaulov’s studies.

As a global trend in linguistic research, current interdisciplinary studies carried out jointly by linguists, literary scholars, artificial intelligence experts, and computer scientists focus on several linguopersonological directions:

1. Identifying the linguistic personality (e.g., the author of a literary work);
2. Studying the reflection of the author’s personal and psycho-emotional characteristics in their idiolect and idiostyle;
3. Predicting possible explicit or implicit verbal manipulation strategies based on the author’s linguistic personality traits, creating a speech portrait through the identification of speech behavior patterns, and forecasting communicative habits and behaviors.

As D. Lengyel emphasizes, linguistic diagnostics generally comprises three interrelated procedures: (1) descriptive, (2) explanatory, and (3) predictive [6; p. 7].

Given the relevance of these studies, several particularly noteworthy directions can be mentioned. For example, continuing Anna Wierzbicka’s concept of “key words” [13], modern linguistic research focuses on identifying the words most frequently used by a given linguistic personality, evident in their daily speech and writing style (idiolect and idiostyle). These “key words” — or “favorite words,” as some researchers term them — reveal the author’s value system, personality traits, and linguistic identity. For instance, B. Mammadova found that the word zəhlətökən (“annoying”) was among the favorite words of Azerbaijani writer Alaviya Babayeva, reflecting her introverted, logical, and critical personality type [7; pp. 18–23]. Consequently, her speech portrait displays elements of intolerance and sharp emotional reactions — features characteristic of her psychological and linguistic identity.

Such studies are now part of global linguistic inquiry. For example, Ben Blatt’s 2017 study Nabokov’s Favorite Word Is Mauve [8] attracted considerable attention. Although it provoked debate (see reviews by A. Korovashenko [14], A. Wasserman [8], and G. Weldon [12]), this lexical-statistical analysis through mathematical modeling of semantic structuring demonstrated that modern technology can indeed facilitate the reconstruction of an author’s linguistic identity and the verification of authorship.

It is therefore unsurprising that the works of one of the greatest German-language writers of the 20th century Franz Kafka have also been examined using modern technological tools (see, for example, I. Ellison [2]; K. Strathausen and W. Shang [11]). There are sound reasons for this. As is known, only a limited number of Kafka’s works were published during his lifetime. According to his will, his manuscripts were to be burned by his friend, the critic and writer Max Brod [4]. However, Brod disobeyed this instruction and thanks to that “betrayal of friendship,” world literature inherited masterpieces such as The Castle, The Trial, and Amerika.

As Ross Benjamin notes, many of the texts edited and published by Brod differ to varying degrees from Kafka’s original manuscripts [3]. This situation led to diverse opinions about Kafka’s linguistic identity, his idiolect and his idiostyle.

For example, O.V. Sella admitted that after the publication of the final version of Kafka’s diaries, her perception of Kafka previously as a melancholic and tragic figure changed significantly. These differences, though perhaps minor, support Benjamin’s claim that Brod’s editions “lacked linguistic precision” [10]. He further observed that Brod altered Kafka’s syntax, simplified structures, added punctuation, and omitted large portions of both the diaries and literary works [9].

Thus, in one case, we witness interference in the structural-syntactic representation of Kafka’s linguistic identity; in another, intrusion into his conceptual sphere. The omitted portions diminished or distorted the semantic components that characterized Kafka’s values and linguistic self.

From Benjamin’s restored passages, it becomes evident that Kafka did not avoid homoerotic descriptions [9], which suggests that he was not merely a withdrawn man incapable of forming relationships with women, but possibly bisexual. The removal of same-sex affectional elements significantly alters the “Love” concept within Kafka’s conceptual sphere.

Similarly, other omitted sections reveal that Kafka did not refrain from using corporeal or even vulgar

epithets challenging the notion that his prose focused solely on spiritual suffering or existential alienation. Thus, the linguistic conceptual sphere of Kafka's texts reflects both moral and physical dimensions. However, this also means we cannot be certain to what extent Kafka's authentic linguistic identity or Brod's puritanical editing dominates the extant texts.

Conclusion. In conclusion, when conducting linguodiagnostic analysis of a writer's linguistic identity, we must rely on the existing textual reality. Perhaps, just as artificial intelligence has recently confirmed that some of Shakespeare's plays were co-authored with Christopher Marlowe, future technologies will enable us to more precisely delineate Kafka's authentic linguistic identity from Brod's editorial interventions.

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CONCEPT OF "FATHER" IN DIFFERENT LINGUOCULTURES

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Annotation. *Today various areas of language are developing in modern linguistics. We can give an example of the human factor as the main factor in this. A new approach to the human factor in World linguistics, new areas that are developing today, in particular, scientific research in the fields of cognitive linguistics, linguoculturology, pragmatics, sociolinguistics, ethnolinguistics, are considered related to language.*

Key words: *scientific research, approach, cultural elements, concept, evaluation, discourse, interpretation.*

INTRODUCTION.

Nowadays, different areas of language are developing in modern linguistics. We can give an example of the human factor as the main factor in this. A new approach to the human factor in World linguistics, new areas that are developing today, in particular, scientific research in the fields of cognitive linguistics, linguoculturology, pragmatics, sociolinguistics, ethnolinguistics, are considered related to language. To determine the nature of various phenomena requires a wide-ranging analysis from an anthropological point of view. Linguistic research carried out in the world of modern linguistics exists in the language an important place in the disclosure of the essence of phenomena is played by concepts, in which the speaker's social way of life, worldview, exists around a specific word all concepts that are, in most cases, one concept in the cross section of different languages on the basis of samples of fiction, a cross-comparison was analyzed linguistic research carried out in the world of modern linguistics exists in the language an important place in the disclosure of the essence of phenomena is played by concepts, in which the speaker's social way of life, worldview, exists around a specific word all concepts that are, in most cases, one concept in the cross section of different languages on the basis of samples of fiction, a cross-comparison was analyzed. In Russian linguocultural tradition, the word "отец" (otets) denotes more than biological parenthood. Analysis of Russian proverbs and paremiological units shows that father is associated with authority, wisdom, provision, and moral education. For example: Не то отец, что вспоил, вскормил, а то отец, что уму-разуму научил ("Not the one who just fed you is a father, but the one who taught you wisdom"). These paremiological units reflect cultural values: the ideal father is not merely a provider, but a guide and teacher.

In a regional study of Northern Priangarye, researchers identified sub-concepts of "father" in oral culture, reconstructing not just the conceptual but also the evaluative and image-based layers of the father concept in that traditional community.

Comparative linguocultural research reveals both shared and distinctive features in the concept of father. In Kazakh culture, proverbs and phraseology associated with "father" may emphasize lineage, honor, and responsibility. According to studies, the concept of "father" in Kazakh culture includes notions of heritage and social role, not just biological parenthood.

In Uzbek (and other Turkic) contexts, the semantic system of parental roles, including "father," can be tied to broader cultural metaphors. For instance, in linguistic studies of gender stereotypes in Uzbek, Kazakh,

and Karakalpak phraseology, traditional social roles are often reflected in idiomatic expressions.
Moreover, in classical Turkic languages the term ata (father) has etymological links to notions of protection and guardianship. In Uzbek and other Central Asian linguistic cultures, ata not only means “father,” but also evokes a semantic field of protection and responsibility.

The concept of fatherhood in certain linguistic and cultural traditions includes spiritual or symbolic paternity. For example, medieval Christian semantics of paternity distinguish between biological and spiritual fatherhood: the notion of paternitas not only refers to the biological father, but extends to spiritual or ecclesiastical fathers such as bishops, abbots, or God Himself.
This layering reflects how historical, religious, and institutional developments shape the conceptual semantics of “father” across time and cultures.

In modern English-speaking contexts, associative studies (e.g., associative dictionaries) show that “father” is typically linked to positive, stable traits – provider, protector, wise, authoritative. According to research in an English associative lexicon, negative associations with “father” are rare, which suggests a predominantly positive cultural evaluation.

However, sociological research also identifies evolving stereotypes: for instance, on parenting forums and social media, fathers may emphasize education and legacy, revealing how contemporary fatherhood discourse navigates traditional ideals and new social roles.

The “father” in the linguocultural concept often conjures a mental image: an older man, possibly stern but caring, a figure of stability. In some cultures, the imagery is more hierarchical; in others, it might include emotional closeness. These images are reinforced through stories, proverbs, and idioms.

Conceptually, “father” covers the idea of male parentage, but also social roles: provider, lineage bearer, moral anchor. In traditional societies, the father’s role may be strongly tied to patrilineality, inheritance, and family honor.

Values associated with “father” vary across cultures but commonly include respect, authority, wisdom, and responsibility. In many cultures, a “good father” is someone who nurtures the children, teaches them, and ensures their future. In some contexts, failure in these roles may lead to negative evaluations (e.g., “absent father,” “irresponsible father”).

Linguistic expressions – proverbs, idioms, metaphorical language – crystallize cultural attitudes toward fatherhood. For example, the proverb “like father, like son” (English) expresses belief in hereditary traits and moral continuity. In Russian and Slavic cultures, paremias about fathers (as mentioned above) reflect the ideal of the father as educator and guide. In Arabic, the term abū (أبو) is not only a literal “father,” but also a kunya (an honorific “father of …”), used to show respect, lineage, and social status.

Overall, it can be concluded that this is when the father draws the concept into scientific analysis determination of the position of the units considered within the framework of the concept in the text it is not enough to be limited to. To our people themselves in conducting research taking into account the specific worldview, mental characteristics is aimed at allows you to reach.t can be concluded that this is when the father draws the concept into scientific analysis determination of the position of the units considered within the framework of the concept in the text it is not enough to be limited to.

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GAP BORASIDAGI BA’ZI ILMIY-NAZARIY MULOHAZALAR

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KIRISH.

Gap haqidagi dastlabki ilmiy-nazariy mulohazalar miloddan avvalgi V asrlarda Platonning “Kratil” asarida yoritilgan edi. Platon o‘z tasarrufida so‘zlarning o‘zaro aloqasini ta’minlash imkoniyatiga ega bo‘lgan tushunchani gap deb atadi va uni eng kichik nutq birligi sifatida o‘rgandi. Gapning *predikat* hamda *subyekt* yoki *obyekt* deb nomlanuvchi qismlari mavjudligini ta’kidladi[1]. Bundan tashqari, qadimgi Gretsiyada «sintaksisning otasi» degan ulug‘ nomga sazovor bo‘lgan Apolloniy Diskol ham “Gap bo‘laklarining sintaksisi haqida” nomli asarida nutq tuzilishi jarayonida so‘zlarning tasodifiy tanlanmasligini, ularning leksik ma’nosiga ko‘ra birlashishini, shu bois sintaktik butunlik ma’lum fikr anglatishini, bo‘g‘in so‘z bilan qay tarzda munosabatda bo‘lsa, so‘zlar ham gap tarkibida shunday munosabatda bo‘lishini ilmiy asoslab berdi va misol tariqasida “Men uyda yashayman”, “Men Dionisiyga salom beraman” kabi gaplarni keltirdi[2]. Bu, aslida, o‘sha davrlarda til birliklarining paradigmatik va sintagmatik munosabatlari, nutq lingvistikasi masalasi haqidagi g‘oyalarga asos solinganidan dalolat beradi.

Gapning ilmiy talqini Paninining (miloddan avvalgi IV asr) “Ashtadxyai” risolasida “*vakya*” termini asosida yoritiladi. Vakya deganda so‘zlarning birikuvi natijasida vujudga keladigan gap va matn tushuniladi. Asarda sintaktik sath haqida ma’lumotlar berilib, gapning morfematik sathi sxemasi tasvirlanadi, gapning o‘zaklarga qo‘shiluvchi affikslarga bog‘liq ravishda kengayishi sutrlarda (qoidalarda) izohlanadi. Hozirgi tilshunosligimizdagi sintaktik derivatsiya nazariyasining tadqiqida Paninining fikrlaridan andaza olingan desak yanglishmagan bo‘lamiz. N.Xomskiyning generativ yondashuv nazariyasi Paninining matn shakllanishi xususidagi qarashlariga juda o‘xshaydi[3].

VII-VIII asrlarga kelib, arab tilshunosligida sintaksisning vazifasi gap strukturasini va semantikasini tahlil qilishdan iborat bo‘ldi. Arab olimlari gapni ism hamda fe’l qismlariga bo‘lib o‘rganishdi. Iyerarxiyani tashkil etuvchi kichik va katta elementlar jumlalarni tuzishda xizmat qilishini dalillashdi. Bunga misol qilib basralik olim Usmon Sibavayxiyning fikrlari yoritilgan, bugungi kunda ham o‘z ilmiy qimmatini yo‘qotmagan “Al-kitob” asarini keltirishimiz mumkin. Zamonaviy sintaktik tahlilda keng qo‘llanayotgan bevosita ishtirokchilar metodi hamda til va nutq birliklarining pog‘onali munosabati muammosining talqini Usmon Sibavayxiy g‘oyalariga bog‘liqdir[4].

Hozirgi kunda ham gapning sintaktik tahlili jarayonida qo‘llanib kelayotgan gap bo‘laklarining nomlanishi, gapning tuzilishiga ko‘ra turlarining tasnifi masalasiga doir ilmiy qarashlar XIX asrda rus tilshunoslari N.I.Grech, F.I.Buslayevlarning darsliklarida o‘z ifodasini topgan edi. Xususan, N.I.Grech «Практическая русская грамматика» (“Rus amaliy grammatikasi”) asarining «Синтаксис или словосочетание» (“Sintaksis yoki so‘zlarning birikuvi”) bo‘limida quyidagilarni yozadi: *«Синтаксис или словосочетание есть часть грамматики, заключающая в себе правила совокупления отдельных частей и частиц слова между собою, для произведения ясной и понятной речи. ...Суждение, выраженное*

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словами, именуется предложением»[5] − (“Sintaksis yoki so‘zlarning birikuvi grammatikaning bir qismi bo‘lib, aniq va tushunarli nutq hosil qilish maqsadida so‘zlarning alohida qismlarinining bir-biri bilan bog‘lanishi qoidalarini o‘z ichiga oladi. … So‘zlar bilan ifodalangan fikr gap deyiladi”).

Asarni o‘qib shunga amin bo‘lamizki, olim sintaksisni so‘z qismlarining birikuvidan iborat deb biladi. Bizningcha, mazkur fikr asosliga o‘xshaydi. Ammo hozirgi kunda sintaksisga tilshunoslikning so‘z birikmalari, gap tuzish qoidalari hamda ularning nutqdagi rolini o‘rganuvchi bo‘limi deb ta’rif beriladi. Agar shu ta’rifni ma’qul desak, unda kichik sintaksis, matn sintaksisi degan tushunchalar ham borki, ularning iste’molga kiritilishi sintaksis sohasining takomillashib borayotganidan dalolat beradi va mavjud terminlar sintaksis haqida aytilgan ta’riflarda uchramaydi. Mazkur tushunchalarning barchasini birga qo‘llagan holda sintaksisga ta’rif berib bo‘lmasa ham kerak. Negaki, sintaksisning obyekti kengqamrovli bo‘lib, ularning har birini aynan bir ta’rifga sig‘dirish qandaydir g‘alizdek tuyuladi. Ammo yuqoridagidek uni so‘z birikmalarini va gapni o‘rganadi desak, u holda uning chegarasini sun’iy toraytirib qo‘ygandek bo‘lamiz. Holbuki, sintaksis til va nutq iyerarxiyasida eng yuqori pog‘onani egallaydi va aynan shu tushuncha doirasida til birliklari va belgilarining nutqdagi kommunikativ funktsiyasi tadqiq etiladi. Umumiy ta’rifga keladigan bo‘lsak, uning har bir bo‘limining o‘ziga xos o‘rganish mavqeyi mavjuddir. Shu bois N.I.Grechning sintaksisning tekshiruv obyektini dastlab so‘zga bog‘lab o‘rganishini maqsadga muvofiq deb bilamiz. Aslida, tilshunoslikning barcha bo‘limlarining tekshiruv obyekti so‘z sanaladi. Masalan, fonetikada so‘zning fonetik qurilishini, leksikologiyada so‘zning denotat va signifikat tomonlarini, morfemikada so‘zning tarkibiy qismlarini, morfologiyada so‘zning turkumlarga bo‘linishini, sintaksisda esa so‘zlarning gorizontal chiziq bo‘ylab aloqaga kirishuvini o‘rganamiz.

Xulosa o‘rnida shuni ta’kidlab o‘tish kerakki, ushbu tezisda gap haqidagi ilmiy qarashlar qadimgi yunon, hind ва arab tilshunoslarning ilmiy yondashuvlari berilib, Platon, Apolloniy Diskol, Panini ва Sibavayhlarning sintaktik tuzilish, so‘zlarning birikishi ҳамда fikrning gap orqali ifodalanishi haqidagi g‘oyalari zamonaviy sintaksisning nazariy asoslarini yaratilishiga asos bo‘ldi. XIX asr rus grammatikachilari Grech ва Sibavayxiylar esa gap bo‘laklari ва ularning munosabatini ilmiy jihatdan tizimlashtirilgan. Bugungi kunda sintaksis so‘z birikmasidan tortib matn darajasigacha bo‘lgan tuzilishlarni qamrab olib, tilning eng muhim kommunikativ pog‘onasi sifatida qaraladi. Shu bois tilshunoslik borasidagi tarixiy manbalarning tahlili gap tabiati ва sintaksis doirasining keng, murakkab ҳамда uzluksiz rivojlanayotgan ilmiy soha ekanini yaqqol ko‘rsatadi.

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ELLIPSIS TIL VOSITALARINI TEJASHNI YUZAGA KELTIRUVCHI OMIL SIFATIDA

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Annotatsiya. *Ushbu maqola tilshunoslikdagi dolzarb muammolardan biri – ellipsis hodisasiga bag‘ishlangan.Ellipsis til vositalarini tejash va nutqni sodda, ta’sirchan qilishning universal usuli hisoblanadi. U XVIII-XIX asrlarda tilshunoslar (K.F. Bekker, A. Noren) tomonidan grammatik hodisa sifatida o‘rganilgan bo‘lsa, keyinchalik Fleysher uni leksik nuqtai nazardan ham izohlagan. Hozirgi tadqiqotlarda esa ellipsis nafaqat ega yoki kesimning tushirilishi, balki artikl, ko‘makchi va qo‘shma so‘z qismlarining chiqib qolishi bilan ham bog‘liq ekani ta’kidlanadi. Uning asosiy vazifasi – ortiqcha birliklarni qisqartirish, matnni ixcham va ifodali qilish hamda muallifning individual uslubini namoyon etishdir.*

Kalit so‘zlar: *ellipsis, til vositalarini tejash, grammatik hodisa, leksik hodisa, sintaksis, stilistika, nutq ixchamligi, ta’sirchanlik, individual uslub.*

KIRISH.

Ellipsis hodisasi ham boshka sintaktik-stilistik hodisalar kabi uzining uzoq o‘rganilish tarixiga ega. Ushbu masala bundan ikki asr oldin ilk bor germanshunos olimlarning diqqat-e’tiborlarini jalb qilgan edi. Shu o‘rinda ta’kidlash joizki, germanshunos olim K.F.Bekker o‘zining “Ausfuhrliche deutsche Grammatik als Kommentar der Schulgrammatik” nomli grammatika darsligida ellipsis hodisasiga uchragan quyidagi gaplarni keltirib, “die Sache aus”, “der Fisch im Wasser”, “der Hut ab!”, “die Tür zu!” kabilarni misol qilib ko‘rsatadi (K.F.Becker, 1837, s. 84), olim ularni elliptik gaplar deb nomlagan edi, chunki ushbu gaplar tarkibida “sein”, “legen”, “machen” kabi fe’l-kesimlar o‘rnida keluvchi fe’llar qo‘llanilmaydi. Demak, gaplar tarkibida fe’l-kesimlarning qo‘llanmasligi ellipsis hodisasiga ishora kiladi. Ellipsis hodisasiga nisbatan nemis olimi K.F.Bekkerdan tashqari boshqa germanshunos olimlar ham o‘z munosabatlarini bildirib, ellipsisning doirasini kengaytirishga ulkan hissa qo‘shishgan. Ana shunday olimlardan biri shved olimi A.Norendir. A.Norenning ta’kidlashicha, ellipsis hodisasi faqatgina gaplar tarkibidan fe’l-kesimning tushirib qoldirishi bilan emas, balki bog‘lovchilar, ko‘makchilar, shuningdek, artikllarning tushirib koldirishi bilan bog‘liq bo‘lgan jarayonlarni ham qamrab olishi mumkin. Agar K.F.Bekker, A.Noren kabi olimlar ellipsis hodisasiga grammatik nuktai nazardan yondashgan bo‘lsa, ya’ni ellipsis hodisasini grammatik hodisa sifatida tahlil qilgan bo‘lsalar, taniqli nemis olimi V.Flaysher esa unga leksik hodisasi sifatida yondashgan. Natijada u leksik ellipsislarni tadqiq qilgan. Leksik ellipsislarni V.Flaysher ikki guruhga, ya’ni “Kopfwörter”, “Schwanzwörter” guruhlariga bo‘lib o‘rganadi. “Kopfwörter” tushunchasi bo‘yicha so‘zlarning ikkinchi kismi, ya’ni “dumi” ellipsis hodisasiga uchraydi, boshqacharoq qilib aytganda, tushirilib koldiriladi.

Masalan: 1. Labor (torium), Lok (amotive), Kondi (torei), Limo (nade), Uni (versität) va boshqalar.

Demak, bu yerda so‘zlarning qavs ichiga olingan qismlari tushirilib qoldiriladi, ya’ni ellipsisga uchraydi.

Ta’kidlash joizki, “Schwanzwörter” tushunchasi asosida biz yuqorida sodir bo‘lgan voqeaning aksini ko‘ramiz, bu yerda so‘zning boshi, aniqroq qilib aytganda, bosh qismi tushirilib qoldiriladi va ellipsisga uchraydi.

Masalan: 2 (Omni) bus, (Schalt) platte, (Fahr) rad, (Ton) bad. (Regen) schirm, (Eisen) bahn, (Radio) empfänger va boshqalar. Demak, ellipsis – bu qo‘shma so‘zlardan birining tushirilib qoldirishidir, ya’ni til vositalarning tejash usullaridan biridir.

Ko‘plab tilshunos-olimlarning ellipsis hodisasi to‘g‘risida bildirgan fikr-mulohazalariga asoslanib, shuningdek, badiiy matn ustida olib borilgan uzoq yillik kuzatishlar natijalariga tayangan holda shu narsani alohida ta’kidlash lozimki, ellipsis hodisasi doirasi faqatgina gap tarkibidan kesimning yoki qo‘shma so‘zlar tarkibidan biron-bir bo‘lakning tushirilib qoldirilishi bilan chegaralanib qolmaydi. Aytish joizki, tilshunoslikdagi bu hodisa matn tarkibidan istalgan gap bo‘lagining tushirilib qoldirilishi natijasida sodir bo‘ladigan transformatsion o‘zgarishlarni ham o‘z ichiga qamrab oladi. Shu sababli ellipsis hodisasi, olimlar tomonidan ta’kidlab o‘tilganidek, fakatgina leksik va grammatik hodisa sifatda emas, balki stilistik xodisa sifatida ham kitobxonning diqqat-e’tiborini o‘ziga jalb qilishi kuzatiladi. Ma’lum bir gap yoki matn tarkibidan biror bo‘lakning tushirilib koldirilishi uchun ularda aniq muhit yoki kontekstual vaziyat bo‘lishi talab etiladi. Aytish joizki faqat ular yordamidagina tushirilib qoldirilgan bo‘laklar qayta tiklanishi mumkin. Bunday tushirilib qoldirilgan bo‘laklar gap yoki matnning mazmuniga ta’sir qilmaydi, aksincha, tasvirlanayotgan voqea-hodisaga e’tiborni kuchaytirishga undaydi. Bunday holat esa tushirilib qoldirilgan bo‘lakning o‘rnini bosuvchi elementni qayta tiklashga yordam beradi. Bunday xususiyatlarni quyidagi misollar tahlilida kuzatish mumkin.

Masalan: 3. Marie hat Herdruss an den Händen, die Küchenschürze ist nicht sauber,sie kann immerzu eine frische (-) umbinden (J. Harder, S. 212).

Masalan: 4. Er ist nie auf diesen Boden gewesen, yer (-) nicht und nicht Engmann (-). (J. Harder, S. 181).

Demak, ushbu misollarda ellipsis gaplar keltirilgan. Ellipsis gaplar tarkibidan tushirilib qoldirilgan komponentlarni aniqlash maqsadida shartli ravishda (-) - qavs + tire belgisini qo‘lladik. Bunday ramziy belgilar har xil shakllarda bo‘lishi ham mumkin, biroq, biz bu yerda qavs + tire, ya’ni (-) ni tanladik. Agar biz transformatsion metoddan foydalanib, elliptik gaplarni odatdagi to‘liq gaplarga aylantirsak, u holda ular quyidagicha ko‘rinishga ega bo‘ladi.

Masalan: A. Marie hat Herdruss an den Händen, die Küchenschürze ist nicht sauber, sie kann immerzu eine frische Küchenschürze umbinden.

Masalan: B. Er ist nie auf diesem Boden gewesen, er ist nicht gewesen, und Engmann ist auch nicht gewesen.

Transformatsion metod yordamida u yoki bu gapni to‘liq holga keltirish unchalik mushkul jarayon emas, balki ayrim hollarda ba’zi bir o‘zgarishlar kiritishga to‘g‘ri keladi. Masalan 4-raqamli misol tarkibiga ba’zi bir o‘zgarishlar kiritdik. Agar bu yerda -auch yuklamasi kiritilmaganda edi, bu gaplar orasida mantiqiy bog‘likliklar yuzaga kelmagan bo‘lar edi. Auch -ning bu yerda kiritilishi, birinchidan, gaplar orasidagi mantiqiy bog‘liqlikni o‘rnatishga, ikkinchidan, esa oxirgi gapda so‘z tartibini ma’lum darajada o‘zgartirishga yordam beradi.

Biz bu yerda transformatsion metoddan foydalangan holda gap tarkibidan tushirib qoldirilgan komponentni ko‘rsatishga xarakat qildik, xolos. Biroq kutilgan natijalar bunday usullarda sodir bo‘lavermaydi, chunki ellipsisning ham qonun-qoidalari mavjud va u ana shu konun qoidalari asosida harakat qiladi hamda unga buysinadi. Ellipsisga xos bo‘lgan bunday qonun-qoidalar 3,4 rakamli misollar tarkibida mavjud bo‘lgan muxit, vaziyat va kontekstual imkoniyatlar bilan belgilanadi.

3, 1-rakamli misollarda bunday vaziyatlar, kontekstual muhitlar, bir tomondan, Küchen-schürze, - ist gewesen - kabi komponentlar yordamida yuzaga kelsa, ikkinchi tomondan esa, ularning shu gaplar ichida boshqa gap bo‘laklariga nisbatan tutgan mazmuniy munosabatlari natijasida yuzaga keladi.

“Ellipsis hodisasi, o‘z navbatida stilistik hodisadir. Yozuvchilar bunday stilistik figuralardan aniq, stilistik maqsadlar uchun foydalanadilar: birinchidan, til vositalarni tejash yo‘li bilan gap strukturasini soddalashtirishga erishiladi, gap strukturasining soddalashuvi natijasida tasvirlanayotgan voqea-hodisalarning ta’sirchanligi, emotsionalligi kuchayadi; ikkinchidan, ellipsis hodisasi o‘z tabiati bilan ko‘p qirrali hodisadir. Shuning uchun ham uni boshqa sintaktik va stilistik hodisalar bilan o‘zaro bog‘liqlik holatlarda o‘rganish maqsadga muvofiq, ayniqsa, uni til ekonomiyasining asosiy omillaridan biri sifatida o‘rganish ayni muddaodir.

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JINOYAT LINGVISTIKASI VA HUQUQIY TERMINOLOGIYA

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***Annotatsiya**. Jinoyat lingvistikasi – bu tilshunoslikning tez rivojlanayotgan yo‘nalishlaridan biri bo‘lib, jinoyat ishi doirasida matnlarni tahlil qilish va ularning huquqiy ahamiyatini aniqlash bilan shug‘ullanadi. Ushbu maqolada kriminologik tadqiqotlarning nazariy asoslari, uning huquqiy terminologiya bilan bog‘liqligi va real hayotda qo‘llanilishi tahlil qilinadi. Xususan, sud hujjatlari, shartnomalar, tergov xulosalari va jinoyatchilar yozishmalarining lingvistik xususiyatlari o‘rganiladi. Tadqiqot huquqiy tahlil va lingvistik usullarni integratsiyalashning muhimligini ta’kidlab, jinoyatlarni tergov qilishda tilning rolini ochib beradi.*

***Kalit so‘zlar:** kriminologik terminologiya, huquqiy terminologiya, kriminal yozishmalar, yuridik lingvistika, huquqiy diskurs, leksik-semantik tahlil, sud hujjatlari.*

***Abstract**: Criminal linguistics is a rapidly developing area of linguistics, which deals with the analysis of texts and the determination of their legal significance within the framework of a criminal case. This article analyzes the theoretical foundations of criminological research, its connection with legal terminology and its application in real life. In particular, the linguistic features of court documents, contracts, investigation reports and criminal correspondence are studied. The study highlights the importance of the integration of legal analysis and linguistic methods, revealing the role of language in the investigation of crimes*

***Keywords:** criminological terminology, legal terminology, criminal correspondence, legal linguistics, legal discourse, lexical-semantic analysis, court documents.*

KIRISH.

Kriminal terminologiya jinoyat adliya tizimining murakkabliklarini tushunish uchun juda muhimdir. Bu terminlar sohadagi professionallar – huquqni muhofaza qilish organlari xodimlari, advokatlar va tadqiqotchilar o‘rtasida aniq muloqotni ta’minlaydigan standartlashtirilgan tilni yaratadi (Gina Portuguese Gawon 2016). Bu terminlarning ahamiyatini ortiqcha baholab bo‘lmaydi, chunki ular jinoyat harakatlarini, huquqiy jarayonlarni va sud qarorlarini aniq tavsiflashga yordam beradi, shu orqali tushunmovchiliklarning oldi olinadi. Shuningdek, huquqiy tizimga yangi kirgan shaxslar, masalan, sudlanuvchilar va ularning oilalari uchun kriminologik terminologiya bilan tanishish juda muhim. Bu ularga sud jarayonlarida ishonchli va ongli ishtirok etish imkonini beradi. Standartlashtirilgan terminologiya ilmiy tadqiqotlarda ham muhim rol o‘ynaydi va kriminologik izlanishlarning umumiy tilga asoslanishini ta’minlaydi.

Kriminologik tadqiqotlarning asosiy xususiyatlardan biri keng qo‘llanadigan atamalar va ularning ma’nolarini tushunish tamoyili xisoblanadi. Misol uchun actus reus atamasi jinoyat sodir etishning jismoniy harakati degan ma’noni bildirsa, mens rea so’z birikmasi esa lotincha “aybli ong” deb tarjima qilinib, jinoyatda gumonlanuvchining ruhiy holatini bildiradi. Ko‘plab umumiy huquq tizimlarida aybdorlikni isbotlash uchun ham mens rea, ham actus reus mavjud bo‘lishi shart (Montoya va boshq. 2021). Yana bir muhim termin — **“acquittal” (oqlov)** bo‘lib, u yetarli dalillarning yo‘qligi sababli sudlanuvchini aybsiz deb topish qarorini bildiradi. “Sudlanuvchi”, “himoyachi” kabi terminlar esa huquqiy jarayonda ishtirok etuvchi tomonlarni bildiradi (Criminal Justice System Commonly Used Terms & Definitions). Bunday terminlarni bilish huquqiy jarayonni to‘g‘ri tushunishda yordam beradi.

Kriminologik terminologiyaning huquqiy tizimdagi roli ko‘p qirrali bo‘lib, nazariy bilim bilan amaliy faoliyat o‘rtasida ko‘prik vazifasini bajaradi. U barcha ishtirokchilarning bir xil tushunchaga ega bo‘lishi orqali

adolatli sudni ta’minlaydi. Masalan, “jinoyat protsedurasi” atamasi adliya jarayonini tartibga soluvchi qonun va me’yorlarni o‘z ichiga oladi (Montoya va boshq. 2021). Terminologiyadagi barqarorlik nafaqat huquqiy aniqlikni ta’minlaydi, balki tizimdagi bo‘limlar o‘rtasida samarali aloqa va hamkorlikni qo‘llab-quvvatlaydi. Bu, shuningdek, kelajakdagi mutaxassislarni tayyorlashda ham muhim bo‘lib, ularni jinoyat huquqining murakkabliklarini tushunishga tayyorlaydi. Standartlashtirilgan terminlar xalqaro hamkorlikni ham osonlashtiradi. Savol tug‘ilishi mumkin: biz ko‘rayotgan yangiliklarning soxta yoki haqiqiyligini qanday aniqlaymiz? Mubolag‘ali, sensatsion sarlavhalar; jozibali, tabloid uslubidagi matnlar; terminlarning noto‘g‘ri qo‘llanishi; haqiqiy saytlarni taqlid qiluvchi soxta URLlar; mashhur insonlar aks etgan tasvirlar; to‘liq bosh harflardan foydalanish; ortiqcha tinish belgilari va imlo xatolari — bularning barchasi shubha uyg‘otishi mumkin (Veszelszki 2017).

Ágnes Veszelszkining fikriga ko‘ra, soxta yangiliklarni quyidagi usullar orqali aniqlash mumkin (Veszelszki 2017, 28):

–URL manzilni diqqat bilan tekshiring.
–Manba ishonchlimi?
– Sarlavhalarga tanqidiy yondashing (ortiqcha tafsilotli sensatsion sarlavhalar shubhali bo‘ladi).
– Noodatiy formatlashga e’tibor bering.
– Tasvirlarni tekshiring (Google Image Search yordam berishi mumkin).– Muallifni tekshiring.
– Sanani tekshiring.
– Dalillarni tekshiring.
– Boshqa manbalardagi xabarlarni solishtiring.
– O‘z xatolar va stereotiplaringizni yengib o‘ting.
– Matnning til sifati va uslubini tekshiring.
– Hazil sayt emasligiga ishonch hosil qiling.
– Ba’zi hikoyalar ataylab soxta bo‘lishi mumkin.
– Mutaxassislardan so‘rang.

Soxta matn misoli:

“Men ushbu shartnomaning barcha shartlari to‘liq bajarilganini tasdiqlayman. To‘lov 2024-yil 25-noyabrgacha amalga oshiriladi. (Imzo: A. Xolniyozov)”

Formal lingvistik tahlil:

- *Leksik xususiyatlar:* “Men tasdiqlayman”, “barcha shartlar” kabi rasmiy iboralar noto‘g‘ri qo‘llangan.
- *Grammatika:* “bajarilgan” va “bajariladi” zamonlari o‘zaro mos emas.
- *Stilometrik tahlil:* matn boshqa hujjatlardan uslub jihatdan farq qiladi.

Huquqiy terminologiya huquqiy amaliyotda aniqlik va izchillikni ta’minlaydi. Advokatlar murakkab huquqiy hujjatlar va sud jarayonlarida bir xil tushunchalardan foydalanadilar (Mike Brennan 2023). Bu til huquqiy jarayonlarning izchil va to‘g‘ri bajarilishini ta’minlaydi.

Sud jarayonlarida huquqiy terminlarning to‘g‘ri talqin qilinishi adolat uchun juda muhimdir. Sud tarjimonlari bu jarayonda muhim rol o‘ynaydi — ular huquqiy terminlarni aniq tarjima qilib, til to‘siqlarini bartaraf etadi (Mariana Orozco-Jutorán 2023). Kichik noto‘g‘ri tarjima ham ish natijasiga jiddiy ta’sir qilishi mumkin. Biroq huquqiy terminlarning murakkabligi ko‘plab chalkashliklarga olib kelishi mumkin, bu esa izohli lug‘atlar, qo‘llanmalar va malaka oshirish zarurligini ko‘rsatadi.

Xulosa

Kriminologik va huquqiy terminologiyani chuqur bilish jinoyat adliya tizimi hamda yuridik kasb uchun juda muhimdir. Bu tushunchalar murakkab ishlarni aniqlik bilan tahlil qilish, qonunlarni to‘g‘ri qo‘llash va adolatni ta’minlashda katta ahamiyatga ega. Terminlarni noto‘g‘ri tushunish esa jiddiy xatolarga olib kelishi mumkin. Shuning uchun doimiy ta’lim, lug‘atlar va mutaxassislar yordami huquqiy jarayonlarning samaradorligi va adolatliligini oshiradi.

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O‘ZBEK TILIDA MUHABBAT IZHORINI IFODALOVCHI LEKSIK BIRLIKLAR ETIMOLOGIYASI

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Annotatsiya. *Mazkur maqolada o‘zbek tilida muhabbat izhorini ifodalovchi leksik birliklarning verballashuvi jarayoni tahlil qilinadi. Tilshunoslikda verballashuv tushunchasi insonning ichki kechinmalari, tuyg‘ulari va ijtimoiy-madaniy qadriyatlari nutqiy shaklga o‘tishi, ya’ni lingvistik ifodaga ega bo‘lishi jarayoni sifatida izohlanadi. Muhabbat konsepti milliy til va madaniyatda muhim kommunikativ hodisa bo‘lib, unda turli leksik vositalar — erkalash so‘zlari, murojaat shakllari, metaforik iboralar va frazeologizmlar faol qo‘llanadi. Ushbu maqolada asosan badiiy matnlar va hikmatli so’zlardan na’munalar olinib, keltirilgan misollarda muhabbat izhorini voqealantiruvchi leksik birliklar tahlil qilinadi.*

Kalit so‘zlar: *muhabbat izhori, muhabbat, sevgi, ishq, ko‘ngil, oshiq, pragmatika, konsept, leksik birlik.*

KIRISH.

Yurtimizda yosh avlodning sog‘lom va har tomonlama barkamol bo‘lib ulg‘ayishi, ularning ilmiy hamda ijodiy izlanishlarini qo‘llab-quvvatlash, shuningdek, jamiyatda munosib o‘rin egallashi uchun zarur sharoitlarni yaratishga alohida ahamiyat berilmoqda. Jumladan mamlakatimiz Prezidenti Sh.Mirziyoyevning “Mamlakatimizda ilm-fanni dunyoda hech kimdan kam bo‘lmagan darajada rivojlantirish uchun sizlarga va barcha olimlar, ilmiy jamoalarga zamonaviy shart-sharoyitlarni yaratib berish biz uchun ham qarz, ham farzdir”[1] deb keltirgan fikrlari bunga yaqqol misol bo’ladi.

Mamlakatimizda tilshunoslikning o‘rganilishi uzoq tarixiy ildizlarga ega bo‘lib, uning shakllanishi qadimiy yozma yodgorliklar va turkiy tilshunoslik an’analari bilan bog‘liq. XX asrdan boshlab tilshunoslik alohida ilmiy soha sifatida rivojlandi va grammatik qurilish, fonetika, leksikologiya, dialektologiya kabi yo‘nalishlarda izlanishlar olib borildi. Mustaqillik yillarida esa o‘zbek tilining davlat tili sifatidagi maqomi mustahkamlanib, uni nazariy hamda amaliy jihatdan o‘rganishga katta e’tibor qaratildi. Bugungi kunda tilshunoslik sotsiolingvistika, kognitiv lingvistika, pragmalingvistika, tarjimashunoslik kabi zamonaviy yo‘nalishlarda ham faol tadqiq etilmoqda.

Til — insonning ichki kechinmalari, tuyg‘ulari va ijtimoiy munosabatlarini ifodalovchi eng muhim vositadir. Xususan, muhabbat kabi umuminsoniy qadriyatni ifodalashda tilning imkoniyatlari beqiyosdir. Har bir xalqning madaniyatida muhabbat izhorini ifodalashga oid o‘ziga xos leksik birliklar, murojaat shakllari va metaforik ifodalar mavjud bo‘lib, ular milliy mentalitetning yorqin ko‘zgusi sifatida namoyon bo‘ladi. O‘zbek tilida ham *muhabbat, sevgi, ishq, oshiq, yurak, ko‘ngil* kabi leksik birliklar orqali insonlar o‘z tuyg‘ularini samimiy tarzda ifoda etadilar. Muhabbat konsepti lingvopragmatik hodisa bo‘lib, unda so‘zlovchi va tinglovchi o‘rtasidagi munosabat, samimiyat, mehr va ishonchni mustahkamlovchi vositalar muhim ahamiyat kasb etadi. Shunday qilib, o‘zbek tilidagi muhabbat izhorini ifodalovchi leksik birliklarning verballashuvini o‘rganish nafaqat til tizimidagi, balki milliy madaniy qadriyatlarni anglashdagi dolzarb masalalardan biridir.

Sevgi, muhabbat shaxs hayotining hissiy holati, ichki kechinmalari bilan bog‘liq bo‘lgan tushunchalardan biri hisoblanadi. Insonning yashash joyi, millati dini mavqeyi va kelib chiqishidan qat’iy nazar, bu tushuncha shaxsning voqelikdagi narsa va hodisalarga, kishilarga hamda o‘z-o‘ziga bo‘lgan

munosabatlardan kelib chiqadigan kechinmalarini ifodalashni anglatadi. Demak, har bir inson uni o‘z mentalliteti, qadriyatlaridan kelib chiqib o‘zicha talqin qiladi va shu inson yashaydigan jamiyatning milliy madaniyatini aks ettiradi. Sevgi, muhabbat, ishq qadim zamonlardan buyon odamlarning e’tibor markazida bo‘lib kelgan bo‘lib, sharqda Abu Nasr Farobiy, Abu Rayhon Beruniy, Abu Ali Ibn Sino, Yusuf Xos Hojib, Jaloliddin Rumiy, Alisher Navoiy kabi mutafakkirlar asarlarida uchratsak g‘arbda esa qadimgi yunon afsonalarida, Aristotel, Aflotun, Suqrot kabi faylasuflar ijodlarida, R.Togor, V.Shekspir, B.Shou kabi ingliz adabiyoti namoyondalarining asarlarida madh etilgan.

So‘ngi yigirma yil ichida zamonaviy tilshunoslikda “sevgi” konsepti bo‘yicha turli yo‘nalishlarda tadqiqot ishlari olib borildi. Jumladan, *sevgi milliy mintalitetning ajralmas bo‘lagi sifatida* izlanuvchilar yo‘nalishi. Bu yo‘nalishda tadqiqot olib borgan olim V.V.Kolesovning fikricha “sevgi” rus madaniyatining dominanti bo’lib, u alohida lingvistik va madaniy qadriyat hisoblanadi [6]. Yana bir olimlar guruhi *sevgi konseptini metalingvistik tushuncha sifatida* tadqiq qiladi. Bunga misol sifatida A.Verzbickayani ko‘rsatish mumkin [4]. Ular metalingvistika bilan aloqador bo‘lgan sevgi konseptini adekvat talqin qilish jihatlarini aniqlashga harakat qilishadi. Shuningdek, yana bir yo‘nalish, *sevgi konseptini lingvomadaniy tushuncha sifatida o‘rganuvchi* tilshunoslardir. Bu yo‘nalish namoyondalaridan biri S.G.Vorkachev hisoblanadi. Ular rus va ingliz tillarida “Sevgi” va “Baxt” konseptlarining etnosemantikasini tavsiflab, sevgi konseptining o‘ziga xosligini o‘z tadqiqotlarida aks ettiradi [5]. Lingvist L.E. Kuznetsova esa sevgi konseptini axloqiy va psixologik jihatdan tadqiq etib, sevgi konseptining semantik modelini ishlab chiqadi va *sevgi konseptini irratsional tuyg‘u sifatida ya’ni sevgining semantik modeli* orqali o‘rganuvchilar yo‘nalishiga asos solidi [7].

Shavkat Rahmatullayev tahriri ostida nashr etilgan O‘zbek tilining etimologik lug‘ati 1-jildida *sevgi* so‘zini *sevmoq, muhabbat bog‘lamoq, yaxshi ko‘rmoq, yoqtirmoq* kabi shakllari keltirilgan. *U meni tug‘ishgan opamdan afzal sevadi (Oybek).* Qadimgi turkiy tilda ham shunday ma’noni aks ettirgan bu leksema *säbmoq, sävmoq, sebmoq, sӘvmoq, sevmoq* tarzida talaffuz qilinib kelingan. Bundan ko‘rinib turiptiki, dastlab bu fe’l tarkibida *ä/ӘӘ* unlilari bo‘lib, vaqt o‘tishi bilan *e* unlisiga almashgan: *säbmoq, sӘvmoq, sebmoq, sevmoq.* Shuningdek bu fe’l og‘zaki nutqda *suymoq* shaklida ham ishlatilib, *yoqtirmoq* degan ma’noni anglatadi [3].

O‘zbek tilining etimologik lug‘ati 2-jildida *ishq* so‘zi arab tilidan kirib kelgan bo‘lib, *ъişq(un)* shakliga ega bo‘lgan, o‘zbek tiliga kasrli ayn tovushini ***i*** tovushiga almashtirib qabul qilingan: *ъişq-ishq*. Bu so‘z *sevdi* ma’nosini anglatuvchi *ъaşiqa* fe’lidan hosil qilingan bo‘lib, *sevgi, kuchli moyillik* ma’nolarini anglatishi keltirilganligini ko‘rishimiz mumkin [3].

Shuningdek mazkur lug‘atda *muhabbat* leksik birligi ham keltirilib, quyidagicha ta’riflangan: bu arabcha so‘z *muħabbat(un)* shakliga ega bo‘lib, o‘zbek tiliga *hoyi hutti* tovushini h tovushiga almashtirib qabul qilingan: *muħabbat*-muhabbat. Bu so‘z asli *sevdi, ko‘ngil berdi* ma’nolarini anglatuvchi *ħabba fe’lining II bob shakli ħabbaba* so‘zidan hosil qilingan majhul nisbat sifatdoshi bo‘lib, *sevgi* ma’nosini bildiradi [3].

Muhabbat konseptining etimologiyasi qadimiy ma’naviy-madaniy manbalarga borib taqaladi. “Muhabbat” so‘zi arab tilidan kirib kelib, “sevgi”, “mehr” ma’nolarini anglatadi. O‘zbek tilida bu atama asrlar davomida xalq og‘zaki ijodi, adabiy meros va diniy manbalarda boy ma’no kasb etib, insoniy tuyg‘ularning yuksak timsoli sifatida shakllangan. Demak, muhabbat konsepti etimologik jihatdan ham, ma’naviy jihatdan ham milliy tafakkurda chuqur ildiz otgan hodisadir.

XULOSA.

O‘zbek tilida muhabbat izhorini ifodalovchi leksik birliklar etimologiyasini tahlil qilish ushbu semantik qatlamning juda qadimiy, ko‘p qavatli va madaniy jihatdan boy ekanligini ko‘rsatadi. Tadqiqot natijalari shuni ko‘rsatadiki, “sev-”, “yor-”, “ko‘ngil”, “dil”, “mehr”, “muhabbat” kabi asosiy birliklar turkiy, fors-tojik va arab tillari bilan uzoq asrlar davomida kechgan madaniy-lisoniy aloqalar mahsuli bo‘lib, ularning semantik rivoji o‘zbek xalqining dunyoqarashi, estetik tasavvurlari va ijtimoiy munosabatlar tizimi bilan bevosita bog‘liqdir. Etimologik qatlamda turkiy ildizli “sev-”, “suy-”, “ko‘ngil” birliklarining ichki shaklida samimiyat, yaqinlik va tabiiy his-tuyg‘u dominant bo‘lsa, fors-tojik hamda arab kelib chiqishiga mansub “dil”, “mehr”, “ishq”, “muhabbat” kabi birliklar ko‘proq badiiy, majoziy va tasavvufiy mazmunlar bilan boyigan. Natijalar shuni tasdiqlaydiki, muhabbatni ifodalovchi leksik birliklar o‘zbek tili lug‘aviy tarkibida nafaqat hissiy-emotsional

ma’noga ega, balki xalqning tarixiy-madaniy identitetini aks ettiruvchi muhim lingvomadaniy belgilar sifatida ham xizmat qiladi. Shunday qilib, mazkur leksik maydonning etimologik tahlili o‘zbek romantik diskursining milliy xususiyatlarini chuqur ochib berishga asos yaratadi.

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ТЕОРЕТИЧЕСКИЕ ОСНОВЫ ЛИНГВОПОЭТИКИ И ЕЕ ВИДЫ

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Аннотация: *В статье рассматриваются теоретические основы лингвопоэтики как междисциплинарного направления современной лингвистики. Особое внимание уделяется взаимосвязи языка и художественного текста, поэтической функции языка, а также роли концептов в формировании национально-культурной картины мира. На основе трудов отечественных и зарубежных ученых анализируются различные виды лингвопоэтики: фонетическая, морфологическая, синтаксическая, семантическая и прагматическая. Приводятся примеры из узбекских и английских художественных текстов, демонстрирующие проявление концептов и их этнокультурные особенности. Исследование подчеркивает значение лингвопоэтики в изучении художественного текста, национального сознания и культурных ценностей.*

Ключевые слова: лингвопоэтика, концепт, художественный текст, поэтическая функция, семантика, прагматика, этнокультурный контекст, узбекская литература, английская литература, когнитивная лингвистика.

ВВЕДЕНИЕ.

В современной лингвистике стремительно развиваются различные направления изучения языка. При этом важную роль играет человеческий фактор (Якобсон, 1960). В последние десятилетия такие области, как когнитивная лингвистика, лингвокультурология, прагматика, социолингвистика и этнолингвистика, становятся основой глубокого анализа языка и культуры (Бахтин, 1981; Кубрякова, 1997). Исследования, проводимые в данных направлениях, помогают определить сущность языковых явлений и понять их в антропологическом, социальном и культурном контексте.

Лингвопоэтика – научное направление, изучающее взаимосвязь языка и художественного текста, а также анализирующее эстетические и семантические возможности слова (Шкловский, 1917). Определение действующих в художественном тексте концептов и анализ их национально-культурных особенностей имеет важное значение в современных лингвистических исследованиях (Степанов, 2000). Рост роли узбекского языка как государственного усиливает необходимость изучения тем, связанных с национальными и духовно-культурными ценностями. По словам Ш.М. Мирзиёева: *«Мы должны понимать, что внимание к государственному языку это внимание к независимости, а уважение и верность государственному языку это уважение и верность Родине»* (Мирзиёев, 2019). В этом отношении язык является не только средством коммуникации, но и инструментом формирования национального сознания и культуры.

Взаимосвязь языка и художественного текста. Лингвопоэтика анализирует лингвистические и поэтические элементы текста. Поэтическая функция языка превращает текст в эстетический объект для читателя (Якобсон, 1960). Эта функция связана с выбором слов, ритмом, интонацией, метафорическими возможностями.

Понятие концепта. В современной лингвистике концепт рассматривается как ментальная единица, формирующаяся в сознании человека (Степанов, 2000). В.З. Демьянков трактует концепт с исторической, лингвистической и культурной точек зрения (Демьянков, 2005). Д.С. Лихачёв определяет концепт как отражение понимания человека и объективного смысла (Лихачёв, 1999). Е.С. Кубрякова связывает концепт с памятью, объясняя его как основное знание, выраженное в языке (Кубрякова, 1997). Концепт в художественном тексте связан с содержанием слова и отражает национальные, культурные и религиозные ценности.

Виды лингвопоэтики. Лингвопоэтика делится на несколько видов в зависимости от объекта анализа и методологии:

1. Фонетическая лингвопоэтика. Изучает звук, ритм, аллитерацию и ассонанс в тексте (Шкловский, 1917).

Пример: у Байрона: *“The Assyrian came down like the wolf on the fold”* аллитерация и ритм создают драматический эффект.

2. Морфологическая лингвопоэтика

Анализирует формы слов и их роль в художественном тексте (Якобсон, 1960).

Пример: временные формы глагола в английской поэзии усиливают драматизм и повествовательный эффект.

3. Синтаксическая лингвопоэтика. Изучает структурные модели предложений.

Пример: в узбекских пословицах короткие и длинные предложения усиливают ритм и смысл: *«Ota-ona yaxshi bo‘lmay, bola yaxshi bo‘lmaydi».*

4. Семантическая лингвопоэтика. Анализирует значения слов, метафору и метонимию.

Пример: *“Heart of stone”* – метафора, выражающая холодность и бессердечность.

5. Прагматическая лингвопоэтика. Изучает восприятие текста читателем и его интерпретацию (Бахтин, 1981).

Пример: диалоги в художественном произведении отражают психологию персонажей и развитие событий.

Концепты и этнокультурный контекст. Художественные тексты, особенно религиозные и фольклорные, являются богатым источником для анализа концептов. В узбекском языке при изучении концептов используются религиозные тексты переводы Корана, хадисы. Фольклор пословицы, легенды, дастаны отражает национальное мировоззрение, традиции и обычаи. В «Девону луготит турк» Махмуда Кошгарий собраны пословицы и мудрые изречения, представляющие важную часть устного народного творчества.

Анализ концептов на примере узбекских и английских художественных текстов:

На узбекском языке: *“Ota-ona qadrini bilmagan bola yomon yo‘lga boradi.”* концепт уважения к родителям и воспитания.

На английском языке: Шекспир, «Гамлет»: *“Give me that man that is not passion’s slave, and I will wear him in my heart’s core, ay, in my heart of heart.”* концепт человеческих качеств и внутреннего мира.

Анализ: В обоих примерах концепты раскрывают моральные ценности, человеческие качества и культурные нормы.

Заключение. Лингвопоэтика это научное направление, изучающее эстетические и семантические возможности языка в художественном тексте. Она служит выявлению концептов, форм их выражения в языке и их национально-культурных особенностей. Фонетическая, морфологическая, синтаксическая, семантическая и прагматическая лингвопоэтика позволяют глубоко анализировать текст.

Концепты помогают раскрыть ментальные особенности народа, его исторический опыт и мировоззрение. Лингвопоэтика важна не только для литературоведения и лингвистики, но и для исследования национального сознания и культуры.

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NISBIY OLMOSHLARNING LUG‘AVIY VA GRAMMATIK XUSUSIYATLARI

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Annotatsiya. *Ushbu maqolada o‘zbek tilidagi nisbiy olmoshlarning mazmuniy (lug‘aviy) va shakliy (grammatik) xususiyatlari yoritiladi. Nisbiy olmoshlarning gapdagi vazifasi, so‘z yasash imkoniyatlari hamda ular yordamida hosil bo‘ladigan bog‘lovchi konstruksiyalar tahlil qilinadi.*

Kalit so‘zlar: *olmosh, nisbiy olmosh, grammatik kategoriya, sintaksis, bog‘lovchi birlik, semantika.*

KIRISH.

O‘zbek va ingliz tilllari grammatik tizimida olmoshlar muhim so‘z turkumlaridan biri bo‘lib, ular o‘rin egallayotgan so‘zlarning takrorini oldini olish, umumlashtirish yoki mavhum ma’nolarni ifodalashga xizmat qiladi. Nisbiy olmoshlar esa predmet, belgi, miqdor yoki holatni biror darajada aniqlab, boshqa bir unsurni ma’lum bir munosabatda ko‘rsatib turadi. Shuning uchun ular gap bog‘lashda, qo‘shma gaplar tuzishda va matndagi mantiqiy izchillikni ta’minlashda muhim vazifani bajaradi.

ASOSIY QISM.

Nisbiy olmoshlar odatda biror subyekt yoki obyekt haqida qo‘shimcha ma’lumot berish, tushunchalarni aniqlashtirish yoki ularni o‘zaro bog‘lash uchun ishlatiladi. Ingliz va o‘zbek tillaridagi nisbiy olmoshlarning ishlatilishi, ularning semantik mazmuni o‘xshash va farqli jihatlarga ega. Bu tillardagi nisbiy olmoshlar, jumla tarkibidagi ularning o‘rni va sintaktik funksiyalari orqali, o‘zlariga xos semantik aniqliklarni berishda muhim o‘rin tutadi.

Ingliz tilida nisbiy olmoshlar bosh va ergash gaplarni bog‘lashda xizmat qiladigan, shu bilan birga ergash gap ichida muayyan sintaktik vazifani bajaruvchi olmoshlar turkumidir. Ular ma’nosi va shakliga ko‘ra ham lug‘aviy, ham grammatik xususiyatlarga ega bo‘lib, gapda bir vaqtning o‘zida bog‘lovchi va olmosh sifatida ishtirok etadi. Ingliz tilidagi asosiy nisbiy olmoshlar qatoriga *who, whom, whose, which, that* kiradi. Ba’zi hollarda *when, where, why* kabi so‘zlar ham nisbiy olmosh vazifasida kelishi mumkin.

Kachalova nisbiy olmoshlarni quyidagicha ta’riflaydi: nisbiy olmoshlar ergash gaplarni bosh gap bilan bog‘lash uchun xizmat qiladi. Ular birlashma so‘zlar bo‘lib, bog‘lovchilardan farqi shundaki, ular nafaqat ergash gapni bosh gap bilan bog‘laydi, balki ergash gapning a’zosi hamdir.

Ergash gaplarda bosh gapga ergashgan qismni bog‘lash uchun *who (kim), whose, what, which* olmoshlari ishlatiladi. Ular aslida so‘roq olmoshlari bo‘lib, ushbu holatda savol berish uchun emas, gaplarni bog‘lash uchun ishlatiladi .

There are some really good carers who’ve been told to stop after just two or three years(Kazuo I.Never let me go; 8).

The man who is sitting next to Comrade A. is my English teacher.

Bu yerda *who* olmoshi bosh gapdagi the man so‘zining aniqlovchisi bo‘lib, ergash gapni bog‘lovchi va aniqlovchi sifatida xizmat qilmoqda. Ergash gap bosh gapdagi the man ismining qanday odam ekanligini

aniqlashtiradi, bu esa defining relative clause (aniqlovchi ergash gap) deb ataladi.

Ingliz tilidagi nisbiy olmoshlar o‘zbek tilidagiga o‘xshash tarzda gaplarni bog‘lashdan tashqari, aniqlik kiritish, izohlash va bog‘lash funktsiyasini birlashtirgan sintaktik birlik sifatida muhim rol o‘ynaydi. Til strukturasi jihatidan bu hodisa gaplardagi predikativlik va aniqlovchilik munosabatini ko‘rsatadi.

Who olmoshi shaxslarga nisbatan qo‘llanib, tobe bo‘lakda ega vazifasini bajaradi. *Whom* olmoshi ham shaxslarga nisbatan qo‘llanib, tobe bo‘lakda to‘ldiruvchi vazifasini bajaradi.

I was a young offender whom an Accoucheur Policemen had taken up (Charlez D. Great expectations;17).

Ushbu gapda “*whom*” nisbiy olmoshi “offender” so‘zini aniqlab kelgan va ergash gapda to‘ldiruvchi vazifasida ishlatilgan. Ya’ni *an Accoucheur Policeman had taken up whom* – bu yerda “*whom*” politsiyachi tomonidan hibsga olingan shaxsni bildiradi. Grammatik jihatdan “*whom*” o‘zidan oldingi otga subordinativ bog‘lanish hosil qilib, aniqlovchi ergash gapni bosh gapdagi ot bilan sintaktik va semantik jihatdan bog‘laydi. Shuningdek, “*whom*” ergash gapni predikativ asosga tobe qiladi va shu orqali gapning kompleks sintaktik tuzilmasini yaratadi.

There is the man whom we saw in the park yesterday.

Bu gapda ham “*whom*” shaxs bildiruvchi “*the man*” otini aniqlamoqda. “*Whom we saw*” ergash qismi aniqlovchi ergash gap bo‘lib, “*whom*” esa unda to‘ldiruvchi vazifasida kelgan. Gap strukturasi quyidagicha:

We saw whom → the man whom we saw.

Bu yerda “*whom*” orqali ergash gap bosh gapdagi referent (*the man*) bilan grammatik aloqaga kirishadi. Shunday qilib, “*whom*” predikativ munosabatda aniqlovchi ergash gapni bosh gapdagi otga bog‘lash vositasi sifatida xizmat qiladi.

Who va *whom* olmoshlari ingliz tilidagi ergash gaplarning aniqlovchi turi hosil bo‘lishida ega va to‘ldiruvchi vazifasini bajaruvchi vosita sifatida muhim rol o‘ynaydi. Bular grammatik va semantik jihatdan gap komponentlarining bog‘liqligini ta’minlaydi.

The man who helped me was very kind.

Bu gapda “*who*” ergash gapdagi fe’l – “*helped*” ning egasi bo‘lib kelgan. Shuning uchun u nominativ shaklda (*who*), nafaqat shaxsga nisbatan qo‘llanadi, balki ergash gapning predikativ tuzilmasini hosil qiladi. Grammatik jihatdan, “*who*” ergash gapning predikativ markaziga (fe’lga) ega funksiyasida tobe bo‘lib, shu bilan sintaktik bog‘liqlikni hosil qiladi.

Which jonsiz narsalar va hayvonlarga tegishli bo‘lib, tobe bo‘lakda ega yoki bevosita to‘ldiruvch vazifasini bajaradi:

The books which are on the table must be returned to the library today

He showed me the letter which he had received from his brother.

He showed me the skin of the wolf which he had killed

Which nisbiy olmoshi faqat alohida so‘zga emas, balki undan oldingi butun gap yoki gap bo‘lagiga ham nisbat bildirish uchun xizmat qiladi. Bunday holatda “w*hich*” rus tilidagi “*что*” olmoshiga mos kelib, “*va bu*”, “*bu esa*” kabi mazmunni ifodalaydi.

Shuni ta’kidlash lozimki, “*which*”ning bunday qo‘llanishi struktur jihatdan murakkab sintaktik bog‘lanish hosil qiladi, chunki u:

1. Formada nisbiy olmosh, ya’ni ergash gapni bog‘lovchi so‘z sifatida;

2. Funktsiyada ko‘rsatuvchi (demonstrativ) olmoshga yaqin, chunki u butun avvalgi fikrni o‘ziga nisbatan bog‘laydi.Bu ikki xususiyatning uyg‘unligi “*which*”ni murakkab grammatik o‘tish birlik sifatida tavsiflash imkonini beradi.

Masalan, “He came to see me off, which was very kind of him” gapida “which”ning grammatik mavqeyi quyidagicha tahlil qilinadi:

a)“which” – nisbiy olmosh (relative pronoun);

b) u ergash gapning egasi (subjekt) vazifasida turibdi;

c) uning referenti butun bosh gapning mazmuni;

d) ergash gap – non-restrictive relative clause (aniqlovchi, ammo aniqlovchi obyekt so‘z emas, gap).

Demak, “*which*”ning bu turdagi qo‘llanishi sintaktik jihatdan gapdan tashqari referensiya holatini yaratadi. Bu holat ingliz tili grammatik tizimida subordinatsiyaning kengaytirilgan ko‘rinishi bo‘lib, nisbiy olmoshlar orqali bog‘langan ergash gaplarning semantik doirasini butun fikrga yoyadi.

XULOSA.

Ushbu tadqiqot davomida o‘zbek va ingliz tillaridagi nisbiy olmoshlarning (relative pronouns) lug‘aviy va grammatik xususiyatlari qiyosiy tahlil qilindi. Olingan natijalar ikki tilning tipologik xususiyatlari mazkur turkumning shakllanishi va qo‘llanishida muhim farqlarni yuzaga chiqarishini ko‘rsatdi.

Kelgusidagi izlanishlar nisbiy olmoshlarning funksional-stilistik jihatlarini, badiiy va ilmiy uslublardagi qo‘llanish o‘ziga xosliklarini hamda boshqa german yoki turkiy tillar bilan qiyosiy o‘rganishni davom ettirish uchun muhim ilmiy asos yaratadi.

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LANGUAGE GENESIS AND SUICIDE

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Abstract. *The present paper is a conceptual paper which explores languages: from first words to final silence. Here we can see the case in some countries, achieving many targets in health, education, social empowerment law and justice but probably not much in the preservation and promotion of languages.*

Key words: *language minoree, endargenment, self-distruction, crisis, suicide genesis, planned language*

INTRODUCTION.

Recent studies warn that as many as ninety percent of the world's languages could disappear by the end of this century, sparking an urgent response from linguists and language preservationists. Around the globe, researchers are racing to capture the final words of speakers whose native tongues are on the verge of extinction. These efforts are often described as "saving languages" through recordings and documentation, allowing future generations to listen to voices that would otherwise be lost. Yet, while such recordings preserve sounds and words, they do not preserve life. The voices that emerge from these archives are not living speakers but technological echoes—"zombie voices"—neither fully alive nor completely dead, existing as digital artifacts shaped by human intervention and academic preservation.

~ What happens when a language that once shaped a civilization falls silent forever? From the majestic hieroglyphs of Ancient Egypt to the poetic scripts of Sumerian and Latin, countless languages that once carried entire worlds of knowledge, culture, and identity have disappeared. These ancient tongues remind us that languages, like living beings, are born, evolve, and eventually die. Yet, through the traces they leave behind—in inscriptions, manuscripts, and myths—they continue to whisper across centuries, offering glimpses into the minds of their speakers and the societies they built. The Egyptians developed relatively sophisticated written language about four to five thousand years ago. Ancient Egyptian language can be divided into five different phases:

•Old Egyptian (approximately 2700-2200 BC)
•Middle Egyptian (approximately 2200-1800 BC)
•New Egyptian (approximately 1580-700 BC)
•Demotic (approximately 700 BC-600 AD)
•Coptic (600 AD - 1,000 AD).

The hieroglyphic script is of a pictorial written form of the Ancient Egyptian language. The earliest documented occurrence dates back to the pre-dynastic period,
and the latest occurrence dates back to approximately 400 AD. At the end, the number of hieroglyphs grew to approximately 6,000, which was sufficient to express
some complicated thoughts and events during that time (Peter P. Chen, 1998).

Latin stands as one of the most fascinating examples of a “dead” language that refuses to disappear. Once the lingua franca of the Roman Empire, Latin was spoken across Europe, North Africa, and parts of Asia for centuries. It served not only as a tool of communication but also as a carrier of power, religion, and knowledge. However, as the Roman Empire fragmented and new nations emerged, Latin gradually ceased to be a spoken vernacular. The language that once echoed through markets, courts, and battlefields was replaced by its evolving descendants—the Romance languages: Italian, French, Spanish, Portuguese, and Romanian.

“While at first glance there is no obvious reason why a ‘dead language’ should be part of the curriculum … knowledge of one or more dead languages seems to be a pillar of scholarly self-consciousness in many periods” (Sebastian Fink & Delila Jordan, 2023). This shows how Latin is not only “dead” in the sense of no native speakers, but continues to function culturally and academically. The Baṭḥari language (also spelled Bathari, native name Bəṭaḥrēt) is spoken (or was spoken) in the southeast of Oman, on the coast facing the Khuriya Muriya Islands, in the Dhofar region. It belongs to the “Modern South Arabian Languages” group, which is part of the Afro-Asiatic family (Semitic branch, more specifically the South Semitic group). The number of speakers is extremely low: estimates in 2016 suggested 12 to 20 speakers (Simeone-Senelle, 2010).

The Itelmen language is (or was) spoken by the Itelmens on the Kamchatka Peninsula in far eastern Russia. It is part of the Chukotko-Kamchatkan language family (though there is some debate whether Itelmen is a mixed language or quite distinct). According to the 2021 census, there are about 2,596 ethnic Itelmens, but virtually all are Russian-speaking in daily life; few if any speak Itelmen as a first language. UNESCO and other sources classify Itelmen as a severely endangered (Grenoble, 2006).

The Yuchi language (also spelled Euchee, native name Tsoyaha) is (or was) spoken by the Yuchi people in what is now Oklahoma, USA. Historically they lived in the southeastern United States (Tennessee, Georgia, Alabama) before being forcibly relocated. Yuchi is a language isolate — meaning it is not known to be related to any other existing language family. The number of fluent native speakers became extremely low; some sources say effectively zero first-language speakers as of recent years (though there are second-language learners and immersion efforts) (Kimball, 2014).

Have you ever wondered what it would be like if everyone in the world could speak the same language — one that was deliberately and logically designed instead of evolving naturally? This question lies at the heart of the fascinating world of planned (or constructed) languages. planned languages — languages deliberately created by individuals or groups with one or more goals in mind: international communication, cultural experimentation, logical structure, or artistic purpose. Perhaps the most famous is Esperanto, created by L. L. Zamenhof and first published in 1887. We have known for centuries that planned languages are being ignored by the scientists and society. Zamenhof’s work on Esperanto provides extensive material, little studied, documenting the formation of the language and linking it particularly to issues of supranational LP. Defining LP decision-making, Kaplan & Baldauf begin with context and target population. Zamenhof’s Esperanto came shortly before Ben-Yehuda’s revived Hebrew. His target community was (mostly) the world’s educated elite; Ben-Yehuda’s was worldwide Jewry. Both planners were driven not by linguistic interest but by sociopolitical ideology rooted in reaction to anti-Semitism and imbued with the idea of progress (Humphrey Tonkin* 2015).

Planned (constructed) languages like Esperanto, Interlingua, and Lojban represent a unique stage in linguistic evolution. Unlike natural languages, they were intentionally created by individuals to simplify communication or explore linguistic ideas. Their grammar is usually regular and logical, designed to be easy to learn. While not widely spoken, planned languages show humanity’s desire to create harmony and understanding through linguistic design. Planned languages are consciously invented systems of communication created to simplify or improve human interactions. Their creators often aim to remove the confusion and

irregularity found in ordinary speech. Although planned languages have not become globally dominant, they stand as powerful symbols of human creativity, unity, and our wish for perfect communication.

CONCLUSION

Languages are born, live, and die — yet their stories never truly end. From the ancient voices of Egypt and Rome to the fragile tongues spoken by only a few today, and even to the planned languages of the modern imagination, every linguistic form reveals something essential about humanity. The death of languages like Latin reminds us that silence can be deceptive: though no one speaks Latin as a mother tongue, its spirit survives in science, religion, and education — proof that languages can transform rather than vanish. In contrast, the world's endangered languages show us a more urgent tragedy. Each lost language takes with it an irreplaceable worldview, a memory of ancestors, and a way of interpreting the universe. The linguist András Kornai warned in "Digital Language Death" (2013) that most of the world's languages may vanish within a generation — not only in speech, but even from the digital sphere. Yet, as UNESCO reminded us in "Endangered Languages, Endangered Thought" (2009), when a language dies, "a way of understanding the world disappears with it." At the same time, the rise of planned languages such as Esperanto or modern programming tongues demonstrates that human creativity still seeks to build bridges through language. Where old tongues fall silent, new ones are designed — sometimes for unity, sometimes for precision, sometimes simply for art. These inventions may not carry centuries of tradition, but they show that our desire to communicate, to shape meaning through words, is endless. Ultimately, the cycle of linguistic genesis and suicide mirrors human history itself: one of creation, loss, and rebirth. Whether a language dies, survives, or is constructed anew, it remains a testament to our shared instinct to connect — to speak, to remember, and to be heard, even across centuries of silence.

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LITERARY TEXT AS AN AESTHETIC PHENOMENON WITH THE VALUE OF FUNCTIONALITY AND IMAGERY

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Annotation. *A literary text, viewed as an aesthetic phenomenon, unites artistic structure, vivid imagery, and purposeful function. Through expressive language, symbolic elements, and various stylistic techniques, it conveys ideas and shapes the reader’s emotional and intellectual response. Imagery strengthens the artistic effect, producing clear mental associations and deeper feelings. The functional aspect highlights literature’s communicative, cognitive, cultural, and moral roles, demonstrating how texts influence thought and transmit social values. Therefore, a literary work provides not only aesthetic enjoyment but also serves as an important medium for exploring human experience and interpreting the surrounding reality.*

Key words: *literary text; aesthetic phenomenon; imagery; artistic structure; functionality; expressive language; symbolism; stylistic devices; emotional impact; cognitive function; cultural values; communicative role; interpretation; human experience.*

Аннотация. *Литературный текст, рассматриваемый как эстетическое явление, объединяет художественную структуру, яркую образность и функциональное назначение. Используя выразительный язык, символы и разнообразные стилистические приемы, он передает идеи и формирует эмоциональную и интеллектуальную реакцию читателя. Образность усиливает художественный эффект, создавая ясные ассоциации и более глубокие чувства. Функциональный аспект подчеркивает коммуникативные, познавательные, культурные и нравственные роли литературы, показывая, как тексты влияют на мышление и передают общественные ценности. Таким образом, литературное произведение не только дарит эстетическое наслаждение, но и служит важным средством познания человеческого опыта и осмысления мира.*

Ключевые слова: *литературный текст; эстетическое явление; образность; художественная структура; функциональность; выразительный язык; символизм; стилистические средства; эмоциональное воздействие; когнитивная функция; культурные ценности; коммуникативная роль; интерпретация; человеческий опыт*

Annotatsiya. *Adabiy matn estetik sifatida badiiy tuzilma, yorqin obrazlilik va maqsadga yo‘naltirilgan funksiyani birlashtiradi. Ifodali til, ramziy unsurlar va turli stilistik usullar orqali u g‘oyalarni yetkazadi hamda o‘quvchining hissiy va intellektual munosabatini shakllantiradi. Obrazlilik badiiy ta’sirni kuchaytirib, aniq assotsiatsiyalar va chuqurroq tuyg‘ular uyg‘otadi. Matnning funksional jihati adabiyotning kommunikativ, bilish, madaniy va axloqiy vazifalarini yoritib, uning fikrlashga ta’siri va ijtimoiy qadriyatlarni yetkazishdagi rolini ko‘rsatadi. Shunday qilib, adabiy asar nafaqat estetik zavq bag‘ishlaydi, balki inson tajribasini anglash va borliqni talqin qilishning muhim vositasi bo‘lib xizmat qiladi.*

Kalit so’zlar: *badiiy matn; estetik hodisa; obrazlilik; badiiy tuzilma; funksionallik; ifodali til; simvolizm; stilistik vositalar; emotsional ta’sir; kognitiv funksiyasi; madaniy qadriyatlar; kommunikativ rol; talqin; insoniy tajriba.*

INTRODUCTION.

A literary text is a special form of written communication that uses artistic language to express ideas, emotions, and human experiences. Unlike ordinary texts, it is created with the intention of producing an aesthetic effect, engaging the reader not only intellectually but also emotionally. A literary text combines imaginative expression, symbolic meanings, and stylistic richness, which together form its artistic value. Because of this, it has the power to shape perception, evoke feelings, and stimulate reflection.

The Role of Beauty, Harmony, and Artistic Expression in the Literary Text: Beauty, harmony, and artistic expression play a central role in shaping the literary text as an aesthetic phenomenon. Beauty in literature is not limited to pleasant descriptions or elegant wording; it emerges from the meaningful and skillful arrangement of language. Through carefully chosen words, rhythm, and stylistic devices, the writer creates an aesthetic atmosphere that attracts and emotionally engages the reader. Beauty enhances the reader's experience, turning ordinary communication into artistic expression.

Harmony contributes to the coherence and unity of the text. It appears in the balanced structure of sentences, the logical flow of ideas, the rhythmic patterns of poetry, and the interplay between form and content. Harmony ensures that all elements of the literary work function together, producing a smooth and satisfying reading experience. When language, imagery, tone, and meaning are aligned, the text becomes more powerful and memorable.

Artistic expression reflects the creative individuality of the author. Through imagery, symbolism, metaphors, and emotional depth, the writer transforms personal thoughts and feelings into universal experience. Artistic expression enables literature to speak beyond time and culture, inviting readers to interpret, imagine, and empathize.

Thus, beauty, harmony, and artistic expression together define the aesthetic value of the literary text and reveal its unique artistic power.

Definition and Types of Imagery in the Literary Text Imagery is one of the most significant components of a literary text, serving as a key element that shapes its aesthetic value. In general terms, imagery refers to the use of descriptive and figurative language that appeals to the reader's senses and imagination. It allows the author to create vivid mental pictures, evoke emotions, and express abstract ideas in a concrete, sensory form. Imagery transforms ordinary language into artistic expression and enriches the reader's experience by making the text more expressive and memorable

There are several major types of imagery commonly used in literature. Visual imagery appeals to the sense of sight and helps readers imagine colors, shapes, and scenes. It is the most frequently used type because it creates a clear visual atmosphere. Auditory imagery evokes sounds, voices, and noises, making the text more dynamic and realistic. Olfactory imagery, related to smell, and gustatory imagery, connected to taste, deepen the sensory experience and add emotional nuance. Tactile imagery appeals to the sense of touch, helping readers feel textures, temperature, or physical sensations.

In addition to sensory imagery, literature often employs symbolic imagery, where objects or images represent deeper meanings or abstract ideas. Symbolic imagery enriches the literary text with multiple layers of interpretation, inviting the reader to reflect and analyze.

Overall, imagery enhances both the aesthetic and functional value of a literary text. It not only beautifies the language but also supports communication, emotional impact, and thematic development. Through various types of imagery, literature becomes more vivid, engaging, and meaningful, allowing readers to fully immerse themselves in the artistic world created by the author.

Cultural and Ethical Functions of the Literary Text

Literary texts play an essential role in transmitting cultural values and ethical principles. They reflect the traditions, beliefs, and social norms of a particular society, preserving cultural heritage for future generations. By portraying historical events, rituals, and social practices, literature allows readers to understand and appreciate their own culture as well as others. Ethical functions of literature involve exploring moral dilemmas, human behavior, and social responsibilities. Through characters' choices and consequences, readers are

encouraged to reflect on their own values, decisions, and actions. Literature fosters empathy by helping individuals understand diverse perspectives and experiences. Moreover, cultural and ethical aspects of literary works guide readers in forming a moral compass, raising awareness of justice, honesty, and human dignity. In this way, literature goes beyond aesthetic enjoyment, serving as a tool for moral and cultural education, shaping both individual character and collective consciousness in society.

Artistic Impact as a Combination of Form and Function

The artistic impact of a literary text arises from the seamless integration of form and function. The form includes the structure, style, language, rhythm, and literary devices used by the author, while the function encompasses the communicative, cognitive, emotional, and cultural purposes of the text. When form and function align, the work achieves maximum effectiveness, delivering meaning while engaging the reader aesthetically. For instance, poetic rhythm, repetition, and metaphor enhance emotional resonance while simultaneously supporting the text's thematic message. Prose novels may employ narrative structure, imagery, and character development to convey moral or philosophical ideas, creating both intellectual and emotional engagement. This combination ensures that literature is not only pleasing to the senses but also meaningful and thought-provoking. Therefore, artistic impact depends on the balance between beauty and purpose, making literary texts both expressive and functional.

Examples from Poetry Poetry offers vivid examples of how imagery, aesthetic beauty, and functionality work together. For instance, in William Wordsworth's "I Wandered Lonely as a Cloud," visual imagery of daffodils dancing in the breeze creates a sense of harmony, joy, and connection with nature. The poem's rhythm and rhyme reinforce the emotional impact while illustrating the poet's reflective and philosophical ideas. Similarly, Alexander Pushkin's "I Loved You" uses concise language, metaphor, and emotional tone to explore themes of love, loss, and moral restraint, combining aesthetic pleasure with universal human experience. In both cases, sensory imagery, symbolic meaning, and structured form enhance the text's communicative and emotional functions. Poetry demonstrates how artistic techniques are employed to convey cultural values, ethical reflection, and personal insight, allowing readers to experience beauty while engaging intellectually and emotionally with the work.

CONCLUSION

In conclusion, a literary text as an aesthetic phenomenon achieves its full value through the combination of imagery, form, and functional purpose. Imagery enriches the reader's sensory and emotional experience, while ethical and cultural functions provide moral guidance and preserve societal values. The integration of artistic form and purposeful function ensures that literature is not only visually and emotionally appealing but also intellectually meaningful. Through examples in poetry, we can observe how rhythm, metaphor, and symbolism engage readers while transmitting universal ideas. Ultimately, literary texts serve as a bridge between aesthetic pleasure and human understanding, offering insights into life, culture, and ethical reflection. They remain a timeless medium for exploring the complexities of human experience, making literature both beautiful and significant.

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EVFEMIZMLARNING NUTQDGI LEKSIK-SEMANTIK XUSUSIYATLARI

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Annotatsiya. *Ushbu maqolada evfemizmlarning nutqdagi leksik-semantik tabiati, ularning mazmuniy yumshatish, emotsional neytrallash, ijtimoiy moslashtirish va madaniy-estetik vazifalari atroflicha yoritiladi. Ingliz va o‘zbek tillaridagi evfemik birliklarning semantik mexanizmlari, struktur xususiyatlari, ma’no kengayishi va torayishi jarayonlari, shuningdek, lingvokulturologik faktorlar ta’siri ostidagi o‘ziga xosliklari ilmiy tahlil qilinadi.*

Kalit so‘zlar: *evfemizm, leksik-semantik tizim, konnotatsiya, semantik yumshatish, metafora, perifraza, siyosiy korrektlik, pragmatika, nutq madaniyati, lingvokulturologiya, ijtimoiy semantika, emotsional neytrallash, frazeologik evfemizm, kontekstual ma’no*.

INTRODUCTION.

Evfemizmlar orqali nutq egasi muayyan tushunchani to‘g‘ridan-to‘g‘ri, qo‘pol yoki psixologik jihatdan og‘ir bo‘lgan shaklda aytmasdan, uni yumshoqroq, ijtimoiy jihatdan maqbulroq ifoda etadi. Tilshunoslikda evfemizm tushunchasi semantika, pragmatika, sotsiolingvistika va lingvokulturologiya kesishmasida o‘rganiladigan ko‘p qatlamli hodisa sifatida qaraladi. [1;23] Tadqiqotchilarga ko‘ra (G.Leech, H.Rawson, K.Allan, A.V.Kunin, N.Mahmudov), evfemizmning asosida ijtimoiy madaniy konnotatsiya, psixologik ehtiyoj, nutqiy odob, konfliktlardan qochish, siyosiy korrektlik kabi omillar yotadi. [2;65] Shuningdek, evfemizmlar tilning semantik tizimini boyituvchi leksik innovatsiya sifatida ham namoyon bo‘ladi. Evfemizmlar leksik-semantik tizimda mazmunni yumshatish va manoni bilvosita ifodalash funksiyalarini bajaradi. [3;22] Ular denotativ ma’noni saqlagan holda konnotativ bo‘yoqni o‘zgartiradi. Bu jarayon nutqda emotsional zarbani pasaytirish, suhbatdoshning psixologik holatini inobatga olish, madaniy-axloqiy me’yorlarni buzmaslik maqsadida sodir bo‘ladi.

Evfemizmning eng muhim semantik xususiyati shundaki, u predmetning mohiyatini o‘zgartirmaydi, balki unga bo‘lgan baholovchi munosabatni o‘zgartiradi. [4;76]

Misollar:

Qo‘pol/To‘g‘ridan-to‘g‘ri	Evfemizm	Til
o‘ldi	vafot etdi, ko‘z yumdi	O‘zbek
to die	to pass away, to depart	Ingliz
kambag‘al	moddiy jihatdan qiynalayotgan	O‘zbek
Fat	plus-sized, full-figured	Ingliz

Bu holatda semantik yumshatish asosiy rolni o‘ynaydi.
Evfemizmlar metaforik yoki umumlashtiruvchi ma’no orqali kengayadi:

to sleep forever → “vafot etmoq”

katta yoshga kirgan → “qari” o‘rnida

Mazkur jarayon tilning semantik sistemasida yangi konnotativ qirralar ochadi.
Ba’zan evfemizm birgina vaziyatga xos tor ma’noga ega bo‘ladi:

special child -“rivojlanishida nuqsoni bo‘lgan bola”

Evfemizm muayyan ijtimoiy guruh yoki sohada maxsus nom sifatida torayadi. [5;32] Metafora, metonimiya, sinekdoxa evfemik strukturada keng qo‘llanadi.
O‘zbek tilida:

yorug‘ dunyoni tark etdi

ko‘zlariga uyqu ketdi (charchoq uchun yumshoq ifoda)

Ingliz tilida:

he is no longer with us

passed on to a better place

Bu birliklar tasviriylik orqali semantik yumshashni kuchaytiradi.

Evfemizmlarni tematik-semantik jihatdan quyidagi guruhlarga ajratish maqsadga muvofiq:

Bu sohada eng ko‘p evfemizm yaratiladi, chunki o‘lim, kasallik, nogironlik - inson ongida sezgir mavzulardir.

disabled → differently abled

keksaygan → katta avlod vakili

cancer → a long illness

Bu evfemizmlar psixologik ta’sirni kamaytirishga qaratilgan.
Ijtimoiy mavqe, iqtisodiy holat, bandlik

poverty → low-income status

ishsiz → vaqtincha band emas

kambag‘al → moddiy yetishmovchilikda yashovchi

Bu turdagi evfemizmlar ko‘proq sotsiolingvistik xarakterga ega. Evfemizmlar tilning leksik-semantik tizimida mazmunni yumshatishga xizmat qiluvchi muhim birliklar bo‘lib, ular tilning ijtimoiy, madaniy, psixologik va pragmatik xususiyatlarini aks ettiradi. Ingliz va o‘zbek tillarini qiyosiy tahlil qilish natijasida evfemik birliklarning bir-biriga o‘xshash funksiyaga ega bo‘lishi bilan birga, ularning madaniy konnotatsiyasi, qo‘llanish ko‘lami, semantik namunalari farqlanishi ayon bo‘ladi [6;54]. Evfemizmlar nutq madaniyatini ta’minlash, ijtimoiy ehtiyojlarni qondirish, og‘ir mavzularni yumshatib yetkazish, siyosiy korrektlikka rioya qilish va kommunikativ jarayonni silliqlashtirish kabi ko‘plab vazifalarni bajaradi.

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НАРРАТОЛОГИЧЕСКИЙ АНАЛИЗ АВТОРСКОЙ ЛИЧНОСТИ В РАССКАЗАХ ДЖЕЙМСА ДЖОЙСА

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Аннотация. *Данная работа посвящена нарратологическому анализу авторской личности в рассказах Джеймса Джойса. В исследовании рассматриваются особенности проявления авторского голоса, способы организации повествования, взаимодействие между имплицитным автором и читателем, а также роль субъективного опыта в формировании художественного мира. Особое внимание уделяется приемам внутреннего монолога, символике и психологической детализации, характерным для модернистской прозы. Анализ позволяет глубже понять эстетические принципы Джойса, его стремление к передаче многослойности человеческого сознания и инновационность повествовательных стратегий писателя.*

Ключевые слова: *нарратология; авторская личность; имплицитный автор; фокализация; модернизм; внутренний монолог; эпифания; психологизм; повествовательная структура; Джеймс Джойс; «Дублинцы».*

ВВЕДЕНИЕ.

Научная новизна данной работы заключается в том, что в ней по-новому рассматривается авторская личность в рассказах Джеймса Джойса с позиции современной нарратологии. Исследование помогает глубже понять, как писатель скрыто присутствует в тексте, каким образом его голос проявляется через повествователя, выбор фокализации и характерные для модернизма приемы. Работа уточняет само понятие авторской личности в контексте джойсовской прозы, показывая, что автор здесь не исчезает, как часто утверждают, а лишь меняет формы своего присутствия, становясь более тонким и многослойным.

Практическая значимость исследования состоит в том, что его результаты могут использоваться в преподавании литературы, особенно при анализе текстов модернизма. Материал помогает обучающимся научиться работать со сложным повествованием, распознавать скрытые авторские стратегии и развивать навыки глубокого чтения. Кроме того, предложенный подход может служить основой для дальнейших исследований творчества Джойса и других модернистов, делая работу полезной как для студентов, так и для преподавателей и литературоведов.

Понятие нарратологии и её ключевые категории Нарратология как дисциплина изучает структуру, логику и функционирование повествования. Её ключевыми категориями являются рассказчик, сюжет, дискурс, фокализация и типы авторского присутствия. Одним из важнейших элементов является различие между явными и имплицитными авторами. Явный автор непосредственно указан в тексте, в то время как имплицитный автор — это скрытая сущность, отражающая ценности, мировоззрение и эстетические предпочтения писателя. Фокализация, определяющая читательскую точку зрения на события, также важна. Эти концепции позволяют глубже понять способы организации повествования и формы проявления личности автора.

Авторская личность в рассказах Джеймса Джойса

Модернистская литература стремилась отойти от традиционных объективных форм повествования, переключив внимание на внутренний мир персонажа, субъективные впечатления и

фрагментарность восприятия. Джойс — один из ключевых представителей модернизма, и его модель автора строится не на прямых комментариях или авторских оценках, а на тонком структурировании повествовательных слоёв. Присутствие автора в его текстах становится менее заметным, но более глубоким: оно проявляется через выбор слов, ритм повествования, символы и скрытые культурные коды. Таким образом, автор не исчезает, а становится организатором многослойного восприятия.

В «Дублинцах» авторский голос не выражен напрямую, но ощущается через прозрения, иронию и точные наблюдения за городской жизнью. Джойс использует сдержанный, почти документальный стиль, создающий иллюзию объективности, но за этой кажущейся нейтральностью скрывается критическая позиция автора. Его голос слышен в выборе деталей, представлении типичных ситуаций и раскрытии духовной стагнации персонажей. Через реалистичное описание проявляется авторское понимание дублинского общества, его моральной усталости и отсутствия динамики.

Внутренний монолог позволяет Джойсу обратиться к сознанию персонажа, сохраняя при этом скрытую авторскую установку. Через поток мыслей читатель воспринимает не только личное восприятие персонажа, но и тонкую направленность, заданную писателем: автор выбирает, что именно войдет в монолог, какие эмоции, ассоциации или страхи будут раскрыты. Благодаря этому психологизм становится важнейшим инструментом выражения авторской позиции и демонстрации его внимания к внутренним конфликтам персонажей, их социальной несвободе и духовной пассивности.

ЗАКЛЮЧЕНИЕ.

Нарратологический анализ рассказов Джеймса Джойса раскрывает глубину и многогранность его авторской личности. Хотя модернизм стремился к сокращению прямого авторского вмешательства, авторская позиция остаётся значимой в текстах Джойса, хотя и принимает скрытую форму. Она выражается в построении повествовательной структуры, выборе фокусировки, психологических деталях и создании эпифаний. Авторский голос не навязывает интерпретаций, а направляет читателя, позволяя ему самостоятельно раскрывать смысловые связи и внутренние противоречия персонажей. Внутренний монолог, реалистическая деталь и символика становятся средствами передачи авторского мировоззрения. В результате авторская модель Джойса — не фигура наблюдателя, а тонкий архитектор смыслов, организующий многоголосное повествовательное пространство.

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ASPEKTUAL FUNKSIONAL MAYDON TARKIBIDA ITERATIVLIKNING LEKSIK-GRAMMATIK XUSUSIYATLARI

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Annotatsiya. *Ushbu matn iterativlik (takrorlanuvchanlik) tushunchasining aspektual kategoriyadagi o‘rnini ingliz va o‘zbek tillari misolida qiyosiy tahlil qiladi. Ingliz tilida iterativlik asosan ravishlar (leksik-grammatik kategoriya) orqali ifodalansa, o‘zbek tilida bu ma’no ko‘proq ko‘makchi fe’llar semantikasi (leksik-semantik yo‘l) bilan faollashadi.*

Kalit so‘zlar: *Aspekt, predikat, semantika, sintaksis, adverbial tuzilmalar, temporal adverbial, funksional maydon.*

Аннотация. *Текст представляет собой сравнительный анализ итеративности (повторяемости) в аспектуальной категории на примере английского и узбекского языков. В английском языке итеративность выражается преимущественно с помощью наречий (лексико-грамматическая категория), тогда как в узбекском языке это значение активируется через семантику вспомогательных глаголов (лексико-семантический путь).*

Ключевые слова: *Аспект, предикат, семантика, синтаксис, адвербиальные структуры, временные адвербиалы, функциональное поле.*

Annotation. *This text offers a comparative analysis of iterativity (repetition) within the aspectual category using English and Uzbek examples. In English, iterativity is primarily expressed via adverbs (a lexico-grammatical category), while in Uzbek, this meaning is activated through the semantics of auxiliary verbs (a lexico-semantic approach).*

Key words: *Aspect, predicate, semantics, syntax, adverbial structures, temporal adverbials, functional field.*

KIRISH.

Iterativlik – harakatning takrorlanuvchi xususiyatini ifodalovchi grammatik tushuncha bo‘lib, aspektual darajadagi eng muhim hodisalardan biridir. Takroriy harakatlar majmuasi odatda davomiy, ketma-ket yoki serial ish-harakatlar va voqea-hodisalardan tashkil topadi. Takrorlanuvchi harakatlar takrorlash oralig‘ining aniqligi (intervali) va harakatlar sonining cheklanganligi bilan bir-biridan farq qiladi. Iterativlikni ifodalovchi lingvistik vositalarning ko‘pligi uning aniq miqdoriy tasnifini qiyinlashtiradi.

Ingliz tilida harakatning karralik (takroriylik) leksik-semantik belgisi ko‘pincha ravishlar semantikasi orqali ifodalanadi, chunki bu tilda zamon shakllari voqea-hodisalar kechishini umumlashtiruvchi hodisa sifatida baholanadi. Harakatning ketma-ketligi yoki odatiy (habitual) xususiyati ravishlarga bog‘liq holda iterativlik

semantikasini hosil qiladi.

Har bir tajriba o‘tkazilayotganda, o‘lchov asboblari ma’lum bir vaqt oralig'ida o‘qishlarni qayd etib turardi. Kundalik hisobotlar doimiy ravishda yuqori rahbariyatga yuborilardi. Masalan: *The old factory whistle blew every afternoon at five o‘clock sharp. The shift workers were usually exhausted from their long hours, but they always found the energy for the walk home* [Saul Bellow “Humboldt’s Gift”, p. 50].

O‘zbek tilida esa takroriylik masalasi grammatik va leksik vositalar uyg‘unlashuvi natijasida yuzaga keladi. Harakatning takrorlanishi, ketma-ketligi va odatiy xususiyatlari ko‘proq ko‘makchi fe’llar semantikasiga yuklanadi. Temporal ravishlar qo‘shimcha deiktik vazifani bajaradi, asosiy aspektual semantika esa yetakchi fe’lning leksik xususiyati va ko‘makchi fe’l semantikasiga bog‘liq. Masalan: *Qadimda savdo karvonlari doimo shu yo‘l orqali o‘tib turardi. Karvonboshilar esa har doim yo‘l ustidagi choyxonalarda dam olib o‘tishardi* [Said Ahmad “Ufq”, b. 318]

Qayd etish joizki, ingliz tilida harakatning karralik leksik-semantik belgisi ko‘pgina holatlarda ravishlar semantikasi ta’sirida amalga oshiriladi, ya’ni ifodalanadi. O‘zbek tilida esa bu kabi masala grammatik hamda leksik vositalar uyg‘unlashuvi natijasida yuzaga keladi. Ko‘pgina tillar singari ingliz tili ham o‘zbek tili ham aspektuallik kategoriyasi tarkibiga kiruvchi iterativlik temporal vositalar leksik birliklar, shuningdek grammatik shakllar bilan ifodalanadi. Umuman olganda ingliz tilida ko‘proq zamon shakllari voqea-hodisalar kechimini umumlashtiruvchi hodisa sifatida baholanadi. Gapda tarkibida ifodalanadigan harakatning bir vaqtda bo‘lishi ketma-ketligi yoki harakatning habitual ifodasi iterativlik semantikasini hosil qiladi hamda bevosita ravishlarga bog‘liq hodisa sanaladi. Masalan: *And she was working, for the moment at least, blessedly alone. Her three traveling companions had already gotten impatient with the tedium of watching her work, and so they were off to other activities today, Mrs. Bossidy, shopping, and the two men off somewhere that they wouldn’t reveal* [Susan Law, p. 20].

O‘zbek tilida ham shu kabi hodisalarni ya’ni harakatning ketma-ketligi, takrorlanishi odatiylik xususiyatlari ko‘proq ko‘makchi fe’llar semantikasiga yuklanadi. Albatta, temporal ravishlar ham qo‘llanilishi kuzatiladi. Temporal ravishlar aspektual hodisani hosil qilishdan ko‘ra ko‘proq ular qo‘shimcha deyktik vazifani ifodalash uchun qo‘llaniladi. Asosiy aspektual semantika esa predikat vazifasidagi yetakchi fe’lning leksik xususiyati hamda ko‘makchi fe’l semantikasiga bog‘liq holda yuzaga keladi. Masalan: ***Odatda*** *sholikorlik botqog‘ida qancha ko‘p shaloplatib yurilsa, shuncha qiyog‘i ko‘p bo‘ladi. Oyoq tagida bukilib qolgan sholi poyasi bag‘ri yerga tekkan joyidan ildiz otib, qo‘shaloq shox chiqazadi* [Said Ahmad “Ufq”, b. 407].

Ingliz tilida aspektual semantikani ifodalanishini aniqlashda leksik ko‘rsatkichlar muhim ahamiyat kasb etadi. Chunki ba’zi ravishlar posleloglar aynan shu xususiyatlarga ega bo‘lganligi sababli ularning leksik ma’nosidan kelib chiqqan holda predikatning aspektual semantikasini aniqlaymiz. Umumiy planda ifodalanadigan harakatning o‘tgan zamonda sodir bo‘lishi yoki hozirgi zamonga tegishliligi kabi xususiyatlar grammatik nuqtai nazardan emas balki fe’lning leksik ma’nosi ba’zi holatlarda konteks ta’sirida aniqlanadi. Jumladan, o‘tgan ya’ni past simple shaklidagi biror bir predikat har doim ham tugallangan hodisani ifodalamaydi. Bu ko‘proq usha predikat vazifasida kelgan fe’lning leksik-semantik ma’nosi shuningdek temporal ravishlar ta’sirida predikat ifodalaydigan harakatning karraligi, tugallanishi, natijaviyligi, durativligi kabi ma’nolar aniqlanadi. Ingliz tilida harakatning karraliligi yoki ketma-ketligi ma’lum leksik ko‘rsatkichlarga ega sanaladi. Bu kabi leksik ko‘rsatkichli fe’llar ingliz tilida iterativ ba’zan, ba’zi tilshunoslar tomonidan semilfaktiv fe’llar sifatida qayd etiladi. Shu bilan birga shu kabi fe’llar ifodalaydigan harakat birkarraligi yoki ko‘pkarraligi ba’zan qo‘shimcha ravishlar yordamida aniqlik kiritiladi. Shuning uchun ham bu tilda aspektuallikni leksik-semantik hamda leksik grammatik kategoriya sifadida qayd etishimiz mumkin.

Ingliz tilida ravishlar hamda fe’l birikishi orqali ifodalanadigan aspektual ma’nolar leksik-grammatik kategoriya sifatida qayd etiladi. O‘zbek tilida esa bu kabi bog‘lanish ko‘proq leksik-semantik xususiyat bilan bog‘liq. Ingliz tilida harakatlarning darajalinishiga qarab quyidagi guruhlarga ajratish mumkin.

1. Ma’lum bir davrni o‘z ichiga olgan ravishlar. Masalan: Ingliz tilida *weekly, daily, every day, seldom kabilar. O‘zbek tilida esa tez-tez* va boshqalar:

The world has ***seldom*** *seen a more aggressive subtle resourceful plaintiff than Denise* [Saul Bellow “Humboldt’s Gift”, p. *30*].

Bu choyxonalaming so‘rilari ***hammavaqt*** *choyxo‘rlar bilan to‘la bo‘ladi. Oqsoqol* ***ko‘pincha*** *bozordan qaytishda shu so‘rilaming biriga o‘tirib belidan nonni olib, belbog‘ini dasturxon qilib yozadi* [Said Ahmad “Ufq”, b. 485]*; Bo‘lmasa keta qolay. Xotiijam bo‘ling,* ***tez-tez*** *kelib holingizdan xabar olib turaman. Yangi bo‘shangan narsasiz* [Said Ahmad “Ufq”, b. 391].

2. Miqdoriy ko‘rsatkichga ega bo‘lgan ravishlar. *Once, twice, three times, frequently* va hokozo.

Masalan: *The outhouses which had once been the stableyard had survived better than the main house* [Maeve Binchy, p. 15]; *Oqsoqolning deyarli* ***har kuni*** *omborxonadan shisha bankada mosh yo no‘xat o‘lchab berayotganda aytadigan gapi xotinining jon-jonidan o‘tib ketardi* [Said Ahmad “Ufq”, b. 503].

3. Habitual xususiyatni kasb etgan harakatni turli darajada takrorlanishini yoki odatiy xususiyat kasb etuvchi ravishlar. Bular jumlasiga *often, rearly, seldom* va hokazolarni kiritish mumkin. Masalan*: Uning ustiga* ***deyarli har kuni*** *biron ishchi ayol qora kiyinib kelardi* [Said Ahmad “Ufq”, b. 252].

Bundan tashqari aspektual semantikani hosil qiladigan temporal birliklarga ingliz tilida, demak *ones, each time* kabilarni ham kiritish mumkin.

O‘zbek tilida esa bu kabi ravishlarga *ba’zan, gohida, tez-tez, har doim* kabi temporal birliklarni kiritish mumkin. Ammo ingliz tilidan farqli o‘laroq o‘zbek tilidagi harakatlarning aspektual semantikasi temporal ravishlardan ko‘ra ko‘makchi fe’llar semantikasiga ham bog‘liq holda faollashadi. Masalan: *Chol jindek xavotir olardi. Keksalik kuchini ko‘rsatib chap oyog‘idagi bodi* ***tez-tez*** *qo‘zg‘ab, uncha-muncha tomiri tortib ham qo‘yardi* [Said Ahmad “Ufq”, b. 56]*; Uni* ***ko‘pincha*** *Marg‘ilon bankasining eshigida uchratish mumkin edi. U yirtiq pullami yarim bahoga olib bankadan butuniga almashtirib olardi* [Said Ahmad “Ufq”, b. 396].

Ba’zi aspektologlar ravishlarni qiyoslashda sinonimik guruhga tegishli bo‘lgan qo‘shimcha so‘z birikmalarining semantikasini qiyoslashadi. Ular ish-harakatni semantikasini yoritishda muhim ekanligini qayd etadi [Lim, 2002: 89].

Ingliz tilida takroriy harakat semantikasiga ega bo‘lgan qo‘shimcha iboralar, adverbiallar zamondan ko‘ra aspektual semantikani yuzaga keltirishda faollashadi. Ammo imperfektda fe’l bilan reproduktiv takrorlash semantikasini hosil qilganda voqea-hodisaning muntazam takrorlanishi tasavvurda paydo bo‘ladi.

Umuman olganda ikkala til ham iterativlikni aspektuallik doirasida temporal vositalar va leksik birliklar orqali ifodalasa-da, ularning dominant vositalari farq qiladi.

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SEMANTIC AND PRAGMATIC CHARACTERISTICS OF IDIOMATIC EXPRESSIONS IN CONTEMPORARY ENGLISH DISCOURSE

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Annotatsiya. *Ushbu maqolada zamonaviy ingliz tilidagi idiomalar qanday qilib yashirin, ko'chma ma'nolarni ifodalashi va muayyan kommunikativ maqsadlarga xizmat qilishi tahlil qilinadi. Tadqiqot natijalariga ko'ra, idiomalar shunchaki til bezaklari emas, balki muhim pragmatik vositalardir. Ular so'zlovchilarga o'z munosabati, hissiyotlarini ifodalash, ijtimoiy aloqalarni saqlash imkonini beradi hamda madaniy o'ziga xoslik va kontekstga moslikni aks ettiradi. Idiomalarning ushbu semantik va pragmatik ikki tomonlamaligi til o'qitish, tarjima va madaniyatlararo muloqot sohalarida katta ahamiyatga ega.*

Kalit so'zlar: *idiomatik ifodalar; semantika; pragmatika; ko'chma ma'no; zamonaviy ingliz tili nutqi; kontekstual ma'no; til va madaniyat; metafora; nutq tahlili; kommunikatsiya.*

Abstract. *This article examines how idioms in contemporary English convey implicit, figurative meanings and serve specific communicative purposes. It finds that idioms are not just linguistic ornaments but essential pragmatic tools. They allow speakers to express attitudes, emotions, and maintain social relationships, reflecting cultural identity and contextual sensitivity. Understanding this dual semantic-pragmatic nature is valuable for language teaching, translation, and intercultural communication.*

Keywords: *idiomatic expressions; semantics; pragmatics; figurative meaning; contemporary English discourse; contextual meaning; language and culture; metaphor; discourse analysis; communication.*

Аннотация. *В данной статье рассматривается, как идиомы современного английского языка передают скрытые, переносные значения и выполняют определённые коммуникативные функции. Установлено, что идиомы — это не просто языковые украшения, а важные прагматические инструменты. Они позволяют говорящим выражать эмоции, отношение, поддерживать социальные связи, отражая культурную идентичность и чувствительность к контексту. Понимание этой двойственной — семантической и прагматической — природы идиом имеет большую ценность для преподавания языка, перевода и межкультурной коммуникации.*

Ключевые слова: *идиоматические выражения; семантика; прагматика; переносное значение; современный английский дискурс; контекстуальное значение; язык и культура; метафора; анализ дискурса; коммуникация*

INTRODUCTION.

Idioms are fundamental to language, consisting of fixed phrases whose overall meaning differs from their literal words. In modern English, they function not merely as stylistic flourishes but as crucial instruments for efficiently communicating complex ideas, attitudes, and cultural values. Their interpretation depends on both semantics (literal and figurative meaning) and pragmatics (context, speaker intention, and social norms). Therefore, understanding idioms requires analyzing how they function in real-world communication, not just their dictionary definitions.

Previous research establishes that idioms vary in semantic transparency—some hint at their meaning, while others are opaque and require cultural knowledge. Pragmatically, they serve diverse roles, such as expressing humor or strengthening social bonds. However, the dynamic relationship between an idiom's semantic meaning and its pragmatic use in modern discourse is not fully understood.

This study aims to address this gap by analyzing the semantic and pragmatic characteristics of idioms in contemporary English. It will investigate how idioms facilitate meaning-making and effective communication across various contexts, using authentic examples from media and daily life to explore the intricate connections between language, culture, and discourse.

Scholarly interest in idioms stems from their unique status as fixed phrases whose meanings are not literal. Semantically, researchers like Fernando (1996) classify idioms as transparent (where meaning can be inferred) or opaque (requiring cultural knowledge). Moon (1998) further highlights that their meaning depends on specific word patterns and context.

Pragmatically, idioms serve functions beyond their words. Gibbs (1994) notes they express emotion, humor, and social cohesion. This aligns with Grice's (1975) theory of conversational implication, where listeners use context to decipher the speaker's indirect meaning. Furthermore, Lakoff and Johnson (1980) argue that many idioms are rooted in conceptual metaphors that shape our thought.

While recent studies confirm idioms adapt to modern media and online discourse, a systematic analysis of their combined semantic and pragmatic roles in contemporary English is still needed. This study addresses that gap by using a qualitative approach to examine real-world examples from sources like news, social media, and film, illustrating how idioms function within modern communication.

The analysis focuses on two main aspects: semantic properties and pragmatic functions. For semantic analysis, each idiom is examined for literal meaning, figurative meaning, transparency, and metaphorical motivation, following the frameworks suggested by Fernando (1996) Lakoff & Johnson (1980)and A. Latipov (2016). For pragmatic analysis, idioms are studied in context to determine their communicative functions, such as expressing emotions, emphasizing points, signaling humor, or facilitating social interaction, in line with Gibbs (1994) Grice’s (1975)and A. Latipov (2016) principles of conversational implicature.

The study uses contextual analysis to identify how idioms contribute to discourse meaning. Each selected idiom is presented with its source, interpreted semantically, and then analyzed for pragmatic significance. This method allows a detailed examination of the interaction between literal and figurative meaning and the role of context in shaping interpretation. By combining semantic and pragmatic analysis, the study aims to provide a comprehensive understanding of idioms in contemporary English communication.

In contemporary English discourse, idiomatic expressions serve multiple functions, combining semantic richness with pragmatic utility. This section examines selected idioms from authentic sources to illustrate their dual nature.

1. Semantic Analysis:

The idiom “spill the beans” semantically means “to reveal a secret.” Its literal meaning is transparent but does not convey the intended figurative sense without contextual understanding. Similarly, “kick the bucket” literally refers to striking a pail with one’s foot, but semantically it represents “to die,” an opaque idiom that requires cultural knowledge for comprehension. Some idioms, like “break the ice”, are partially transparent; the metaphorical meaning—initiating conversation or easing tension—can be inferred from the words themselves. Semantic analysis shows that idioms range from fully transparent to highly opaque, and understanding them requires knowledge of both language and cultural conventions.

2. Pragmatic analysis:

Pragmatically, idioms perform specific communicative functions in context. For instance, in social interactions, "break the ice" is often used to initiate conversation in a polite and friendly manner, serving an interpersonal function. In contrast, "spill the beans" may carry emotional or evaluative connotations, signaling mild blame, surprise, or playfulness depending on the speaker's tone and situation. Another example, "hit the nail on the head", functions pragmatically to emphasize accuracy or agreement, often reinforcing the speaker's point in discussions.

3. Idioms in contemporary media:

Modern media and online discourse frequently employ idioms to create relatability and engagement. Headlines like "Tech Giants Spill the Beans on New Innovations" use idioms both semantically (revealing information) and pragmatically (capturing reader interest). Similarly, social media posts often rely on idioms to express humor, sarcasm, or social commentary, illustrating how idiomatic expressions adapt to new communication channels while retaining their traditional semantic and pragmatic roles.

4. Discussion:

The analysis demonstrates that idiomatic expressions are not merely stylistic ornaments but integral tools for meaning-making. Semantically, they compress complex ideas into concise forms; pragmatically, they guide interpretation, signal speaker intention, and reflect social and cultural norms. Understanding idioms in contemporary discourse requires attention to both literal meaning and contextual usage, highlighting the inseparable link between semantics and pragmatics in modern English communication.

This study confirms that idioms in contemporary English serve a dual purpose. While their semantic meaning can range from transparent to opaque, their primary function is pragmatic—they are used to express emotion, add emphasis, foster social interaction, and convey humor or irony. Real-world examples show that idioms are not just linguistic ornaments but vital tools that provide cultural and contextual depth to communication.

Grasping idioms requires an integrated understanding of both their core meaning and their context of use. This has significant practical value for language teaching, translation, and intercultural communication, as proficiency with idioms leads to more natural and effective language use. Future research could focus on the evolution of idioms in digital communication and across different cultures to further understand their changing role in modern English.

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INGLIZ TILIDAGI ERGASH GAPLAR TARKIBIDA LOKATIVLIK KATEGORIYASINING O’RNI

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Annotatsiya. *Ushbu maqolada ingliz tilida ergash gaplar tarkibida lokativlik (joy-sharoit ma’nosini ifodalovchi) kategoriyasining grammatik va sintaktik xususiyatlari tahlil qilinadi. Lokativlikning ifodalanish vositalari, ularning ergash gaplarda tutgan sintaktik funksiyalari hamda zamonaviy ingliz tilidagi o‘zgaruvchanlik tendensiyalari ilmiy manbalar asosida yoritiladi.*

Kalit so‘zlar: *lokativlik, ergash gap, ingliz tili sintaksisi, adverbial clause, subordinate clause, spatial deixis.*

KIRISH.

Tilshunoslikning zamonaviy yo‘nalishlaridan biri – tilning makon (lokativ) ma’nosini grammatik-sintaktik vositalar orqali qanday ifodalashini o‘rganishdir. Ingliz tilida lokativlik kategoriyasi fe’lning valentligi, ravishlarning semantik turlari, predikativ konstruktsiyalar va ergash gaplar bilan chambarchas bog‘liq hisoblanadi. Shu jihatdan lokativ ergash gaplarning sintaktik o‘rni alohida ilmiy qiziqish uyg‘otadi.

Lokativlik tushunchasi nafaqat joy ko‘rsatuvchi birliklar (here, there, at home, in the garden) bilan, balki makoniy munosabatni aniqlovchi **where**, **wherever**, **anywhere that** kabi bog‘lovchi vositalar bilan ham ifodalanadi. Ingliz tili strukturasi ergash gaplarda lokativlikni juda moslashuvchan shakllarda qo‘llash imkonini beradi (Quirk et al., 1985).

Maqolaning maqsadi – ingliz tilidagi ergash gaplar tarkibida lokativlik kategoriyasining sintaktik o‘rnini ilmiy manbalar va nutq materiallari asosida yoritishdir.

Lokativlik kategoriyasining nazariy asoslari

Lokativlik - til tizimida makon, joy, fazoviy munosabatni ifodalovchi kategoriyadir. Bu kategoriya quyidagilar orqali aks etadi:

lokativ ravishlar (here, there, somewhere, abroad);
ko‘makchilar (at, in, on, above, under va h.k.);
fe’lning fazoviy semantikasi (to go, to come, to stay);
ko‘rsatish olmoshlari (this, that, these, those);
lokativ ergash gaplar.

Tilshunoslar fikricha, lokativlik deiksis sistemasining asosiy komponentidir (Fillmore, 1997). Chunki makon nutq vaziyati bilan chambarchas bog‘liq bo‘lib, so‘zlovchi markazida talqin qilinadi.

Ingliz tilining analitik tuzilishi sababli lokativlikning grammatik ko‘rsatkichlari nisbatan mustaqil va semantik jihatdan aniqdir. Ko‘pchilik holatlarda lokativ ma’no predlog + ot yoki ravish yordamida beriladi:

in the room, **at school**, **on the table**, **here**, **nearby**.

Biroq lokativlik ko‘pincha **ergash gaplar orqali** yanada murakkab sintaktik ma’noda beriladi:

*Stay **where you are**.*

*I will go **wherever you send me**.*

Lokativ ergash gaplarning umumiy belgilari

Lokativ ergash gaplar ingliz tilida **adverbial clauses of place** sifatida tasniflanadi (Greenbaum, 1996). Ular **where**, **wherever**, **anywhere that**, **everywhere that** kabi bog‘lovchilar yordamida hosil bo‘ladi.

Misollar:

She hid the letter ***where no one could find it****.*

Sit ***where you feel comfortable****.*

Bu gaplar qo‘shma gapning bosh qismiga makon ma’nosini aniqlovchi ergash komponentni qo‘shib, butun konstruktsiyani fazoviy jihatdan birlashtiradi.

Lokativ ergash gaplarning sintaktik funksiyasi

Lokativ ergash gaplar odatda **hol funksiyasida** keladi. Biroq ularning sintaktik o‘rni ba’zan murakkablashib, quyidagi variantlarda uchraydi:

1) Hol ergash gap sifatida

Eng ko‘p uchraydigan holat:

He lives ***where the river bends****.*

2) Aniqlovchi ergash gap sifatida

Ba’zan lokativ ergash gap otni aniqlaydi:

The place ***where we met*** *is unforgettable.*

3) Predikativ ergash gap

Kam uchraydi, lekin mavjud:

This is ***where I belong****.*

Bog‘lovchi vositalar tizimi

Where – eng asosiy lokativ bog‘lovchi.

Wherever – umumlashtirilgan makon ma’nosini beradi.

Anywhere (that) – ochiq, noma’lum lokatsiyani ko‘rsatadi.

Everywhere (that) – universallik ma’nosini beradi.

Ular sintaktik jihatdan bosh gapga tobe bo‘lib, predikativlik markazini saqlaydi.

Konret lokativlik

Aniq obyekt yoki joy ko‘rsatilganda:

Stop ***where the lights are****.*

Noaniq lokativlik

Makon umumiy ifodalanganda:

Go ***wherever you want****.*

Kontekstual-lokativ ma’no

Nutq vaziyatiga bog‘langan holda:

He returned ***where he started****.*

Metaforik lokativlik

Makonni ko‘chma ma’noda:

I will follow you ***where dreams lead us****.*

Ingliz tilida lokativ ergash gaplarning sintaktik modellarini tahlil qilish

Model 1:

Main Clause + where + Subject + Predicate

You can stay ***where you like****.*

Model 2:

Where + Subject + Predicate, + Main Clause

Where the road ends, we stopped.

Model 3:

Noun + where + Subject + Predicate

The house ***where she grew up*** *was sold.*

Analitik va sintetik farqlar. Ingliz tili analitik tuzilishiga ko‘ra, lokativ ma’no ko‘pincha sintaktik vositalar orqali ifodalanadi. Slavyan tillarida morfologik ko‘rsatkichlar ko‘proq rol o‘ynasa, ingliz tilida ergash gaplar fazoviy aniqlikni ta’minlaydi.

Lokativ ergash gaplarning nutqdagi funksional yuklamasi

Lokativ ergash gaplar matnda:

1) Fazoviy kontekst yaratadi

Hodisalar qayerda sodir bo‘layotganini ko‘rsatadi.

2) Informatik zichlikni oshiradi

Aniqlashlar orqali ma’no boyiydi.

3) Pragmatik funksiyani bajaradi

Manzil, yo‘nalish, kontekstual makon ma’nosi jihatdan nutqning tushunarliligini kuchaytiradi.

4) Badiiy matnda tasviriylikni oshiradi

I will wait for you ***where the sun meets the sea****.*

XULOSA.

Ingliz tilida lokativlik kategoriyasi ergash gaplar orqali juda boy va tizimli tarzda ifodalanadi. Lokativ ergash gaplar sintaktik jihatdan: hol, aniqlovchi, predikativ funksiyalarida kelishi mumkin;

semantik jihatdan esa: aniq, noaniq, kontekstual, metaforik makon ma’nolarini bera oladi.

Bog‘lovchi vositalar tizimi (where, wherever, anywhere that va boshqalar) lokativlikning shakllanishida asosiy omil bo‘lib xizmat qiladi. Shuningdek, ergash gaplarning sintaktik modellarining xilma-xilligi ingliz tilining analitik tipologiyasiga mos ravishda makon munosabatini keng doirada ifodalash imkonini beradi.

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INGLIZ VA O’ZBEK TILLARIDAGI STILISTIK VOSITALARINING LINGVISTIK MAQOMI: QIYOSIY ASPEKT DOIRASIDA

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Annotatsiya. *Ushbu maqola ingliz va o‘zbek tillaridagi stilistik vositalarning lingvistik maqomini qiyosiy aspekt doirasida tahlil etadi. Tadqiqot metafora, metonimiya, epitet, frazeologizmlar, hiperbola va boshqa badiiy birliklarning mazmuniy, semantik hamda pragmatik xususiyatlarini qiyoslab ko‘rsatadi. Shuningdek, ikki tilning milliy-madaniy omillari, stilistik vositalarning nutqdagi funksional yuklanishi, ularning matn yaratishdagi roli hamda ta’sirchanlik darajasi yoritiladi. Maqola qiyosiy lingvistika uchun nazariy va amaliy ahamiyatga ega ilmiy xulosalarni taqdim etadi.*

Kirish so‘zlar: *stilistik vositalar, ingliz tili, o‘zbek tili, qiyosiy tahlil, metafora, metonimiya, epitet, frazeologizm, lingvistik maqom, pragmatika, milliy-madaniy omillar.*

Abstract. *This article analyzes the linguistic status of stylistic devices in English and Uzbek within a comparative framework. The study examines the semantic, conceptual, and pragmatic characteristics of metaphor, metonymy, epithet, phraseological units, hyperbole, and other artistic expressions. It also highlights the national-cultural factors of both languages, the functional load of stylistic devices in speech, their role in text creation, and their degree of expressiveness. The article provides scientific conclusions that hold theoretical and practical significance for comparative linguistics.*

Keywords: *stylistic devices, English language, Uzbek language, comparative analysis, metaphor, metonymy, epithet, phraseologism, linguistic status, pragmatics, national-cultural factors.*

Аннотация. *В данной статье анализируется лингвистический статус стилистических средств в английском и узбекском языках в рамках сопоставительного аспекта. В исследовании рассматриваются семантические, содержательные и прагматические особенности метафоры, метонимии, эпитета, фразеологизмов, гиперболы и других художественных единиц. Кроме того, освещаются национально-культурные факторы двух языков, функциональная нагрузка стилистических средств в речи, их роль в создании текста и степень выразительности. Статья предоставляет научные выводы, имеющие теоретическое и практическое значение для сравнительной лингвистики.*

Ключевые слова: *стилистические средства, английский язык, узбекский язык, сопоставительный анализ, метафора, метонимия, эпитет, фразеологизм, лингвистический статус, прагматика, национально-культурные факторы.*

KIRISH.

Metaforaning lingvistik maqomi va uning ikki tildagi talqini: Metafora tilning eng qadimiy va eng ta’sirchan badiiy vositalaridan biri bo‘lib, u bir predmet yoki hodisaga boshqa predmetning nomi orqali yangi ma’no yuklash tamoyiliga asoslanadi. Ingliz va o‘zbek tillarida metafora keng qo‘llanadi, ammo ularning shakllanish manbalari bir-biridan farq qiladi.Ingliz tilidagi metaforalar ko‘proq abstrakt tafakkur, texnologik jarayonlar, individualistik dunyoqarash va zamonaviy madaniyat unsurlariga tayanadi. Masalan:*“Time is money”,“The world is a stage”*.Bu misollar ingliz jamiyatida vaqtning qadrlanishi, sahna metaforasi esa

hayotga pragmatik yondashuvning kuchliligini ko‘rsatadi.O‘zbek tilidagi metaforalar esa xalqning tarixiy tajribasi, an’analari, ruhiy-emotsional dunyoqarashi, hayotiy kuzatuvlari bilan chambarchas bog‘liq: “Ko‘ngil ko‘zi”, Dunyo o‘tkinchi”, “Til jonning kaliti”. Demak, har ikki til metaforalari milliy-madaniy asosda shakllanadi va ularda xalqning mentaliteti yorqin aks etadi.

Metonimiya: ingliz va o‘zbek tillarida qo‘llanish doiralari: Metonimiya predmet va hodisalarning o‘zaro yaqinligi asosida ma’no ko‘chishi orqali yuzaga keladi. U nutqni ixcham, lo‘nda va mazmunan teran qilishga xizmat qiladi. Ingliz tilidagi metonimiyalar ko‘proq siyosiy, iqtisodiy va ommaviy axborot vositalarida faol uchraydi:*“The White House announced…” “Hollywood created…”* Bu yerda joy nomi mazkur hududdagi odamlar yoki muassasalarni anglatadi. O‘zbek tilidagi metonimiyalar esa ko‘proq ijtimoiy munosabatlar, xalqona tasavvurlar va maishiy hayot bilan bog‘liq: “Idora qaror chiqardi”, “Qo‘shni kuldi”. O‘zbek metonimiyalarida jamoaviylik, ijtimoiy yaqinlik va xalqona iboralarning ustuvorligi seziladi.

Epitetlarning ifodaviy imkoniyatlari: Epitet – bu predmetning belgisini emotsional, estetik yoki obrazli tarzda kuchaytirib beruvchi til vositasi. Ingliz tilida epitetlar ko‘proq aniqlik, ixchamlik va mantiqiylikni aks ettiradi:*“bright future”, “endless hope”.* O‘zbek tilida esa epitetlar ko‘proq musiqiylik, badiiylik, obrazlilikka ega: “Oq ko‘ngil inson”, “Bebaho xazina”. Bu farqlar ikki xalqning til madaniyati va badiiy tafakkuri bilan izohlanadi.

Frazeologizmlar: milliy-madaniy kodning aks sadosi: Frazeologik birliklar xalqning tarixiy tajribasi, turmush tarzi, e’tiqodlari va hayotga bo‘lgan munosabatini yaqqol ifodalaydi. Ingliz tili frazeologizmlari ko‘proq Bibliya, qadimgi mifologiya, dengizchilik va sanoat inqilobi bilan bog‘liq:*“break the ice”, “under the weather”*. O‘zbek tili frazeologizmlari esa xalq og‘zaki ijodi, an’anaviy urf-odatlar, turkiy mifologiyaga tayanadi: “Ko‘ngli yorishmoq”, “Suvdan quruq chiqmoq”. Har ikki frazeologik tizim tilning milliy ruhini aks ettiradi.

Hiperbolaning ekspressiv xususiyatlari: Hiperbola – ma’no kuchaytirish orqali nutqning ta’sirchanligini oshirish vositasidir. Ingliz tilida hiperbolalar ko‘proq sodda va kundalik shaklda uchraydi: *“I’m starving”, “I’ve told you a thousand times”*.

O‘zbek tilida esa hiperbola ko‘pincha badiiy-estetik tasvirning markazida turadi: “Dunyo tor keldi”, “Ko‘zidan o‘t yog‘di”. Bu uslub xalqning obrazli fikrlashi va badiiy an’analariga asoslanadi.

Stilistik vositalarning pragmatik funksiyalari: Stilistik birliklar har ikki tilda quyidagi vazifalarni bajaradi: Nutqqa obrazlilik bag‘ishlaydi, ta’sirchanlik darajasini oshiradi, muallifning munosabati va hissiyotlarini yetkazadi, madaniy konnotatsiyalarni shakllantiradi, matnning yaxlitligini ta’minlaydi, muloqot jarayonida ijtimoiy-psixologik masofani belgilaydi.

Ingliz va o‘zbek tillaridagi stilistik vositalar o‘zining tarkibiy tuzilishi, qo‘llanish doiralari va badiiy-estetik vazifalari bilan bir-biridan farq qiladi. Ingliz tili ko‘proq aniqlik, mantiqiylik va struktural soddalikni aks ettirsa, o‘zbek tili obrazlilik, emotsionallik va milliy ruhiy-estetik talqinlarga boydir. Qiyosiy tahlil shuni ko‘rsatadiki, har ikki tilning stilistik tizimi o‘z xalqining dunyoqarashi, mentaliteti va madaniy merosini chuqur aks ettiradi.

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THEORETICAL FOUNDATIONS OF ECOLOGICAL CONSCIOUSNESS, THINKING, AND RESPONSIBILITY IN THE DEVELOPMENT OF SOCIETY

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Annotation. *This article deals with the problem of the formation of the ecological culture of modern youth. The concept of ecological culture, the essence of ecoculture, the features of its development among young people, as well as the measures that need to be taken to increase the ecological culture and consciousness of young people, have been studied.*

Keywords*: ecological culture, values, Ecological anthropology, working youth, volunteering.*

INTRODUCTION.

At the present stage of societal development, there is a tendency towards the transition of humanity from anthropogenic civilization to the noosphere, which, in turn, should be characterized, in the words of V.I. Vernadsky, by an increase in the significance of human intellectual potential in the development of the biosphere. This process is reflected in the contradictory unity of humanity's desire to preserve life on Earth. It should be noted that, according to the opinion of many foreign scientists, nuclear disaster is no longer considered as the only danger leading to the destruction of humanity, on the contrary, global environmental problems arise as a result of the destructive consequences of scientific and technological progress, which led to the disruption of the balance of the laws of nature, actions that contradict the interests of man on the path to subjugating nature, as the main factor leading to the extinction of humanity from the face of the earth. The first UN World Conference on the Human Environment, held in Stockholm in 1972, marked the beginning of the formation of universal approaches and the creation of an international environmental infrastructure, and the main principles of international environmental policy were proclaimed. It was after this conference that the implementation of major global environmental programs, such as "Man and the Biosphere," "World Climate Program," and "International Geosphere-Biosphere Program," began, regular reports on the state of the environment began to be published, and a comprehensive Global System began to function [5]. This poses a threat not only to humanity but also to the entire living world. For example, N.N. Moiseev sharply criticizes traditional approaches to solving environmental problems. In his opinion, the world community cannot objectively assess the impending danger. The significance of this misunderstanding was demonstrated by the results of the 1992 conference in Rio de Janeiro. At this conference, the idea was put forward that humanity should focus not only on the preservation of individual biological species, but also on the preservation of ecosystems, and for this, it is necessary to develop the basic principles of conducting demographic policy[1].

This, in turn, should be based on the harmonious development of society and nature in all scientific research conducted by man, and it is necessary to develop a new structure of social relations and revise the structure of social values in a single planetary society. Such an approach, in turn, requires an analysis of the

foundations that make up the ecological culture of humanity based on a new approach and its improvement under the new conditions of its integration into the values of the individual.

MAIN PART

There is a direct connection between ecology and culture: the state of ecology reflects the level of development of society's culture. Therefore, without changing the culture of people's use of nature, it is impossible to achieve positive changes in the environment and ecology. It is culture that can adapt human activity to the biospheric and social laws of life.

Culture is such an aspect of human existence that it is based on universal values - values that determine the meaning of life, and these values, in turn, are based on absolute, eternal values, in other words, universal values. Instilling these values in the individual is a priority task of education and upbringing. Upbringing participates in the transmission of culture from generation to generation and in the formation of the cultural experience of each individual.

The deterioration of the ecological situation, the desire of young and old to profit as quickly as possible without thinking about how much damage their activities cause to nature, ignorance and non-compliance with legal norms, the increase in violence among young people, etc., indicate the low level of general culture and, among other things, ecological culture based on such values as the pursuit of goodness, indifference to the suffering of others, self-limitation, and reflection[2].

Currently, humanity is facing increasingly numerous environmental problems. Analysis of scientific literature on the relationship between man and nature shows that the basis of the philosophy of sustainable development of society today is the formation of ecological culture. The establishment of education and upbringing aimed at the formation of ecological culture is one of the solutions that transform ecological culture into a driving force driving the sustainable development of humanity and determining its future.

An ecologically cultured person differs from others in that they can achieve harmony with their inner world and the external world. In childhood, these qualities are formed through special knowledge, that is, through practical exercises related to emotional education and environmental activities. A person's upbringing in the family has an invaluable influence on the formation of their ecological culture. After all, since ancient times, our people have a saying: "A bird does what it sees in its nest," which is also important in the formation of a child's ecological culture. The educational teachings of parents and young people in the family about the role of natural resources, water, air, soil, food, etc., in human life, about the need to value them and keep them clean, remain as a practical reflection of ecological culture, which unconsciously affects children's good attitude towards these resources and serves as the main postulate throughout their lives.

Ecological culture is an integral part of general culture and is reflected in the thinking and activity of a person who interacts with the natural environment.

In philosophy, culture is considered as a unique way of organizing and developing human life activity in the system of social norms, spiritual values, and reflected in the products of material and spiritual labor. This activity manifests itself in a person's relationship with nature, with each other, and with oneself.

Culture and activity together form a dialectical unity. Activity creates culture and gives it life. Culture organizes and controls this activity, clarifies the methods of its implementation, effectiveness, and approximate ways and approaches to its improvement.

Culture is a specific criterion that determines the quality and effectiveness of this activity. As a qualitative indicator of activity, culture, being a way of thinking and acting, embodies the attitude towards activity and its results, that is, a normative attitude towards activity based on values. The relationship of culture with nature, society, and the individual has both activity-based and value-based aspects[1].

Thus, culture, within a certain aspect, characterizes human social activity, clarifying how this activity contributes to the formation and development of a person as an individual and the development and emergence of the forces that form its basis, that is, social qualities in the form of subjective opportunities and needs organized by society. In the given definitions of culture and the discussion of its specific aspects, a description of culture in opposition to nature is observed. After all, the manifestation of human culture is reflected in the

traces left by the products of human thought in nature and the environment. However, a person did not develop cultural skills only by influencing the natural environment and creating an artificial environment. On the contrary, throughout the entire history of human existence, living in a particular natural environment, man has learned much from it.

Today, the clear manifestation of high culture and ecological culture is considered not at the level of their difference from social and natural, but in their harmony. Through this harmony, it is possible to achieve balance in nature and society, which forms a natural social system, transforming nature into human existence, and preserving nature creates the possibility of preserving society and man as a species.

Within the framework of this analysis of ecological culture, it should be noted that distinguishing ecological culture from general culture is of a scientific nature. In essence, culture is an indivisible and integral phenomenon.

From the point of view of cultural studies, ecological culture is considered a component of the culture of a certain society, including the complex of human influence on nature, means of spiritual and material assimilation of nature (knowledge, worldview, cultural traditions, values, etc.).

It should be noted that the concept of ecological culture entered scientific circles relatively recently, and therefore there is still no generally accepted definition and description of the concept of ecological culture. Below, we present definitions that, in our opinion, most accurately reflect the true essence of ecological culture.

According to B.T. Likhachev, the essence of ecological culture is reflected in the unity and unity of ecologically developed consciousness, emotional-psychological state, and utilitarian practical activity.

According to V.K. Nazarov, through ecological culture, humanity influences nature and the environment in such a way that through this influence, humanity's need for a high-quality lifestyle is satisfied, and through appropriate ecological consciousness, thinking, and behavior, it transmits from generation to generation the ideas of a rational attitude towards nature.

Russian scientist Yu.I. Zelesskaya, emphasizing the importance of education and upbringing in the formation of ecological culture, defines it as a product of ecological education and upbringing, aimed at a specific goal, and connects the presence of ecological culture in an individual with the level of their ecological upbringing.

V.A. Sitarov and V.V. Pustovoytov, defining ecological culture as a moral and cultural facet of human activity, note that this facet defines the relationship of man with nature and includes interconnected elements: ecological consciousness, ecological attitude, and ecological activity. The main element in this is environmental institutions responsible for the development of ecological culture at the level of public consciousness and, in particular, the individual.

One can agree with this definition only on one condition: ecological culture should encompass not only the moral and spiritual aspects of human life, but also its practical aspects.

Thus, in modern scientific literature, two aspects of ecological culture are distinguished: material (all forms of human interaction with nature) and spiritual (ecological knowledge, skills, abilities, and views).

Some authors, through their works devoted to ecology, ecological culture, and culture, have explained the role of the ecosystem in the development of humanity, the role of man in the development of the ecosystem, and explained how the relationship between man and nature manifests itself in practice.

According to scientists approaching from the point of view of ecological anthropology, man is an integral part of the ecosystem, and man's attitude towards the ecosystem, his understanding of the environment and ecosystem, influences his own development. The authors also discuss ecological culture, environmental awareness, and the risks that environmental degradation can pose.

From a biological-anthropological point of view, the French anthropologist Georges Olive, discussing the relationship between man and nature, tries to prove that the cultural environment is a cultural space that includes people and nature, people and society, and the relationship between people and people. According to Olivier, ecological culture can be considered as the role of man in nature or the place of nature in human life. In his work, A. Blake assesses the relationship between man and nature from the point of view of ecological

anthropology.

Many researchers present their basic views on ecological culture. According to them, the development of ecological culture among people for the sustainable development of humanity is of great importance in the fight against global environmental problems. In their work, these authors, by systematically studying the history of human interaction with nature, try to prove the influence of this interaction on sustainable development. At the same time, these researchers indicate the direction of the relationship between man and nature, what the intended goals of the relationship should consist of[3].

At different times, scientists formed views on the theories of ecological culture and presented views on the role and importance of ecological culture in the sustainable development of society. Some authors have studied the theoretical aspects of the problem of ecological culture from the point of view of the role of the relationship between man and nature in the problems of economic development.

The concept of culture can be studied from different perspectives. Currently, there are about 400 definitions of the concept of "culture," and behind the striving to define each culture lies a certain rational point of view. In this regard, a complete, unified definition of the concept of culture, taking into account various aspects, has not been developed. From a philosophical point of view, "culture is the totality of all material and spiritual values created by man during the socio-historical development of humanity and is a product of social development."

If we pay attention to the etymology of the word "culture" in our language, we can see that the original meaning of "culture" (Arabic - Medinan, urban, educated) means a specific method of human activity, manifested in the interaction of nature and people. If the word "madaniyat" in its original meanings denoted humanity's influence on nature, for example, the cultivation of the land, the introduction of changes to it based on its needs, then later the word "madaniyat" began to acquire the meanings of upbringing, education. In later periods, culture began to be understood as the types of activities related to human civilization and their results.

If we look at Russian and many other Western languages, the word "culture" is expressed by the words "kultura" (Russian), "culture" (English), "culturae" (Fr. We can see that the meaning of the word "culture" (Latin - cultivation, cultivation) also means, first of all, the cultivation of the land, the introduction of changes into it by man for use in his own interests. In both cases, it is understood that the words "culture" and "culture" have very close etymological meanings. That is, it means that man directly influences nature and changes it in his own interests. In the West, the use of the word "culture" in the sense of an intellectual property of human civilization dates back to the 19th century[1].

CONCLUSION

Thus, culture is, first of all, the relationship between man and nature. Nature is not only the starting point of humanity's creation, but also the environment and conditions necessary for its survival. Without nature, a person cannot satisfy their physical and spiritual needs. For this reason, when people unite to create a product for consumption, they also give this product a cultural meaning.

From this, it can be understood that ecological culture manifests itself in the interaction of a person with nature during their activity. Throughout its centuries-long existence, humanity has become accustomed to living with an underdeveloped ecological culture, without ecological morality and activity aimed at preserving the environment.

It is also important to note that ecological culture does not encompass all aspects of ecological consciousness and behavior; on the contrary, it encompasses ecological consciousness and behavior characteristic of the masses that have taken root over the years.

In the spiritual essence of ecological culture, at its beginning, lies ecological consciousness. Ecological culture at a certain level of development of the ecological consciousness of society, social groups, and individuals manifests itself in two forms: 1) theoretical knowledge, including ideas, ideals, views, imagination, goals, values, norms, traditions, examples, and stereotypes; 2) socio-psychological elements of consciousness, including feelings, emotions, views, instructions, and theoretical and everyday consciousness[3].

The term "ecological consciousness" usually refers to a set of strategies and technologies in the "human-

nature" system, occurring in nature itself and corresponding to human interaction with nature. Ecological consciousness and its formation constitute the socio-psychological aspect of ecological culture. Thus, by adhering to strict restrictions on anthropological activity, put forward by the ecological imperative, it is possible to prevent an ecological catastrophe, transition to harmonious development between society and nature, and the era of the noosphere. This cannot be achieved without a new ecocentric ecological culture - a new ecocentric approach to understanding the new world, and without harmless methods and means of human activity for the new nature - a new morality, spirituality.

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IJTIMOIY MUNOSABAT FE’LLARINING KONSEPTUAL VA KOGNITIV ASOSLARI

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Annotatsiya. *Ushbu maqolada ijtimoiy munosabat fe’llarining konseptual va kognitiv asoslari lingvokognitiv yondashuv nuqtai nazaridan tahlil etiladi. Maqoladada ushbu fe’llarning semantik tuzilmasi, ularning inson ongida shakllanadigan konseptual maydon bilan o‘zaro bog‘liqligi hamda kognitiv modellarda tutgan o‘rni yoritiladi. Shuningdek, ijtimoiy munosabat fe’llarining ma’no qatlamlari, ularning madaniy, psixologik va ijtimoiy omillar ta’sirida qanday konseptualizatsiyalanishi izohlanadi. Ish natijalari til tizimidagi ijtimoiy semantikaning yanada chuqurroq o‘rganilishi uchun ilmiy asos bo‘lib xizmat qiladi.*

Kalit so’zlar: *ijtimoiy munosabat fe’llari, konseptual asos, kognitiv yondashuv, semantika, til tizimi, konseptual maydon, madaniy omillar, kognitiv model.*

Аннотация. *В данной статье анализируются концептуальные и когнитивные основы глаголов социальных отношений с точки зрения лингвокогнитивного подхода. Рассматривается семантическая структура этих глаголов, их взаимосвязь с концептуальным полем, формирующимся в человеческом сознании, а также их место в когнитивных моделях. Особое внимание уделяется объяснению того, как значения глаголов социальных отношений концептуализируются под влиянием культурных, психологических и социальных факторов. Результаты исследования служат научной базой для более глубокого изучения социальной семантики в системе языка.*

Ключевые слова: *глаголы социальных отношений, концептуальная основа, когнитивный подход, семантика, языковая система, концептуальное поле, культурные факторы, когнитивная модель.*

Abstract. *This article analyzes the conceptual and cognitive foundations of social relation verbs from a linguo-cognitive perspective. It explores the semantic structure of these verbs, their connection with the conceptual field formed in human cognition, and their role within cognitive models. The research also explains how the meanings of social relation verbs are conceptualized under the influence of cultural, psychological, and social factors. The results provide a theoretical basis for a deeper understanding of social semantics within the language system.*

Keywords: *social relation verbs, conceptual basis, cognitive approach, semantics, language system, conceptual field, cultural factors, cognitive model.*

KIRISH.

Ijtimoiy munosabat fe’llarining tuzilishida biz inson va jamiyat munosabatlari idrok qilinishini kuzatamiz. Bundan kelib chiqadigan asosiy ma’nolarni muhim maqsadga yoki an’anaviy terminologiya bilan aytganda, belgi sifatida qaraymiz. Ijtimoiy munosabat fe’llarini tahlil qilishda gapning sintaktik tarkibi funksional vazifalarini tashkil etuvchi jihatlariga e’tibor qaratilgan. Ushbu guruh fe’llarini leksik-semantik (fe’l leksema sifatida), semantik-sintaktik (fe’l jumla tarkibidagi tarkibiy qism sifatida) va dinamik-funksional (fe’l harakat yoki holat vazifasini bajarishi) jihatlarni o‘rganish muhim ahamiyatga ega. Ijtimoiy munosabat fe’llarining tabiati, ekstralingvistik voqelikning nutqda aks etishi esa subyekt va obyekt munosabatlariga asoslangan omillar orqali aniqlanadi[1].

Voqelikni ifoda etish uslubiga ko‘ra, fe’l harakat/holatga tegishli bo‘lgan, nutqning asosiy funksional vazifalarni bajaradi.

[1] Гак В.Г. Теоретическая грамматика французского языка. – Москва, Добросвет, 2000. – С. 146.

Ijtimoiy-harakat fe’llari obyekt bilan munosabatga kirishish xususiyatiga ko‘ra, jarayonlarni, shaxslararo munosabatlarni, jamiyat va inson o‘rtasidagi bog‘liqlikni nutqda aks ettiruvchi ma’nolarni ifodalaydi. Fe’l esa inson ongidagi munosabat turlariga asoslanadi.

Fe’l keng ma’noda, dinamiklik (harakat) va holat koordinatalariga ega hodisa sifatida baholanadi. Ularning morfologik jihati umumiy kategorial ma’nosi bilan belgilanadigan grammatik kategoriyalar majmui yordamida shakllanadi. Fe’lning grammatik kategoriyalari voqeliklarni aks ettirgan holda, turli xususiyatlar va so‘zlovchining atrof-muhitga, bir-biriga bo‘lgan munosabatini belgilashda ma’lum shakl va qonun-qoidalarga asoslangan tushunchalarni o‘z ichiga oladi.

Unda asosiy e’tibor kognitiv semantikaning asosiy tushunchalaridan biri bo‘lgan, ijtimoiy munosabat fe’l guruhlarining leksik ma’no modelini shakllantirishga yordam beradigan lingvistik hodisalar turkumiga kiruvchi jihatlar konseptual nuqtayi nazardan tahlil etiladi. Shuningdek, ishda fe’lga oid birliklarning aspektual semantikasi ham konseptual jihatdan ko‘rib chiqiladi. Tilni konseptual tahlil qilishda, konsept ong mexanizmining eng muhim tarkibiy qismi bo‘lib, u insonning axborotni qayta ishlash jarayonida vujudga keladigan bilim va kognitiv jarayon mahsuli sifatida har bir tilning o‘ziga xosligini ta’kidlaydi.

Konsept insonning bilim va tajribasining umumlashgan shakli sifatida til orqali ifodalanadi. Leksik ma’no esa ona tilida so‘zlashuvchining ongida mavjud bo‘lgan belgi (so‘z) bilan bog‘langan va lug‘atda aniq bir turg‘un konseptual ma’lumotning verbal ifodasidir.

Kognitiv jarayonlar faqatgina tushunchani ifodalash usuligina bo‘lib qolmay, balki ham so‘zlarning ma’nolarini o‘zgartirish usullarini, ham va shu orqali polisemantik so‘zlarning semantik tuzilmalarini shakllantirishni belgilaydi.

Fe’lning semantik tarkibini aniqlaydigan kontekstual tartibga solingan paradigma vositalar aspektual ma’nolar o‘rtasidagi munosabatlarni, farqlarni aniqlash predikat ma’nolarini farqlash va, shuningdek, aspektni an’anaviy tahlil doirasidan kengroq bo‘lgan konsept nazariyasi bilan bog‘lash aspektual semantika tavsifini hal qilishga qaratilgan. Aspektuallikning kognitiv tadqiqotlari uni kognitiv grammatika doirasida o‘rganishda erishilgan muhim yutuqlarni inobatga oladi[2]. Shuning uchun aspektni semantik modellashtirish kognitiv modellashtirishdan oldingi bosqich bo‘lib, kognitiv va lingvistik hodisa sifatida aspekt ma’nolari haqida yangi ma’lumotlarning o‘zlashishiga sabab bo‘ldi.

Aspektuallikni o‘rganish tarixiga nazar tashlash zamonaviy semantika uchun muhim bo‘lgan bir qator nazariy masalalarni aniqlash imkonini berdi. Bizningcha, eng dolzarb masalalardan biri aspektual ma’nolarning muntazamligi, ya’ni ma’lum bir turg‘un shakldagi ma’nosi, harakatning lisoniy shaxs ongida kechishi, tasavvuridagi modellarni aniqlash bilan mantiqiy bog‘liq bo‘lgan ma’nolarning semantik o‘tishlari va umumiy ma’no muammosi bilan bog‘liq masalalardir.

Tadqiqotlar shuni ko‘rsatdiki, ijtimoiy munosabat guruhi fe’llari sinfi geterogen tarkib bilan tavsiflanadi. Ba’zi fe’llar ijtimoiy o‘zaro ta’sirning umumiy turini nomlashga (himoya qilish, ta’minlash, bo‘ysundirish, boshqarish) xizmat qilsa, boshqalari ijtimoiy sohani aks ettiruvchi fe’l lug‘atining yadrosini tashkil etuvchi ijtimoiy munosabat fe’llari sifatida tan olinadi. Masalan: tobe qilmoq – kimgadir yoki biror narsaga qaram qilmoq, bo‘ysundirmoq, biror narsaga muvofiq harakat qilishga majburlamoq (majbur qilmoq).

Ushbu guruhga tegishli boshqa fe’llar ma’nosida ishtirokchilarni, vaziyatni ko‘rsatish uchun ishlatiladi hamda harakatni amalga oshirishning “motor dasturi”ni (E. S. Kubryakova atamasi) o‘z ichiga oladi. Masalan: qo‘riqlamoq (muxofaza qilmoq) – “ma’lum bir hududda huquqni muhofaza qiluvchi organlar, jumladan, militsiya yoki harbiy kuchlar tomonidan biror shaxsni, xususiy xavfsizlik nuqtayi nazaridan biror obyektni tartib intizomni buzuvchilardan himoya qilish, va hokazo misol tariqasida keltirish mumkin .

Misol tariqasida, himoya qilish fe’lining asosiy ma’nosiga qarasak, himoya qilmoq fe’li tajovuz, hujum, dushmanlik va tahdid kabi harakatlardan himoya qilishni anglatadi . Bu fe’l birikmasi retrospektiv ravishda ishlatiladi: himoya doimo avvalgi hujum, dushman tahdidi yoki yovuz harakatlar natijasida paydo bo‘ladi.

Ijtimoiy munosabat fe’llarining konseptual va kognitiv asoslari lingvokognitiv nuqtai nazardan keng

[2] Langacker R.W. (keltirilgan adabiyot). – B. 67.

yoritildi. Tahlillar shuni ko‘rsatdiki, ijtimoiy munosabat fe’llari inson tafakkuri, hissiyoti va ijtimoiy tajribasi bilan bevosita bog‘liq bo‘lgan murakkab semantik-kognitiv tizimni tashkil etadi. Ushbu fe’llar faqat harakat yoki holatni emas, balki insonlar o‘rtasidagi psixologik, axloqiy va madaniy munosabatlarning mazmunini ham ifodalaydi.

Tadqiqot jarayonida ijtimoiy munosabat fe’llarining semantik tuzilmasi, ularning konseptual maydon bilan aloqasi, shuningdek, ularning madaniyat va ijtimoiy kontekstda qanday konseptualizatsiyalanishi aniqlab berildi. Fe’llarning kognitiv xaritasi orqali til birliklari inson ongida qanday modellashishini tushunish imkoniyati yaratildi.

Natijalar shuni ko‘rsatdiki, ijtimoiy munosabat fe’llari tildagi ijtimoiy semantikaning eng faol va dinamik qatlamlaridan biridir. Ular orqali nafaqat lingvistik ma’no, balki ijtimoiy ong, madaniyat va qadriyatlar tizimi ham aks etadi. Shu boisdan bunday fe’llarni kognitiv va konseptual jihatdan o‘rganish nafaqat tilshunoslik, balki madaniyatshunoslik, psixolingvistika va sotsiolingvistika sohalari uchun ham katta ahamiyatga ega.

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INGLIZ VA O’ZBEK TILLARIDA OKKAZIONAL FRAZEOLOGIK BIRLIKLARNING STRUKTUR-SEMANTIK XUSUSIYATLARI

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Annotatsiya. *Ushbu maqolada ingliz va o’zbek tillarida okkazional frazeologik birliklarning struktur-semantik xususiyatlari tahlil qilinadi. Tadqiqotning maqsadi oʻzbek va ingliz badiiy adabiyotida uchraydigan okkazional frazeologizmlarning tuzilishi, semantik oʻzgarishlari va badiiy konnotatsiyasini aniqlashdan iborat.*

Kalit soʻzlar: *struktur-semantika, stilistik funksiya, kontekst, badiiy nutq, individual uslub, emotsional-estetik ta’sir.*

Аннотация. *В статье рассматриваются структурно-семантические особенности окказиональных фразеологических единиц и их стилистические функции в речи. Цель исследования — выявить структурные и семантические изменения окказиональных фразеологизмов в узбекской и английской художественной литературе.*

Ключевые слова: *структурно-семантика, стилистическая функция, контекст, художественная речь, индивидуальный стиль, эмоционально-эстетическое воздействие.*

Abstract. *This article analyzes the structural and semantic features of occasional phraseological units and their stylistic functions in speech. The aim of the study is to identify the structural and semantic modifications of occasional phraseological expressions in Uzbek and English literary texts.*

Keywords: *structural semantics, stylistic function, context, literary discourse, individual style, emotional-aesthetic impact.*

KIRISH.

Tilshunos olimlarning ta’kidlashicha til doimo harakatda boʻladigan, yangilanib boruvchi murakkab tizim sifatida inson tafakkuri, ijtimoiy tajribasi va estetik ehtiyojlari bilan uzviy bogʻliqdir. Tilning bunday dinamik tabiati undagi har bir birlikning, jumladan, frazeologik ifodalar tizimining ham oʻzgaruvchan, ijodiy jarayon mahsuli sifatida namoyon boʻlishiga sabab boʻladi. Frazeologik birliklar tilning emotsional-estetik qatlamini tashkil etadi. Ular xalq tafakkuri, tarixiy tajriba va milliy madaniyat mahsuli boʻlib, ma’no barqarorligi bilan birga, kontekst ta’sirida yangilanishga ham moyildir [Rahmatullaev, 1978, p. 24]. Shu jihatdan, frazeologizmlar faqat tayyor qolip sifatida emas, balki ijodiy nutq jarayonida yangi ma’no, yangi shakl kasb etuvchi tirik birliklar sifatida qaralishi lozim.

Soʻnggi yillarda til tizimining dinamik tabiatini oʻrganishda okkazional frazeologik birliklar muhim ilmiy yoʻnalishlardan biriga aylandi. Chunki bu hodisa tilning ijodiy imkoniyatlarini, milliy tafakkurning yangilanish darajasini va matnning estetik qimmatini ifodalaydi. Okkazional frazeologizmlar tildagi mavjud tayyor frazeologik birliklarning muallif tomonidan yangicha shaklda, kontekst ta’sirida transformatsiyaga uchratilishi natijasida hosil boʻlgan individual nutqiy birliklardir. Ular muallifning estetik maqsadi, kommunikativ niyati va badiiy kontekst ta’sirida shakllanadi. Shuning uchun ham bunday birliklar kontekstdan tashqarida mavjud boʻla olmaydi. Ularning semantik yangilanishi bevosita muallif niyatiga, matnning ichki mantiqiga hamda oʻquvchida uygʻotiladigan assotsiativ ta’sirga bogʻliq boʻladi [Kunin, 1986, p. 54].

Okkazional frazeologik birliklar — bu tildagi mavjud barqaror frazeologizmlarning muallif tomonidan oʻzgartirilgan, yangi badiiy hamda semantik yuk kasb etuvchi individual shakllaridir [Vinogradov, 1944, p. 22]. Ular oʻz tabiati jihatidan struktur va semantik transformatsiyalar natijasida shakllanadi.

Okkazional frazeologik birliklarning struktur yangilanishi, odatda, uch asosiy usulda namoyon bo‘ladi:

Bu usulda frazeologik birikmaning bir tarkibiy qismi yangi so‘z bilan almashtiriladi. Natijada, ibora yangi obraz, emotsional rang va badiiy ifoda kuchiga ega bo‘ladi [Kunin, 1986, p. 54]. Masalan, an’anaviy *boshini osmonga ko‘tarmoq* (mag‘rurlik) iborasi *boshini yulduzlarga ko‘tardi* tarzida o‘zgartirilganda, “orzular sari intilish, yuksaklikka erishish” ma’nosi hosil bo‘ladi. “Yulduzlar” komponenti obrazli semantika yaratish orqali iboraning poetik quvvatini oshiradi.

Frazeologik birlikka yangi komponent kiritish yoki mavjud elementlardan birini tushirib qoldirish orqali uning ritmik va semantik tuzilishi yangilanadi [Rahmatullaev, 1978, 73 b.].

Masalan, Cho‘lpon asarlaridagi ko‘ngil ko‘zi ko‘r bo‘ldi iborasi ko‘z ko‘r bo‘ldi frazeologizmini metaforik kengaytirish orqali hissiy sovuqlik va ruhiy inqiroz holatini ifodalaydi. Shu tarzda frazeologizmning ma’no diapazoni kengayadi.

Frazeologik birlikdagi grammatik forma (zamon, shaxs, mayl va boshqalar) o‘zgartirilishi stilistik ta’sirni kuchaytiradi [Amosova, 1963, p. 91].

Masalan, ko‘z yumdi (vafot etdi) iborasi ko‘z yumaman shaklida qo‘llanganda iroda, qat’iyat yoki ruhiy qarorni bildiradi. Grammatik transformatsiya bu yerda muallifning sub’ektiv munosabatini ifodalovchi vositaga aylanadi.

Okkazional frazeologizmlar semantik yangilanish orqali yangi ma’no qatlamlariga ega bo‘ladi. Quyidagi jadvalda asosiy turlar keltirilgan:

№	Semantik o‘zgarish turi	Ta’rifi	Misol
1	**Ma’no kengayishi**	Asosiy ma’noga qo‘shimcha konnotatsiya beriladi	*ko‘ngil osmonga chiqdi* — orzularning yuksalishi, ruhiy ozodlik [Oripov, 1976]
2	**Ma’no torayishi**	Keng ma’nodan kontekstual ixtisoslashuvga o‘tish	*taqdir iplarini uzdi* — hayotiy bog‘liqlikning uzilishi [Hoshimov, 1985]
3	**Metaforik siljish**	Asosiy ma’no ramziy-falsafiy tus oladi	*vijdon yig‘ladi* — insoniy kechinma, ichki ayblov [Vohidov, 1996]

Bu o‘zgarishlar kontekst ta’sirida ro‘y beradi va frazeologik birliklarning semantik elastikligini, shuningdek, ularning badiiy qatlamliligini ta’minlaydi.

Struktur va semantik o‘zgarishlarning o‘zaro uyg‘unligi okkazional frazeologizmlarning ijodiy mohiyatini belgilovchi asosiy omildir. Ular tildagi mavjud birliklarni semantik jihatdan yangilab, stilistik individuallikka olib keladi.

Masalan, Oripovning *ko‘ngil osmonga chiqdi* iborasi bir vaqtning o‘zida komponent almashtirish (struktur o‘zgarish) va ma’no kengayishi (semantik o‘zgarish) asosida shakllangan. Natijada, frazeologizmning badiiy-estetik qiymati ortadi va u muallifning uslubiy imzosini ifodalovchi vositaga aylanadi [Karimov, 2012, 108 b.].

Okkazional frazeologik birliklarning struktur-semantik va stilistik xususiyatlarini tahlil etish tildagi badiiy innovatsiyalarni, milliy tafakkur timsollarini va muallif uslubining lingvopoetik tabiatini yoritishda muhim nazariy-amaliy ahamiyatga ega.

Kelgusida bu yo‘nalishda kognitiv-semantik, korpus lingvistikasi va tarjima nazariyasi asosida olib boriladigan tadqiqotlar okkazional frazeologizmlarning madaniyatlararo kommunikatsiyadagi funksional o‘rnini yanada chuqurroq ochib berishi kutiladi.

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СТРУКТУРНО-СЕМАНТИЧЕСКИЕ ОСОБЕННОСТИ СОВРЕМЕННОЙ ТУРИСТИЧЕСКОЙ ТЕРМИНОЛОГИИ

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Аннотация. *Развитие туризма в последние десятилетия привело к интенсивному формированию новой профессиональной лексики, отличающейся разнородной структурой и сложными семантическими преобразованиями. В условиях глобализации туристическая терминология становится интернациональной, активно включает англоязычные заимствования, метафорические наименования и гибридные формы. В статье рассматриваются особенности функционирования современных туристических терминов, их словообразовательные модели, основные направления семантического расширения и факторы, влияющие на их формирование.*

Ключевые слова: *туристическая терминология, семантика, структура термина, англицизмы, словообразование, профессиональная лексика.*

Annotatsiya. *So‘nggi yillarda turizm sohasining jadal rivojlanishi natijasida mazkur sohaga oid professional leksika tez sur’atlarda boyimoqda. Terminlarning tarkibiy tuzilishi, semantik kengayishi hamda o‘zlashmalar ulushi sezilarli darajada oshgan. Ushbu maqolada zamonaviy turizm terminlarining tuzilishi, ularning semantik xususiyatlari va shakllanish omillari ilmiy tahlil qilinadi.*

Kalit so‘zlar: *turizm terminologiyasi, semantika, termin tuzilishi, inglizcha o‘zlashmalar, so‘z yasalishi.*

Abstract. *The rapid development of the tourism industry has led to the formation of an extensive professional vocabulary characterized by heterogeneous structural models and dynamic semantic shifts. Due to globalization, modern tourism terminology incorporates English borrowings, metaphorical expressions, and hybrid lexical forms. This article analyzes structural and semantic features of tourism terminology as well as the linguistic mechanisms underlying its development.*

Keywords: *tourism terminology, semantics, term structure, English borrowings, word formation.*

ВВЕДЕНИЕ.

Туризм как социально-экономическое явление формирует собственную терминологическую систему, представляющую собой «словарь ограниченной специальной сферы с внутренней структурой и чёткими нормативными рамками» (Шведова, 2006)[1]. В условиях глобального роста туристических услуг данная система становится особенно динамичной: её состав пополняют заимствования, неологизмы, метафорические номинации и терминологизированные общеязыковые слова. Терминология любой развивающейся отрасли отражает процессы интернационализации, стандартизации и ускоренного семантического обновления.

Современная туристическая терминология неоднородна по составу. Значительная часть её единиц является англоязычными заимствованиями: check-in, booking, resort, upgrade, tour operator. Интернациональные термины способствуют унификации профессиональной коммуникации, что делает их использование оправданным в письменных и устных жанрах делового общения (Суриков, 2012)[2]. Заимствование осуществляется как путём прямого включения, так и через калькирование: пакет услуг ← package of services, высокий сезон ← high season, что расширяет структурную модель терминов.

[1] Шведова, Н.Ю. Русский язык: Энциклопедия. — М.: Советская энциклопедия, 2006.

[2] Суриков, В.В. Основы терминоведения и профессиональной лексики. — СПб.: Питер, 2012.

Особую значимость имеют многокомпонентные термины. Составные терминологические сочетания наиболее полно отражают развитие профессиональной сферы. В туристическом дискурсе такие единицы представлены моделями «прилагательное + существительное» (культурный туризм, событийный туризм, комбинированный тур) и «существительное + существительное» (туристический ваучер, гостиничная сеть, туристический поток). Подобные конструкции отличаются высокой степенью конкретизации и служат для обозначения сложных явлений.

Семантическое развитие туристической терминологии проявляется в нескольких направлениях. Значимой тенденцией является терминологизация общеупотребительных слов: сезон, направление, маршрут, сервис. Эти лексемы сохраняют базовое значение, одновременно приобретая специализированный смысл. Подобная «двуслойность» значений характерна для активно развивающихся терминологических систем. Метафоризация также широко представлена. В сфере цифрового туризма возникают термины виртуальный тур, цифровой след туриста, электронный гид, что подтверждает наблюдения современных лингвистов о влиянии технологий на формирование новой терминологии (Иванова, 2015)[3].

Кроме того, отмечается процесс семантического сужения: термины тур, маршрут, программа в профессиональном употреблении имеют строго регламентированные значения, связанные с нормами туроператорской деятельности. Сужение значения обеспечивает точность и терминологическую однозначность.

Структурно-семантический анализ подтверждает, что туристическая терминология представляет собой самостоятельную подсистему, включающую лексемы гостиничного дела, авиа- и железнодорожных перевозок, экскурсионной деятельности, страховых и маркетинговых услуг, а также цифровых технологий. Термины функционируют в соответствии с международными стандартами и профессиональными регламентами, что способствует их стабильности. Одновременно развитие цифрового туризма приводит к появлению гибридных форм: e-visa, онлайн-бронирование, QR-билет, smart-hotel. Эти единицы объединяют русские и англоязычные модели, что подтверждается исследованиями современных терминоведов[4].

Таким образом, туристическая терминология отличается высокой степенью динамичности. Её структурные модели варьируются от однокомпонентных до сложных многоэлементных конструкций. Семантические процессы включают заимствование, терминологизацию, метафоризацию, расширение и сужение значений. Терминологический аппарат туризма продолжает развиваться под влиянием цифровизации, глобализации и стандартизации профессиональных коммуникаций.

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LEXICAL-SEMANTIC CHARACTERISTICS OF PHRASEOLOGICAL UNITS

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Abstract. *This article examines the lexical-semantic characteristics of phraseological units as a fundamental component of the language system. The study highlights semantic integrity, metaphorical motivation, idiomatic structure, and cultural connotation as key factors that determine phraseological meaning. Special attention is paid to early theoretical research that established foundational terminology and classification, as well as contemporary online scholarly resources. The analysis is based on descriptive, semantic, and comparative linguistic methods. The findings demonstrate that phraseological units enrich expressive possibilities of language while reflecting cultural and cognitive aspects of human experience.*

Keywords: *phraseological units, lexical semantics, idiomaticity, metaphor, semantic integrity, phraseology.*

INTRODUCTION.

Phraseological units constitute a central domain within lexical semantics, representing fixed, reproducible combinations of words that carry idiomatic meanings. Their study is significant because phraseological units reflect the interaction between linguistic form, semantic content, and cultural knowledge. A phraseological unit typically does not derive its meaning compositionally from its components, which makes the semantic analysis of such structures both challenging and essential.

The interest in phraseology dates back to early linguistic traditions, with significant development in the 20th century. Classical works by scholars such as Vinogradov (1946, 1972), Smirnitsky (1956), and Amosova (1963) established the theoretical foundation for understanding idioms and their semantic features. Contemporary linguistics continues to build on these foundations, integrating insights from cognitive semantics, corpus linguistics, and linguistic pragmatics.

The study of phraseological units is deeply rooted in mid-20th-century linguistic theory. Pre-1980 scholarship laid the groundwork for modern phraseology:

- **V.V. Vinogradov** (1946, 1972) introduced classifications of phraseological units based on semantic cohesion and structural stability.
- **A.I. Smirnitsky** (1956) emphasized the idiomatic nature of phraseological meaning and the non-compositional relationship between components.
- **N.N. Amosova** (1963) defined the concept of "contextual boundness," explaining how idioms become fixed expressions.
- **I.V. Arnold** (1973) explored stylistic and semantic aspects of set expressions in English.
- **M. Bally** (1909, 1951) contributed early theoretical ideas about phraseology as a stylistic phenomenon.

These foundational studies remain essential for understanding how phraseological meaning is formed and how fixed expressions function in linguistic systems.

Phraseological units exhibit **semantic integrity**, meaning that the whole expression possesses a unified meaning that differs from the literal meaning of its components.

Examples:

- *to kick the bucket* — “to die”;
- *to spill the beans* — “to reveal a secret.”

Such idiomatic meanings demonstrate the non-compositional nature of phraseological semantics.

Metaphor and metonymy serve as primary mechanisms in the formation of phraseological meaning. Classic lexical-semantic theories (Ullmann, 1957) describe metaphor as a key source of semantic innovation.

Examples:

- **Metaphor**: *break the ice* — starting communication by reducing tension.
- **Metonymy**: *lend an ear* — to listen attentively.

These semantic mechanisms create vivid imagery and contribute to the expressive power of language.

Phraseological units can be:

- **motivated** (their figurative meaning is understandable through imagery), e.g., *cold feet* — fear;
- **non-motivated** (the original imagery is historically obscure), e.g., *red tape* — bureaucracy.

The degree of motivation influences the transparency and interpretability of phraseological meaning. Like lexical items, phraseological units may develop **polysemy**, with different meanings activated in different contexts.

Example: *to break the ice*

1. to ease social tension;
2. to begin an activity.

Polysemy demonstrates the dynamic nature of idiomatic expressions. Phraseological units can form lexical-semantic relations:

- **Synonymy**:
  to lose one’s temper = to get angry
- **Antonymy**:
  to keep one’s word ↔ to break one’s word

These relations show that phraseological units function similarly to lexical items within the semantic system.

Phraseological units are strongly tied to cultural knowledge, national traditions, and collective memory. They reveal how speakers conceptualize reality.

Examples:

- English: *Achilles heel*, *white elephant*.
- Uzbek: *boshiga ko‘tarmoq*, *ko‘ngli tog‘dek*.
- Russian: *водить за нос*, *бить баклуши*.

Cultural connotations shape the semantic content of idioms and distinguish them across languages. Scholars typically classify phraseological units according to their semantic and functional properties:

1. **Nominative phraseological units** – name objects or qualities (e.g., *black sheep*).
2. **Communicative phraseological units** – form complete statements (e.g., *once in a blue moon*).
3. **Interjectional phraseological units** – express emotional reactions (e.g., *Good heavens!*).

This classification demonstrates the multi-functional nature of phraseological expressions.

Phraseological units constitute a vital part of the lexical-semantic system. Their meaning is shaped through metaphor, metonymy, cultural knowledge, and historical development. Pre-1980 scholarship established the theoretical basis for modern phraseology, while contemporary research continues to reveal its cognitive and cultural dimensions. Studying phraseological semantics enhances our understanding of linguistic creativity, cultural worldview, and semantic structure in natural languages.

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IMPACT OF GLOBALIZATION ON YOUTH SLANG IN URBAN SETTINGS

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Abstract. *This article examines the multifaceted influence of globalization on the development, transformation, and social functions of youth slang in contemporary urban environments. Globalization accelerates cultural diffusion through technology, migration, international media, and global consumer culture. These forces shape linguistic behavior among young people, who increasingly adopt hybrid, multilingual, and digitalized slang expressions. The article analyzes the mechanisms of borrowing, adaptation, and hybridization, and highlights the sociolinguistic significance of slang as a marker of identity, resistance, and belonging. The findings reveal that youth slang not only reflects linguistic innovation but also mirrors broader cultural shifts in the modern globalized world.*

Keywords: *globalization, youth slang, urban communication, linguistic borrowing, digital culture, sociolinguistics.*

Аннотация*. В данной статье рассматривается многоаспектное влияние глобализации на развитие, трансформацию и социальные функции молодежного сленга в современных городских условиях. Глобализация ускоряет культурную диффузию через технологии, миграцию, международные медиа и глобальную потребительскую культуру. Эти факторы формируют речевое поведение молодых людей, которые все чаще используют гибридные, многоязычные и цифровые сленговые выражения. В статье анализируются механизмы заимствования, адаптации и гибридизации, а также подчеркивается социолингвистическая роль сленга как маркера идентичности, сопротивления и принадлежности. Результаты исследования показывают, что молодежный сленг отражает не только лингвистические инновации, но и более широкие культурные изменения в современном глобализированном мире.*

Ключевые слова: *глобализация, молодежный сленг, городская коммуникация, лингвистические заимствования, цифровая культура, социолингвистика.*

Annotatsiya. *Ushbu maqolada globallashuvning zamonaviy shahar sharoitida yoshlar slangining rivojlanishi, o‘zgarishi va ijtimoiy funksiyalariga ko‘rsatgan ko‘p qirrali ta’siri tahlil qilinadi. Globallashuv texnologiyalar, migratsiya, xalqaro media va global iste’mol madaniyati orqali madaniy tarqalishni tezlashtiradi. Bu jarayon yoshlarning nutqiga ta’sir ko‘rsatib, ularning nutqida tobora ko‘proq gibrid, ko‘p tilli va raqamlashtirilgan slang birliklarining paydo bo‘lishiga olib keladi. Maqolada slangning o‘zlashish, moslashuv va gibridlanish mexanizmlari, shuningdek, uning identitet, norozilik va guruhga mansublik belgisi sifatidagi sotsiolingvistik ahamiyati yoritiladi. Tadqiqot natijalari shuni ko‘rsatadiki, yoshlar slangi nafaqat lingvistik innovatsiyalarni, balki zamonaviy globallashgan dunyodagi kengroq madaniy o‘zgarishlarni ham aks ettiradi.*

Kalit so‘zlar: *globallashuv, yoshlar slangi, shahar kommunikatsiyasi, lingvistik o‘zlashuv, raqamli madaniyat, sotsiolingvistika.*

INTRODUCTION.

Globalization has emerged as one of the most influential forces shaping modern communication. Its impact is especially visible in urban centers, where young people are continuously exposed to international cultural flows through mass media, entertainment, and digital platforms. Youth, as the most dynamic and socially adaptive demographic, function as agents of linguistic change. Their speech practices often reflect global influences long before these influences permeate mainstream language. Slang, due to its informal, expressive, and identity-driven nature, becomes a primary channel through which globalization manifests linguistically.

In many major urban centers, young people interact with a multitude of global cultural products—YouTube videos, Netflix series, international music genres, and gaming communities. These platforms introduce foreign vocabulary and new communicative norms, which young speakers adopt, reinterpret, and localize. The integration of such elements creates a linguistic landscape where English borrowings, internet abbreviations, and culturally hybrid expressions coexist with traditional forms of speech.

This article explores how these global forces reshape youth slang, focusing on the processes of diffusion, adaptation, identity construction, and social meaning. By drawing on sociolinguistic theories and contemporary communication patterns, the article aims to demonstrate that youth slang represents a dynamic intersection of global and local linguistic practices.

MAIN PART

Globalization and Linguistic Exchange

Globalization facilitates unprecedented contact between languages and cultures. This contact leads to linguistic borrowing, hybridization, semantic shift, and the creation of new discursive practices. English, as the dominant global language, serves as the primary source of borrowings in youth slang across many regions. Words such as "flex," "cringe," "spam," "stream," "vibe," and "bro" have become universal markers of youth communication.

However, globalization does not operate solely through lexical borrowing. It also affects communication norms. Influences from African American Vernacular English (AAVE), Korean pop culture, and international gaming slang reflect how global subcultures shape linguistic expression. Youth adopt these expressions not only due to linguistic prestige but also as a way to align themselves with global identities, digital communities, and modern lifestyles.

In the context of Uzbekistan, globalization has intensified these linguistic exchanges by reshaping how urban youth interact with Uzbek, Russian, and English. Young people in cities such as Tashkent increasingly engage in code-switching and lexical mixing, adopting English-influenced slang not only from global media but also from international gaming culture, K-pop fandoms, and social-media discourse. This results in hybrid linguistic practices where English expressions circulate alongside Russian colloquialisms and localized Uzbek slang, creating a fluid, urban speech style that reflects both global belonging and local identity. Researchers note that this multilingual repertoire among Uzbek youth is strongly linked to digital connectivity, aspirational identities, and exposure to global cultural flows.[1]

Role of Digital Media and Technological Platforms

The digital environment plays a crucial role in spreading global slang. Social networks such as Instagram, TikTok, Telegram, and YouTube function as cross-cultural spaces where language is created, circulated, and transformed. Viral trends, memes, and short video formats accelerate the adoption of slang terms. For example, terms like "ratio," "stan," "NPC," "savage," and "GOAT" gained international popularity within short periods due to their widespread usage in online communication.

Online gaming communities also contribute significantly. Games such as Fortnite, PUBG, Valorant, and Genshin Impact have their own slang systems that quickly become integrated into everyday speech. Expressions

[1]See Marlene Laruelle & Timur Dadabaev (eds.), *Language, Identity and State in Central Asia* (Routledge, 2020), which discusses how globalization and digital culture shape youth linguistic practices in Uzbekistan.

like "camping," "noob," "lag," "boost," and "grind" illustrate how gaming terminology shapes general youth slang.

Digital communication encourages brevity, creativity, and multimodal expression. Emojis, acronyms, GIF-based communication, and hybrid language forms make digital slang unique. This environment fosters linguistic experimentation and enables global linguistic trends to gain local significance.

Youth Slang as a Marker of Social and Cultural Identity

Youth slang functions as a sociolinguistic tool for constructing identity. Participation in global slang practices signals openness to the world, modernity, and cultural awareness. Young people often use slang as a way to differentiate themselves from older generations, establish group boundaries, and express solidarity within peer groups.

Slang can also serve as resistance. By adopting non-standard forms, youth challenge linguistic norms and assert their autonomy. In multicultural cities, youth slang becomes a reflection of hybrid identities—combining local heritage with global cultural influences. Code-switching practices, where speakers alternate between languages or varieties, become prominent in such contexts.

Hybridization and Localization of Global Slang

One of the central effects of globalization is linguistic hybridization. Borrowed slang rarely enters a language unchanged. Instead, youth adapt it phonologically, morphologically, and semantically to fit local linguistic structures. For example, borrowed verbs may take local verb endings, nouns may acquire native plural forms, and phrases may be reinterpreted to suit cultural contexts.

This process creates *glocal slang*—a blend of global and local elements. Such creative adaptation demonstrates linguistic agency and cultural negotiation. Rather than replacing local linguistic traditions, globalization encourages their transformation, resulting in a vibrant and innovative youth speech style.

Social Consequences of Globalized Slang

While globalized slang enriches linguistic creativity, it also raises certain sociolinguistic concerns. One concern is the potential marginalization of traditional vocabulary and idiomatic expressions. Another is the widening generational gap between youth and older speakers who may struggle to understand rapidly evolving slang.Digital environments accelerate the spread of slang across national boundaries, yet they also amplify inequalities in access, since participation in global slang trends often depends on technological literacy and internet connectivity.[2]

Some scholars worry about cultural homogenization, given that global slang trends often originate from dominant cultures. However, others argue that hybridization ensures that local identities remain intact. Ultimately, the impact of globalization on youth slang is neither entirely positive nor negative; it is a complex and ongoing process influenced by technological, social, and cultural dynamics.

CONCLUSION

Globalization has profoundly transformed the linguistic practices of urban youth. Through exposure to international media, digital technologies, and multicultural interactions, young people incorporate global slang elements into their daily speech. These elements undergo adaptation, hybridization, and localization, resulting in innovative slang forms that reflect both global influences and local cultural identities.

Youth slang in the globalized world serves multiple functions: it enables self-expression, fosters group identity, supports creativity, and facilitates participation in global cultural flows. At the same time, it highlights contemporary social changes—shifts in identity, communication styles, and cultural values. As globalization continues, youth slang will remain a dynamic indicator of linguistic and cultural transformation.

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ЛЕКСИКО-СЕМАНТИЧЕСКИЙ АНАЛИЗ АНТРОПОНИМОВ И ИХ ФУНКЦИОНАЛЬНАЯ РОЛЬ В ЯЗЫКОВОЙ СИСТЕМЕ

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Аннотация. *В данной работе анализируются лексико-семантические особенности антропонимов в языковой системе, их структурная организация, смысловые уровни и функциональная роль в речевой деятельности. В исследовании раскрываются номинативная, идентифицирующая, дифференцирующая, стилистическая и прагматическая функции антропонимов, а также объясняется их взаимосвязь с культурно-историческими факторами.*

Ключевые слова: *антропоним, антропономия, ономастика, язык, культура, лингвистика, существительные, названия, этимология.*

ВВЕДЕНИЕ.

Лексика любого языка постоянно изменяется и обновляется под воздействием различных факторов. Так, с появлением новых открытий, технологий и понятий в язык входят новые слова, в то время как некоторые старые единицы устаревают и выходят из активного употребления. Эти процессы относятся к числу закономерных лингвистических явлений, отражающих развитие языка.

Следует отметить, что антропонимы до сих пор остаются областью, недостаточно глубоко изученной в лингвистике. Несмотря на большое количество исследований, сравнительное изучение антропонимов в различных языках остаётся актуальной задачей. В каждом языке существует огромное количество личных имён, и далеко не все они обладают одинаковым значением. Чем реже используется имя и чем оно древнее, тем большую ценность представляет его этимологическое исследование.

Наряду со своим значением, каждое имя выполняет номинативную функцию — функцию называния. Наиболее важная и необходимая роль антропонимов в человеческом обществе заключается в том, что они служат средством индивидуализации личности, то есть позволяют отличать одного человека от другого.

Антропонимы, как важнейший разряд собственных имён, занимают особое место в системе языка. Они не только выполняют номинативную функцию — обозначение человека, — но и отражают культурно-исторические, этнолингвистические и социальные особенности народа. Изучение антропонимов в лексико-семантическом аспекте позволяет выявить их внутреннюю структуру, смысловую многоплановость, а также функциональные особенности в различных языковых и речевых контекстах.

Современная лингвистика рассматривает антропонимию не только как элемент ономастической системы, но и как значимый источник информации о менталитете, традициях и языковом мировидении нации. Лексико-семантический анализ антропонимов способствует более глубокому пониманию механизмов формирования и функционирования личных имён, их семантических преобразований и прагматических особенностей в речевой практике.

Таким образом, исследование антропонимов с точки зрения их лексико-семантической структуры и функционального потенциала является актуальной задачей современной лингвистики, направленной на изучение взаимодействия языка, культуры и личности.

Согласно концепции лингвиста Тейлора, весь словарный состав любого языка подлежит

систематизации на основе определённых принципов категоризации. Под категоризацией исследователь понимает «процесс обязательного классифицирования окружающей действительности в ходе использования языка человеком» [7;1995].

Указанные принципы включают в себя:

1. определение **общего значения слова** как представителя конкретного лексико-грамматического класса;
2. выявление его **индивидуально-лексического значения**;
3. описание **грамматико-морфологических категорий** (таких, как число, падеж, род и т. д.);
4. установление **деривационно-лексико-морфологических закономерностей**, определяющих словообразовательный потенциал языковой единицы.

На основе данных принципов в лингвистике была сформирована система **лексико-грамматических классов слов**, традиционно обозначаемых как **части речи** [1;1998].

Имя существительное, являясь одним из центральных классов в грамматической системе языка, выражает **обобщённое значение предметности**, охватывая широкий круг явлений — предмет, объект, субстанцию и сущность. Оно характеризуется наличием **грамматико-морфологических категорий** числа и падежа (в то время как категория рода рассматривается как лексико-грамматическая), а также развитой системой **деривационных форм**, отражающих морфологическую и семантическую динамику слова.

В рамках традиционной грамматики **антропонимы**, как разновидность **собственных имён**, рассматриваются в составе существительных и образуют особую **ономастическую подгруппу** данной части речи. Их принадлежность к классу имён существительных определяется тем, что они, сохраняя общие грамматические признаки категории существительного, выполняют при этом уникальную **номинативно-идентифицирующую функцию**, направленную на индивидуализацию человека в языковом и социокультурном пространстве.

Собственные имена, как известно, служат для обозначения и индивидуализации человека, чаще всего новорождённого члена семьи. Подобно тому как каждое явление имеет своё название, каждый человек обладает личным именем.

Например, слово *«поэт»* обозначает лицо, занимающееся поэзией, а *«книга»* — предмет. Оба слова относятся к **нарицательным существительным** и могут быть переведены на другие языки.

В отличие от них, **собственные имена** не переводятся, а лишь передаются в другой язык через **транскрипцию** или **транслитерацию**: *Лазиза, Акмал, John, Anna, Katrin.*

В лингвистике такие имена называются **антропонимами** — словами, выполняющими основную **номинативно-идентифицирующую функцию**, то есть обозначающими конкретного человека.

Перед тем как определить лексическое значение термина *антропоним*, следует обратить внимание на само понятие *антропономия*. Как известно, раздел языкознания, изучающий собственные имена, называется **ономастикой**, внутри которой **антропономика** занимается исследованием личных имён, фамилий и псевдонимов.

Антропономика рассматривает функции антропонимов в речи как отражение социального положения, возраста, семейного статуса и культурных изменений личности. Кроме того, она изучает происхождение имён, их национальные особенности, правила употребления, структурные типы и развитие антропонимических систем.

Антропонимы аккумулируют в себе **историческую, географическую и лингвистическую информацию**, а также обладают **семантическими особенностями**. Существуют различные подходы к объяснению природы именования. По словам антрополога Эрнеста Бегматова, «обычай давать имя возникает из необходимости отличать одного человека от другого. Фамилии, прозвища, отчества, патронимы и другие формы именования — закономерный результат этой жизненной потребности».Таким образом, личное имя служит важнейшим средством индивидуализации человека и

может в значительной степени влиять на его восприятие в обществе на протяжении всей жизни.

Антропонимы выполняют в языковой системе особую функциональную роль, выходящую за рамки простой номинации. Их основное предназначение — **идентификация и индивидуализация человека** в обществе. Через имя личность получает языковое обозначение, что делает возможным её включение в систему социальных и коммуникативных отношений.

На уровне лингвистической структуры антропонимы функционируют как элементы **ономастического поля**, являясь неотъемлемой частью лексической системы языка. Они подчиняются общим законам словообразования, фонетики и морфологии, однако сохраняют **семантическую самостоятельность** и **социально-культурную специфику**.

Функциональная роль антропонимов проявляется в нескольких аспектах:

-Номинативная функция — обозначение конкретного индивида, то есть установление языковой связи между именем и реальным лицом.

-Идентифицирующая функция — обеспечение различия между членами общества посредством уникального имени.

-Социально-культурная функция — отражение этнических, религиозных, исторических и культурных традиций народа через систему имён.

-Коммуникативная функция — участие в процессах речевого общения как средство обращения, упоминания и эмоциональной экспрессии.

-Символико-оценочная функция — формирование определённого образа личности в сознании других людей на основе имени и его культурных ассоциаций.

Таким образом, антропонимы не являются лишь языковыми единицами, служащими для называния человека. Они выполняют **многоуровневую функциональную роль**, объединяя в себе лексико-семантические, прагматические и культурно-социальные значения. В этом проявляется их важность как для системы языка, так и для общества в целом.

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CONCEPTS OF EMOTIONS IN ENGLISH EMOTIVE PHRASEOLOGY

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Abstract. *This article explores the fundamental role of emotions in English emotive phraseology, focusing on how emotional states are expressed and categorized through linguistic structures such as idioms, metaphors, and fixed expressions. By analyzing various types of emotive phrases including both positive and negative emotional expressions the study reveals the interplay between language, cognition, and culture in emotional communication. It deals with the results of the analysis of the onceptosphere of emotions in English phraseology, which reveals core moral and value attitudes of the culture. The experimental study of phraseological explication of emotions concepts in the English language is based on concept analysis and statistics method application. That validates the results and the conclusion made.*

Keywords: *emotive phraseology, concepts of emotions, discursive thinking, phraseological unit, emotive syntactic idioms, emotional conceptual sphere, core element, linguistic culture.*

INTRODUCTION.

Emotions are one of the most pronounced elements of human mental and social life, as well as a crucial human factor in culture and society. The study of the reflection of the human inner world in linguistic signs is a fundamental problem of epistemology, still far from being fully resolved, since the mechanisms by which ideal mental entities and human experiences are articulated are ambiguous and multivariate.

The extension of the concept *"emotion"* includes states (irritation, surprise, sadness, resentment), actions (angry, happy, worried), and qualities (anxious, angry, cheerful). The polymodality and subjectivity of the physiological manifestation of human experiences determines the multi-status nature of the cognitive category of emotion. This, in turn, predetermines the objectification of emotions at various levels of the linguistic system, of which phraseology appears to be the optimal tool for verbalizing and discretizing the physiological substrate of human emotions.

Phraseological units represent the concentrated experience and uniqueness of the cultural, historical, and psychological development of an ethnic group, captured in language, "a mirror in which a linguacultural community identifies its national identity" [Телия, 1966: 9], contain rich material for the study of axiological patterns, as well as for the analysis of evaluation strategies that are enshrined in language [Швелидзе, 1997: 4].

The latter seems particularly important, since both the visible (in reality) and the invisible (in mental life) "become the reality of consciousness only through discretization, the universal form of which is the concept, which is an instrument of discursive thinking" and also an object of axiological theory and practice [Чернейко, 1997: 28], N.A. Krasavsky defines a phraseological unit as an ethnically, culturally conditioned, complex, structurally semantic, integrative, mental formation, based on a conceptual foundation and including, in addition to the concept, also an image, evaluation, and cultural value [Красавский, 2001: 73].

Concepts are traditionally understood as mental formations that comprehensively reflect ideas and notions about a fragment of reality and, according to Z.G. Daramilova, are "mediators between language and culture" [Дарамилова, 2008: 162].

The concepts explicated in emotive phraseology are presented as moral and ethical dominants, complexes of ideas about mental states and experiences, also containing an assessment of their manifestation in society, which has developed historically.

Emotive phraseology, a coherent complex of linguistic representations, can be represented and studied as a set of key emotional concepts the moral and ethical dominants of a cultural community. The study of the representation of emotion concepts in the phraseology of the national language appears important for identifying
the key value systems of the linguistic culture. Because emotive syntactic idioms play an important role in the processes of verbal thinking and communication and are characterized by high frequency of use in conversational dialogue[Крутова, 2010].

To study key emotions in English language linguistic culture, we conducted an experimental study of the phraseological explication of emotional concepts. The corpus of linguistic material under study consisted of 184 English phraseological units.
Expressing human emotions and emotional states, which were extracted using a continuous sampling method from a number of dictionaries, which validates the conclusions and the generalizability of the results.

In conducting our conceptual analysis, we relied on A.Verzhbitskaya’s view that any concept, even the most complex and bizarre, encoded in the linguistic units of any natural language,can be represented as a specific configuration of elementary meanings that are semantically inseparable and universal [Вежбицкая, 1996]
The essence of conceptual analysis consisted of explicating concepts that is, translating them into a semantic metalanguage, the lexicon of which consists of a multitude of semantic elements, in our case, emotive phraseological units.

The results of the statistical analysis allow us to discuss the field structure of the emotional conceptual sphere (the totality of all phraseological emotional concepts) in English phraseology, the core of which is represented by a single concept: Fury (25.5%). The core elements include concepts such as sadness (14.1%), happiness/joy (10.9%), surprise (10.9%), anxiety (10.9%), fear (10.3%), arrogance (9.8%). Peripheral elements include irritation (3.2%), envy (0.5%), jealousy (0.5%), guilt (0.5%), and others.

As a result of our research, we identified the following basic phraseological concepts of emotions in English phraseology: 1) happiness, joy; 2) surprise; 3) fear; 4) shyness; 5) anxiety; 6) fury – rage; 7) sadness – sorrow; 8) irritation; 9) envy; 10) jealousy; 11) arrogance, haughtiness; 12) guilt.

The results obtained indicate that the key emotion in English-language linguistic culture is rage, the expression of which is unequivocally condemned in society, as evidenced by the following deliberately aggressive metaphorical objects used in phraseological units: *savage as a **meat ax**, one’s eyes flash **fire**, get one’s **knife** into smb., go off like a **rocket**.*

Given England’s colonial past, its bitter civil wars, and religious conflicts within and outside the country, it can be assumed that the frequent expression of this emotion, which accompanied the country’s historical development, contributed to the emergence of a significant number of linguistic representatives that explicitly express this emotion. Behind each phraseological nominee of emotion lies a cognitive image, either an undifferentiated, sensory, or analytical representative a metaphorical concept a set of essential characteristics of human affective experiences as the embodiment of the mental experience of a linguistic culture.

Conclusion. Emotions are an essential part of human experience, and language serves as a powerful tool to express them. English emotive phraseology reflects a wide range of emotional states through fixed expressions, idioms and metaphorical language. These linguistic units not only help speakers convey their inner feelings but also allow them to connect with others on a deeper emotional level.

English emotive phraseology plays a vital role in enriching communication by adding emotional depth and cultural meaning. Understanding these expressions not only improves language proficiency but also enhances intercultural competence, making it a valuable area of study for linguists,

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VIRGINIA WOOLF: THE CONNECTION BETWEEN LIFE AND CREATIVITY

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Abstract. *This article explores the connection between Virginia Woolf's life and her literary creativity. It analyzes how her childhood, mental health, and personal experiences influenced her narrative style, feminist ideas, and experimental techniques, showing the inseparable relationship between her life experiences and her groundbreaking contributions to twentieth-century literature.*

Key words: *creativity, life experiences, mental health, feminism, stream of consciousness, experimental literature.*

Annotatsiya. *Ushbu maqola Virginia Woolfning hayoti va ijodi o'rtasidagi bog'liqlikni o'rganadi. Bolalik, ruhiy holat va shaxsiy tajribalar uning adabiy uslubi, feministik qarashlari va eksperimental texnikalariga qanday ta'sir qilgani tahlil qilinadi*

Kirish so'zlar: *ijod, hayotiy tajribalar, ruhiy holat, feminism, ong oqimi, eksperimental adabiyot.*

Аннотация. *Статья исследует связь между жизнью Вирджинии Вулф и её литературным творчеством. Анализируются влияние детства, психического состояния и личного опыта на стиль, феминистские идеи и экспериментальные техники, показывая неразрывную связь жизни и творчества писательницы*

Ключевые слова: *творчество, жизненный опыт, психическое здоровье, феминизм, поток сознания, экспериментальная литература.*

INTRODUCTION.

Virginia Woolf is one of the most influential writers of the twentieth century, and her literary work is deeply intertwined with her personal life. Her novels not only reflect British society during her time but also explore the complexity of the human mind. Woolf's characters often reveal their inner thoughts and emotions through a technique known as the stream of consciousness. This literary style highlights the direct connection between Woolf's personal experiences and her creative output.

Childhood and Its Impact on Creativity

Virginia Woolf was born in 1882 in London, into a family that provided her with both intellectual stimulation and emotional challenges. She experienced significant personal losses early in life, including the deaths of her mother, father, and siblings. These events had a profound effect on her emotional development and later influenced the psychological depth of her writing. Woolf's childhood experiences of grief, confusion, and introspection shaped the inner lives of her characters. In novels such as The Voyage Out and Jacob's Room, readers can trace echoes of Woolf's own struggles and inner thoughts, revealing how her life informed her literary imagination.

Mental Health and Creative Expression

Throughout her life, Woolf battled mental health challenges, including depression and periods of intense emotional distress. These experiences directly influenced her writing, allowing her to explore complex psychological states in her characters. The stream-of-consciousness technique became a way to express the

inner workings of the mind, reflecting her personal struggles. In Mrs. Dalloway, for instance, the narrative focuses on a single day in the lives of its characters, emphasizing their internal thoughts, anxieties, and reflections. Woolf's ability to transform her personal mental health experiences into innovative literary techniques demonstrates the close link between her life and creativity.

Feminist Perspectives and Personal Life

Woolf's personal life also shaped her feminist views. As a female writer in a predominantly male literary world, she was acutely aware of societal limitations placed on women. In A Room of One's Own, she argues that women need financial independence and personal space to cultivate their creativity. Woolf's personal struggles with societal expectations informed her writing, helping her craft works that challenge gender norms and advocate for women's rights. Her own search for autonomy and creative freedom is reflected in her characters' struggles and aspirations, demonstrating the interconnection of life experience and literary production.

Life Experiences and Literary Experimentation

Virginia Woolf transformed her personal experiences into experimental literary forms. She often rejected conventional narrative structures, instead focusing on memory, perception, and the passage of time. In To the Lighthouse, for example, Woolf explores family life, personal memory, and the fluidity of time to convey the subtleties of human existence. Her experimental techniques, including non-linear narrative and shifting perspectives, stem from her desire to represent life's complexities as she experienced them. This blending of life and art exemplifies her belief that personal experience can fuel literary innovation.

Virginia Woolf's life and creativity are inseparable. Her personal experiences, mental health struggles, and observations of society profoundly shaped her literary work. Woolf's writing illustrates the intricate relationship between life and art, showing how personal challenges and experiences can inspire innovative storytelling. Her legacy continues to influence writers and readers alike, demonstrating that the exploration of the human mind and personal experience is a timeless source of creative inspiration.

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SEMANTIC AND LINGUOCULTURAL STUDY OF PHRASEOLOGICAL UNITS (ON THE EXAMPLE OF ENGLISH)

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Annotation. *This article introduces a linguacultural and semantic analysis of English phraseological units, aiming to explore how idioms and fixed expressions encode cultural meanings, national worldview, and collective memory. The study illustrates how linguistic forms reflect cultural patterns and impact interpretation by looking at idioms associated with daily life, social norms and historical allusions. The study emphasizes how semantics and cultural symbolism interact, showing that phraseological units serve as both linguistic constructions and cultural codes that influence communication. The results support research in intercultural communication, semantics, and linguacultural.*

Keywords: *phraseological units, linguacultural analysis, semantics, English idioms, cultural symbolism, national worldview, metaphor, cultural coding, discourse, intercultural communication.*

Аннотация*. В статье представлен семантико-лингвокультурологический анализ английских фразеологических единиц, направленный на изучение того, как идиомы и устойчивые выражения отражают культурные смыслы, национальную картину мира и элементы коллективной памяти. Через анализ фразеологизмов, связанных с повседневным опытом, социальными нормами и исторической символикой, выявляются культурные модели, влияющие на интерпретацию значения. Исследование подчеркивает взаимосвязь семантики и культурной символики, демонстрируя, что фразеологические единицы функционируют как культурные коды. Полученные результаты вносят вклад в развитие лингвокультурологии, семантики и межкультурной коммуникации.*

Ключевые слова: *фразеологические единицы, лингвокультурный анализ, семантика, английские идиомы, культурная символика, национальная картина мира, метафора, культурный код, дискурс, межкультурная коммуникация.*

Annotatsiya*. Ushbu maqolada ingliz tilidagi frazeologik birliklarning semantik va lingvomadaniy tahlili berilgan bo‘lib, idiomalar va barqaror iboralarning madaniy ma’no, milliy dunyoqarash va kollektiv xotirani qanday aks ettirishi o‘rganiladi. Kundalik hayot, ijtimoiy normalar va tarixiy timsollar bilan bog‘liq frazeologizmlarni tahlil qilish orqali madaniy modellarning ma’no talqiniga qanday ta’sir qilishi ochib beriladi. Tadqiqot semantika va madaniy ramziylik o‘rtasidagi o‘zaro bog‘liqlikni ta’kidlaydi hamda frazeologik birliklarning madaniy kod sifatida kommunikatsiyada tutgan o‘rnini ko‘rsatadi. Natijalar lingvomadaniyatshunoslik, semantika va madaniyatlararo muloqot bo‘yicha ilmiy izlanishlarga hissa qo‘shadi.*

Kalit so‘zlar: *frazeologik birliklar, lingvomadaniy tahlil, semantika, ingliz idiomalari, madaniy ramzlar, milliy dunyoqarash, metafora, madaniy kod, diskurs, madaniyatlararo kommunikatsiya.*

INTRODUCTION.

One of a language's most semantically rich and culturally loaded subsystems is the phraseological unit. They represent worldview categories, cultural norms, symbolic meanings, and generational-preserved historical memory. A useful area for examining how language encodes cultural experience is English phraseology, which

has been influenced by centuries of social, political, and cultural development.

This study examines English phraseological units from a linguacultural and semantic standpoint. The research attempts to uncover cultural meanings ingrained in these units by analyzing idioms associated with historical occurrences, customs, social stereotypes, and daily life. This article also looks at how interpretation is influenced by symbolic imagery culturally marked associations and metaphorical models.

The purpose of this research is to study the semantic mechanisms and linguacultural components that determine the meaning of English phraseological units and to show their role as cultural codes in communication.

Language and culture are inseparable phenomena, and phraseological units represent a key intersection where linguistic expression reflects cultural worldview. According to Nida (1964) and Whorf (1956), linguistic forms shape cultural perception and cognitive patterns. English idioms often include symbolic images (animals, objects, weather phenomena), which carry culturally specific meanings.

For example, the idiom “the lion’s share” derives from ancient fables and symbolizes dominance and power, while “under the weather” reflects Britain’s climatic realities. These meanings are not arbitrary — they emerge from cultural experience shared by the speech community.

Semantic analysis of phraseological units reveals several mechanisms of meaning formation:

1. Metaphor

Idioms such as “to break the ice” conceptualize social discomfort through physical imagery.

Metaphor compresses complex cultural situations into simple formulas.

2. Symbolism

Expressions like “the apple of one’s eye” stem from older symbolic systems, reflecting medieval physiology and Biblical imagery.

3. Associative Meaning

Idioms often rely on associations shared by a culture.

For example, “black sheep” originates from British rural life and symbolizes deviation or disgrace.

4. Semantic Opacity

Some idioms preserve meanings no longer transparent to modern speakers, e.g., “by and large”, originally a nautical term.

Semantic features thus reveal strong connections between language and cultural cognition.

Phraseological units carry culturally marked components that reflect national mentality, values, and worldview:

1. Historical memory

Idioms like “to meet one’s Waterloo” encode specific historical events, preserving them in collective memory.

2. Social norms

Expressions such as “keep a stiff upper lip” embody British cultural values of emotional restraint and self-discipline.

3. Traditional lifestyle

Maritime idioms (“learn the ropes,” “three sheets to the wind”) reflect Britain’s historical connection with seafaring.

4. Cultural stereotypes

Some idioms highlight culturally shaped judgments, e.g., “the grass is always greener on the other side.”

These components demonstrate that idioms are deeply rooted in national culture.

The findings confirm that phraseological units are not purely linguistic constructions. Their interpretation requires cultural knowledge, awareness of historical references, and understanding of symbolic associations. English idioms illustrate how meaning can be shaped through collective experience, worldview, and cultural codes embedded into metaphorical frameworks.

The analysis also reveals that phraseological competence enhances intercultural communication. Learners

who understand cultural meanings behind idioms demonstrate deeper engagement with language and stronger interpretive skills.

Thus, phraseology becomes a bridge between language and culture.

English phraseological units represent a complex interplay of semantics, cultural symbolism, and historical memory. Their meanings cannot be fully understood without reference to cultural background, conceptual metaphors, and associative networks characteristic of the English-speaking world. The study highlights the importance of integrating semantic and linguocultural approaches in researching idioms and underscores the role of phraseological units as cultural codes.

The results contribute to linguoculturology, semantics, and discourse studies, offering insights valuable for teaching English, developing intercultural competence, and analyzing linguistic worldview.

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VIRJINIYA VULF ROMANLARIDA ICHKI MONOLOG VA MUALLIF SHAXSINING NARRATOLOGIK TALQINI

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Annotatsiya: *Ushbu maqolada Virjiniya Vulf romanlarida ichki monologning narratologik funksiyasi, muallif shaxsining matndagi o‘rni va ong oqimi uslubining estetik xususiyatlari tahlil qilinadi. Tadqiqot Vulf uslubining modernistik adabiyotdagi o‘ziga xos jihatlarini yoritadi.*

Kirish so‘zlar: *ichki monolog, narratologiya, muallif shaxsi, ong oqimi, modernism, ruhiy olam.*

Abstract: *This article examines the narratological function of interior monologue in Virginia Woolf’s novels, the presence of the authorial self, and the aesthetics of stream-of-consciousness. The study highlights Woolf’s unique contribution to modernist literary technique.*

Keywords: *inner monologue, narratology, author’s identity, stream of consciousness, modernism, spiritual world.*

Аннотация: *В данной статье анализируются нарратологические особенности внутреннего монолога в романах Вирджинии Вулф, роль авторской личности и эстетика потока сознания. Исследование подчеркивает уникальность стиля Вулф в контексте модернистской литературы.*

Ключевые слова: *внутренний монолог, нарратология, личность автора, поток сознания, модернизм, духовный мир.*

KIRISH.

XX asr modernistik adabiyotining eng yorqin namoyandalaridan biri bo‘lgan Virjiniya Vulf inson ongining murakkab jarayonlarini badiiy shaklda ifodalashga katta hissa qo‘shgan yozuvchilardan biridir. Uning romanlarida ichki monolog, ong oqimi, assotsiativ tafakkur va subyektiv idrok kabi usullar asosiy narratologik tamoyillar sifatida xizmat qiladi. Vulf uchun eng muhim maqsad voqelikni tashqi ko‘rinishidangina emas, balki inson ongida yuz berayotgan jarayonlar orqali ham tasvirlashdir. Shu bois, uning romanlarida muallif shaxsi va ichki monolog bir-birini to‘ldiruvchi hodisa sifatida namoyon bo‘ladi.

Ichki monologning mohiyati

Ichki monolog — bu qahramonning o‘z-o‘ziga murojaati, ichki fikrlari oqimi va ongidagi bevosita jarayonlarning tasviri bo‘lib, Vulf ijodida u real voqealardan ko‘ra chuqur psixologik voqelikni namoyon etadi. “Mrs. Dalloway”, “To the Lighthouse” va “The Waves” kabi romanlarida ichki monolog dramatik zo‘riqish yaratishdan tashqari, personajlarning ruhiy olamini ochuvchi asosiy vosita sifatida xizmat qiladi. Vulf bu orqali vaqtning chiziqli emasligini, xotiralar va tasavvurlarning bir-biriga qo‘shilib ketishini badiiy ko‘rsatib beradi.

Muallif shaxsining narratologik talqini

Vulfning badiiy ijodida muallif shaxsi hamon faol, ammo u an’anaviy realizmdagidek qahramonlarga hukm chiqarmaydi. Aksincha, u fikrlarni boshqaruvchi, tasavvurlar oqimini yo‘naltiruvchi, lekin o‘zini oshkor qilmaydigan yengil, deyarli sezilmaydigan “kuzatuvchi” sifatida namoyon bo‘ladi. Shu jihat bilan Vulf narratori an’anaviy avtoritar narrator emas, balki psixologik jarayonlarni kuzatuvchi, sezgir tahlilchi sifatida namoyon bo‘ladi.

Ong oqimi uslubining o‘rni

Ong oqimi uslubi Vulf romanlarining asosiy narratologik belgisi bo‘lib, u inson ongidagi to‘xtovsiz fikriy

jarayonni minimal grammatik tuzilma bilan tasvirlashni ko‘zlaydi. Bu uslub orqali Vulf vaqtni ham subyektiv, elastik kategoriya sifatida talqin qiladi. Masalan, “Mrs. Dalloway” romanida bir kun ichidagi voqealar qahramonlarning bolalik xotiralari, shaxsiy iztiroblari va falsafiy qarashlari bilan uyg‘unlashib ketadi.

Muallifning o‘ziga xos badiiy yondashuvi

Vulf romanlarida muallif shaxsi shunchaki kuzatuvchi emas, balki matnning umumiy falsafiy ruhini belgilovchi kuch sifatida namoyon bo‘ladi. Uning qarashlarida insonning ichki kechinmalari tashqi ijtimoiy voqelikdan ko‘ra muhimroq. Shu bois, u har bir qahramonni chuqur psixologik tahlil orqali tasvirlaydi. Bu yondashuv adabiyotshunoslikda “psixologik modernizm” deb yuritiladi.

Virjiniya Vulf romanlarida ichki monolog va muallif shaxsining narratologik talqini modernizm ruhining asosiy ko‘rinishlaridan biridir. Ichki monolog yordamida u inson ongining murakkab, tartibsiz, ammo mazmunli jarayonlarini ifodalaydi. Muallif shaxsining matnda yashirin, lekin boshqaruvchi kuch sifatida namoyon bo‘lishi esa Vulfning badiiy uslubini yanada noyob qiladi. Uning ijodi bugungi kunda ham adabiyotshunoslar tomonidan chuqur o‘rganilmoqda va modernistik adabiyot taraqqiyotida muhim o‘rin egallaydi.

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TEXT TYPES AND GENRES: A FUNCTIONAL ANALYSIS

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Annotation. *This article explores the relationship between text types and genres through a functional linguistics viewpoint. It examines the structural and communicative characteristics of different text types and explains how genres operate within specific social settings. Practical examples are included to demonstrate how functional analysis can be applied to real text.*

Key words: *text types, genres, functional linguistics, communicative characteristics, social context, discourse analysis, linguistics classification.*

Аннотация. *В этой статье исследуется взаимосвязь между типами текстов и жанрами с точки зрения функциональной лингвистики. В ней рассматриваются структурные и коммуникативные характеристики различных типов текстов, и объясняется, как жанры функционируют в определенных социальных условиях. Приведены практические примеры, демонстрирующие, как функциональный анализ может быть применен к реальному тексту.*

Ключевые слова: *типы текстов, жанры, функционаьная лингвистика, коммуникативные характеристики, социальный контекст, дискурсивный анализ, лингвистическая классификация.*

Annotatsiya. *Ushbu maqola funktsional tilshunoslik nuqtai nazaridan matn turlari va janrlari o‘rtasidagi munosabatni o'rganadi. U har xil turdagi matnlarning tarkibiy va kommunikativ xususiyatlarini ko‘rib chiqadi va janrlarning ma‘lum ijtimoiy sharoitlarda qanday ishlashini tushuntiradi. Funktsional tahlilni haqiqiy matnga qanday qo‘llash mumkinligini ko’rsatadigan amaliy misollar keltirilgan.*

Kalit so‘zlar: *matn turlari, janrlar, funktsionallik, tilshunoslik, kommunikativ xususiyatlar, ijtimoiy kontekst, diskursiv tahlil, lingvistik tasnif.*

INTRODUCTION.

Text linguistics plays a crucial role in understanding how meaning is created, organized, and interpreted in real communication. (Beaugrande,R.de,& Dressler,W, 1981).Every text has a purpose, a structure, and certain features and these elements shape the way language is used. Text types describe general patterns such as narration, description, or argumentation, while genres describe real examples of communication like news reports, letters, essays, or advertisements. A functional approach allows us to look at texts not only from their structure but also from the way they communicate meaning in real contexts. This work is useful for students because it helps them analyze texts more critically and understand how language changes depending on the situation. By studying both text types and genres, we can see how communication works in different fields and how writers choose language according to their communicative goals.

Theoretical Framework

Text types and genres are closely connected, but they represent different levels of analysis. Text types describe the universal and repeated patterns found in many kinds of communication. For example, a narrative text type usually includes characters, events, and a sequence of actions. Werlich (1976) explains that narrative

text usually presents events in a chronological order, including actors and actions. A descriptive text type focuses on giving details about objects, people, or places often using adjectives and sensory language, while argumentative claims supported by evidence (Hyland, 2004). Thus, argumentative text type presents a claim and supports it with reasons. These text types are general, and they can appear in many different forms of writing or speaking.

Genres, on the other hand, are more specific and socially recognized. They develop within communities and have typical structures and language features. According to Swales (1990), genre in a group of communicative event, the members which share some set of communicative purposes. For instance, a newspaper article has a headline, a lead paragraph, and a body of information. A formal email usually has a greeting, a body message, and a closing. A scientific report includes an introduction, method, results, and discussion. These genres are shaped by the expectations of readers and the traditions of particular fields. According to functional linguistics, every genre serves a particular social purpose, and its structure helps achieve that purpose. For example, instructions guide the reader step by step, while stories entertain or inform through events.

Functional linguists argue that the meaning of a text cannot be separated from the context. Eggins (2004) says that understanding a text requires considering a social roles of the writer and reader as well as the purpose of the communication. This means that to understand a genre, we need to consider who is writing, who is reading, and why the text is being created. In this way, text types give us the basic patterns of communication, while genres show us how these patterns become real texts used in society. The combination of text types and genres helps readers and writers understand how language functions in different situations.

Case Studies

To understand how text types and genres work in real communication, it is useful to analyze actual examples. Texts can be studied by looking at their structure, purpose, language, and context. Below are several examples from different genres, along with an analysis of their text types and linguistic features.

Example 1: News Article

A news article belongs to the journalism genre and primarily serves to inform the audience about recent events. Its dominant text type is expository, because it presents facts clearly and logically. For instance:

"Heavy rainfall on Monday caused flooding in several districts, according to local authorities. Traffic delays affected major roads throughout the city."

This text uses short, clear sentences and factual vocabulary such as flooding, districts, and traffic delays. The past tense highlights that the events already happened, and reported speech (according to local authorities) adds credibility. Functional analysis shows that the article fulfills the ideational function by presenting information, the interpersonal function by using neutral language for general readers, and the textual function by organizing sentences logically (Halliday, 1994).

Example 2: Recipe

Recipes are part of the instructional genre. Their main text type is instructive, because they guide the reader through a process. For example:

"Step 1: Preheat the oven to 180°C. Step 2: Mix the flour and sugar in a bowl. Step 3: Add the eggs and stir until smooth."

The structure is very linear and step-by-step, which is typical for instructional texts. Imperative verbs like preheat, mix, and add directly involve the reader in following the instructions. The textual function is clearly evident because the numbered steps ensure clarity and easy understanding. Additionally, the ideational function is reflected in the concrete nouns and precise measurements, which help achieve the goal of successful cooking.

Example 3: Personal Letter

A personal letter represents the expressive genre and usually contains the expressive or narrative text types. For example:

"Dear Anna, I hope you are doing well. I wanted to tell you about my new job and how exciting it has been. Last week, I attended my first team meeting and learned a lot."

Here, the letter communicates personal feelings and experiences. The use of first-person pronouns (I) and past tense verbs (attended, learned) reflects the narrative nature. The interpersonal function is prominent because the writer maintains a friendly and polite tone. The textual function is maintained through clear paragraphing and logical sequencing of events. Personal letters often combine narrative and expressive text types depending on the writer’s purpose.

Example 4: Advertisement

Advertisements belong to the persuasive genre, often using argumentative text types because their goal is to convince readers to take action. For example:

“Buy our new smartphone today! Enjoy faster performance, longer battery life, and a stunning display.”

The text uses short, impactful sentences, positive adjectives (faster, longer, stunning), and imperatives (buy) to persuade the audience. The ideational function focuses on the product’s features, while the interpersonal function engages the reader directly, creating urgency. The textual function is evident in the concise and structured format, which makes the message easy to understand and memorable.

Example 5: Scientific Abstract

A scientific abstract belongs to the academic genre and typically combines expository and analytical text types. For example:“This study investigates the impact of temperature on plant growth. The experiment was conducted over four weeks under controlled conditions. Results indicate that higher temperatures accelerate growth rates.”

The abstract provides essential information in a compact form. It uses formal vocabulary and objective tone, which reflects the academic purpose.

The ideational function conveys the research findings, the interpersonal function maintains neutrality, and the textual function organizes information in a clear and logical way. Abstracts follow strict genre conventions to meet the expectations of academic readers (Hyland, 2004).

These examples demonstrate that genres shape how text types are realized in real communication. A single genre may combine multiple text types depending on its purpose. For instance, a news article (genre) is mostly expository (text type) but may include narrative details about events. Recipes are instructive, letters are expressive and narrative, advertisements are persuasive, and scientific abstracts are expository and analytical. Functional analysis allows us to examine not only the content of a text but also how its structure, language, and purpose interact to achieve effective communication (Eggins, 2004; Halliday, 1994).

In conclusion, studying text types and genres helps us understand how language works in real life. Text types show the basic patterns of writing, like telling a story, giving information, or giving instructions, while genres are the actual forms of texts we see every day, such as news articles, letters, recipes, or advertisements. Using a functional approach, we can see how writers choose words, sentences, and structure to achieve their purpose. The examples in this article show that texts are carefully organized to communicate effectively. Understanding text types and genres is useful for reading, writing, and learning language, because it helps us understand how texts are made and why they are written in a certain way.

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ПРОБЛЕМА ИЗУЧЕНИЯ НЕПОЛНЫХ ПРЕДЛОЖЕНИЙ В ДИАЛОГИЧЕСКОЙ РЕЧИ

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Аннотация. *Данная статья посвящена изучению конкретных синтаксических элементарных единиц, входящих в состав неполных предложений, и проблеме их исследования в диалогической речи. Кроме того, автор приводит несколько практических предложений известных ученых, которые занимались дискуссиями в этой области.*

Ключевые слова: *сравнительная типология, синтаксис, эллиптическое предложение, неполное предложение, эллипсис, неэллиптическое, реплика*

Annotation. *This article is devoted to the study of specific syntactic elementary units within incomplete sentences and to the problem of examining incomplete sentences in dialogic speech. In addition, the author presents several practical proposals by well-known scholars who have conducted discussions in this field.*

Keywords*: comparative typology, syntax, elliptical sentence, incomplete sentence, ellipticity, non-elliptical, replica.*

Annotatsiya. *Ushbu maqola to‘liqsiz gaplar tarkibidagi aniq sintaktik elementar birliklarni o‘rganishga va dialogik nutqda to‘liqsiz gaplarni o‘rganish muammosiga bag‘ishlangan. Bundan tashqari, muallif ushbu sohada munozaralar olib borgan taniqli olimlarning bir nechta amaliy takliflarini keltiradi.*

Kalit so‘zlar*: qiyosiy tipologiya, sintaksis, elliptik gap, to‘liqsiz gap, elliptiklik, elliptik bo‘lmagan, replikatsiya.*

INTRODUCTION.

В последние годы лингвисты во всем мире проявляют все больший интерес к сравнительно-типологическому изучению родственных и неродственных языков, и в последние десятилетия появилось множество базовых исследований различных элементов языковой типологии. Несмотря на то что лингвистическая типология является автономной научной дисциплиной, изучающей все формы сравнений языковых систем, единое мнение по сути темы пока не выработано. Лингвисты давно интересуются неполными предложениями, которые становились предметом многих дискуссий. Сообщения о них можно найти в работах Н.И. Греча (1834), А.Х. Востокова (1831), Ф.И. Буслаева (1868), А.М. Пешковского (1956), А.А. Шахматова (1947) и других. Публикации В.В. Виноградова (1954, 1958) изучали и обсуждали их взгляды на неполные идеи. Работа Фитрата «Синтаксис» (изд. 1927) содержит фундаментальный материал о неполных предложениях в узбекской лингвистике. Вместо термина «неполное предложение» здесь используется выражение «пропуск членов предложения» [1]. Помимо вышеупомянутых работ, лингвисты бывшего Советского Союза провели ряд исследований по материалам различных языков, касающихся неполных предложений (Адмони, 1955; Белоусова, 1955; Закиев, 1958; Лекант, 1959; Беркнер, 1969; Колесников, 1963; Юхт, 1964; Ковин, 1965; Гузеева, 1966; Бобоева, 1978 и др.). Коррелятивная терминология в русской лингвистике включает «эллиптическое предложение» и «неполное предложение». Двусмысленность термина отражает кризис теории эллипсиса, проявляющийся в отсутствии единой точки зрения на критерий неполноты (эллиптичности) предложения, то есть использование различных терминов объясняет отсутствие единой позиции по проблеме неполных предложений. Следует отметить, что Н.И. Греч является основным интерпретатором неполных предложений с точки зрения логической грамматики. Он популяризировал

термин «неполное предложение» в научной среде и определил его как «любое предложение, в котором пропущен один из главных членов» [2].

Исследование неполных предложений начинается в 1960-х годах. По мнению А.М. Пешковского, неполные предложения — это «…предложения, в которых отсутствует один или несколько членов». В связи с этим также рекомендуется категоризация неполных предложений в зависимости от того, какой член пропущен [3].

Как указывает Г.А. Вайхман, проблема неполноты предложения включает два вопроса: «…о неполном предложении и о неполноте предложения». Вопрос о неполном означает, что исследуемое явление является предложением, и анализируется именно неполное предложение в целом, а не непредикативные слова, входящие в него [4].

Многие авторы позже различают неполные и эллиптические фразы в своих работах. По их мнению, эллиптические предложения — это самостоятельно употребляемые предложения определенного типа, отличительной чертой которых является отсутствие глагольного сказуемого, не указанного в контексте, то есть несущественного для передачи сообщения в семантическом смысле. С точки зрения В.В. Бабайцевой и Л.Ю. Максимова, эллиптическое предложение полно по информативной семантике, но лишено структуры. Эллиптические предложения объединяют субъект с контекстом места и субъект с дополнением. В конструкции эллиптических фраз отсутствует сказуемое, что придает ощущение скорости, порывистости, интенсивности действия [5]. «Эллипсис не изменяет ни содержание, ни структуру предложения; при наличии эллипсиса нельзя сказать, что содержание предложения неполное, потому что эллиптическое предложение не отличается по содержанию от параллельного неэллиптического предложения», — пишет И.Ф. Вардуль [6].Следует отметить, что подавляющее большинство лингвистов согласны с тем, что структура неполного предложения обеспечивает полноту информации в рамках целого речевого единства, передавая неполную информацию с минимальным количеством компонентов экспрессивного плана.Как видно, приведенный материал показывает, что предмет изучения эллипсиса остается сложным и спорным в синтаксисе. Это связано с различными подходами к проблеме, а также с недостаточно четким определением термина «эллипсис» как в нашей, так и в зарубежной лингвистике.В силу особенностей вопросно-ответного общения в ответных репликах часто наблюдаются вокальные повторы, состоящие из незаконченных фраз. В своей статье Н.Ю. Шведова определяет повтор как «…конструкцию согласно правилу разговорной речи второй реплики, выражающую экспрессивно окрашенную реакцию на сказанное, имеющую в своей структуре определенные элементы вербального состава первой реплики и подчиняющуюся её форме» [7]. При оценке повторов в ответных репликах на синтаксическом уровне явно проявляется синтаксическая неформальность элементов. Это демонстрирует, что реплика-повторы также могут относиться к незавершенным фразам. П.А. Афанасьев предлагает рассматривать неполные предложения в диалогической речи с точки зрения семантики: ответные реплики — это неполные фразы, выражающие подтверждение или отрицание [8]. При изучении неполных предложений целесообразнее сначала рассмотреть грамматические особенности неличного и явно невыраженного глагольного состава неполных предложений. Подводя итог, следует подчеркнуть, что очевидного различия между неполными и эллиптическими предложениями нет. Не вдаваясь в языковую терминологическую коллизию, можно отметить, что неполное предложение отличается от эллиптического. Эллипсис определяется как «опущение (пропуск) элемента (члена) высказывания, легко восстанавливаемого в данном контексте или ситуации (в данном речевом или бытовом контексте)» по О.С. Ахмановой [9]. На основании вышесказанного можно заключить, что возникновение и реализация неполных предложений в основном встречается в структуре диалогической речи, которая является источником неполных предложений. Несмотря на многочисленные работы по изучению неполных предложений, реализованных в ответных репликах диалогической речи, дифференциальные синтаксико-семантические особенности явно невыраженных (нулевых) элементов в структуре неполных предложений в относительно типологическом плане пока не изучены на материале

различных языковых систем.

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ZAMONAVIY INGLIZ TILIDA SODDA GAPLARNING ASOSIY TURLARINING ISHLASHINI TAHLIL QILISH

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Annotatsiya. *Ushbu maqolada zamonaviy ingliz tilidagi sodda gaplarning asosiy grammatik xususiyatlari, ularning tasnifi va tuzilishiga doir lingvistik nazariyalar tahlil qilinadi. Sodda gaplar shaxsiy, noaniq shaxsiy va shaxssiz turlarga bo‘linishi, ikki qismli gaplarning tuzilishi hamda ellipsis (tushirilish) hodisasining sintaktik va semantik xususiyatlari misollar asosida yoritiladi. Shuningdek, ingliz tilidagi ellipsisning turli ko‘rinishlari, uning tiklanish mexanizmlari va nutqiy vazifalari ko‘rib chiqiladi.*

Kalit so‘zlar: *sodda gap, shaxsiy gap, shaxssiz gap, ellipsis, predikat, mavzu, sintaksis.*

KIRISH.

Ingliz tili sintaksisida sodda gaplar muhim o‘rin egallaydi, chunki ular nutqning asosiy kommunikativ birligi hisoblanadi. Har qanday sodda gap bitta grammatik asos – mavzu va predikatning birligi – atrofida shakllanadi. Gaplarning tuzilishi, ularning kengayishi yoki qisqarishi turli grammatik hodisalarning vujudga kelishiga olib keladi. Xususan, ingliz tilida sodda gaplar ruschaga o‘xshash bo‘lsa-ularning o‘ziga xos sintaktik xususiyatlari mavjud.

Ushbu maqolada ingliz tilidagi sodda gaplarning turlari, ikki qismli gaplarning grammatik modellari hamda ellipsis hodisasining strukturaviy turlari ilmiy asosda tahlil qilinadi

Barcha oddiy jumlalarni bir qator grammatik xususiyatlarga qarab tasniflash mumkin. Tuzilishi jihatidan ingliz tilida oddiy va murakkab jumlalar farqlanadi. Bu jihatdan ingliz tizimi rus tizimi bilan taqqoslanadi, garchi u bir qator xarakterli xususiyatlarga ega bo'lsa ham.

Oddiy jumlada faqat bitta grammatik asos mavjud bo'lib, u ikkinchi darajali a'zolar bilan birga bo'lishi yoki ularsiz mavjud bo'lishi mumkin. Masalan,:

BizBarcha oddiy jumlalarni bir qator grammatik xususiyatlarga qarab tasniflash mumkin. Tuzilishi jihatidan ingliz tilida oddiy va murakkab jumlalar farqlanadi. Bu jihatdan ingliz tizimi rus tizimi bilan taqqoslanadi, garchi u bir qator xarakterli xususiyatlarga ega bo'lsa ham.

Oddiy jumlada faqat bitta grammatik asos mavjud bo'lib, u ikkinchi darajali a'zolar bilan birga bo'lishi yoki ularsiz mavjud bo'lishi mumkin. Masalan,:

We will not stop – Biz to'xtamaymiz;

They have finished their project by 3 o’clock -Ular o'z loyihalarini soat 3 da yakunladilar;

It is a great idea -Bu ajoyib g'oya.

Oddiy jumlalarning qo'shimcha tasnifi mavzu turiga asoslanadi. Ushbu mezonga muvofiq ingliz tilida shaxsiy, noaniq shaxsiy va shaxssiz jumlalar ajratiladi (1-jadvalga qarang).

1-jadval. Ingliz tilidagi gaplarning strukturaviy turlari

Grammatik turi	Tavsif	Misol	Tarjimasi
Shaxsiy	Mavzu ma'lum bir shaxs yoki ob'ektni ifodalaydi.	*Cat was sleeping on the table.*	*Mushuk stolda uxlayotgan edi.*
Noaniq	Bu holda mavzu ma'lum bir	*They say he will be in*	*Ularning aytishicha, u*

shaxsiy	sub'ektga emas, balki mavhum tushunchaga tegishli bo'lgan harakatni anglatadi. Rus tilida bunday jumlalarda faqat predikat mavjud (masalan, ular gapirishadi, yozadilar, tasdiqlaydilar). Ingliz tilida predikat ham ishlatiladi, ammo u semantik yukga ega emas.	*Moscow on Sunday.* *You never know what may happen.* *One must follow these rules.*	*yakshanba kuni Moskvada bo'ladi.* *Siz nima bo'lishi mumkinligini hech qachon bilmaysiz.* *Bu qoidalarga rioya qilish kerak.*
Shaxssiz	Faktning qisqacha mazmuni. Rus tilida bunday ixcham jumlalar faqat mavzu yoki predikatdan iborat bo'lishi mumkin (masalan, *Зима. Темнеет*.). Ingliz tilida rasmiy mavzu ham ishlatiladi, ammo bu holda u har doim it olmoshi bilan ifodalanadi.	*It is getting cold here.* *It is spring.* *It seems that I’ve lost my keys.*	*Sovuyabdi.* *Bahor.* *Men kalitlarimni yo'qotganga o'xshayman.*

Ikki qismli jumlalar

Endi biz oddiy inglizcha jumlalarning asosiy tarkibiy turlarini ko'rib chiqamiz. Ingliz tilidagi oddiy jumlaning asosiy elementi mavzu va predikat birligidir. Bu shuni anglatadiki, oddiy jumla ikkita asosiy komponentdan iborat: mavzu va predikat. Shu nuqtai nazardan, biz ikki qismli jumla haqida gapiramiz. Biroq, jumla tuzilishi o'zgarishi mumkin. Ko'pgina hollarda, bu o'zgaruvchanlik darajasi predikatning pozitsiyasiga va predikat rolini bajaradigan fe'l turiga bog'liq. Fe'llar predikat pozitsiyasini egallaydi va odatda o'timli, o'timsiz yoki bog'lovchi fe'llar vazifasini bajaradi. Bir nechta misollarni ko'rib chiqing:

1. John ran.
2. John is a student.
3. John is clever.
4. John learned French.
5. John gives Mary his book.
6. John lives in London.
7. We found John guilty.
8. We found John a bore.

Yuqoridagi misollardan ko'rinib turibdiki, ushbu model keng tarqalgan yoki tarqatilmagan bo'lishi mumkin. Taklifning majburiy elementlari uning tuzilishini kengaytiradigan tarkibiy qismlardir. Shunga qaramay, shuni ta'kidlash kerakki, jumlada juda zarur bo'lmagan boshqa elementlar, masalan, predlogli qo'shimchalar yoki holatlar bo'lishi mumkin. Ushbu elementlar har qanday tuzilishga qo'shilishi mumkin. Quyidagi misollarni ko'rib chiqing:

John ran quickly to me.
My friend John is a very clever student.
My son is a very kind boy.

Tarqatilmagan jumla asosiy modelning faqat ikkita asosiy pozitsiyasini o'z ichiga oladi: mavzu va predikat. Biroq, bunday takliflar kam. Ko'pgina hollarda, ixtiyoriy elementlar bilan to'ldirilgan umumiy jumlalar mavjud.

Ellipsis (to'liq bo'lmagan jumla).

Ellipsis-bu majburiy tarkibiy element tushirilgan jumlaning tuzilishi. Bunday holda, u mavzu yoki predikat bo'lishi mumkin. Ba'zi hollarda, bu ikkala element ham etishmayapti, natijada to'liq bo'lmagan gap paydo

bo'ladi. Misollarni ko'rib chiqing:
“What was her name?” I said.
“Tutts,” he replied (Bates).Ellipsis-bu majburiy tarkibiy element tushirilgan jumlaning tuzilishi. Bunday holda, u mavzu yoki predikat bo'lishi mumkin. Ba'zi hollarda, bu ikkala element ham etishmayapti, natijada to'liq bo'lmagan gap paydo bo'ladi.
Misollarni ko'rib chiqing:
“What was her name?” I said.
“Tutts,” he replied (Bates).
Ko'pincha, elliptik jumlani aniqlaydigan matnning bir qismi undan oldin keladi. Biroq, ba'zida u unga ergashishi mumkin. Misollar keltiramiz:
“I have to do a rough survey for a plan.”
“Is someone moving in?”
“Doubtful,” he said. “It’s much more likely they’ll pull it down” (Bates).
Oddiy gapning (Ellipsis) bir nechta strukturaviy turlari mavjud. Ellipsislar jumlalarning qaysi qismlariga asoslanganligiga qarab farqlanadi. Tasnifni ko'rib chiqing:
1. Predikat yoki uning kichik a'zolari bo'lgan yoki bo'lmagan qismiga asoslangan jumlalar. Masalan,:
“What did you do?” I said.btful,” he said. “It’s much more likely they’ll pull it down” (Bates).
Oddiy gapning (Ellipsis) bir nechta strukturaviy turlari mavjud. Ellipsislar jumlalarning qaysi qismlariga asoslanganligiga qarab farqlanadi. Tasnifni ko'rib chiqing:
1. Predikat yoki uning kichik a'zolari bo'lgan yoki bo'lmagan qismiga asoslangan jumlalar. Masalan,:
“What did you do?” I said.
“Filled ’em” (Bates).
2. Mavzuga asoslangan jumlalar. Masalan,:
Loman: Well, sir… if I must answer, I did fancy someone had taken it.
Dr. Senior: Who?
Loman: Greenfield (Walsh).
3. Ifoda etilmagan predikatga qarab kichik a'zolarga asoslangan jumlalar:
a) qo'shimchada:
Loman: That’s all right then. You can give me my bill now, Cripps.
Cripps: Bill? What bill? (Walsh).
b) vaziyatga
Edward: … Tell me, does she ever pay you any wages?
Jacob (shaking his head): Never, Master Edward (Walsh) .
Ko'pincha bu misollar og'zaki nutqda uchraydi. Ushbu konstruktsiyalardan foydalanishning eng yaxshi usuli jumlaning etishmayotgan elementlari oldingi nusxalarda yoki kontekstda aniq va aniq tasvirlangan holatlarda yuzaga keladi. Bunday tuzilmalar ko'pincha rivoyat matnlarida uchraydi. Bunday hollarda elliptik tuzilmalar jumlaning alohida qismlari bilan ifodalanadi, ular bir-biridan alohida ko'rinadi. Shunga qaramay, ushbu konstruktsiyalar umumiy fikrni alohida jumlalar shaklida davom ettirishi aniq. Keling, bir nechta misollar keltiraylik.
Only theres no bridge any more. No truck. No Egbert (Maltz).
The long, unbearable nightmare had begun. And the reign of Cant, Delusion, and Delirium.
Ushbu toifaga to'liq tuzilishga ega bo'lgan alohida jumlalar ham kiradi, ammo ular elliptik deb hisoblanadi. Buning sababi shundaki, ular bo'ysunuvchi kasaba uyushmalaridan boshlanadi. Bunday dizaynlar shuni ko'rsatadiki, bu jumlalar yanada murakkab va tugallangan tuzilmaning faqat bir qismidir. Misollar keltiramiz:
Musically it was terrible, but it bit into your brain, it got into your blood, like a crude stimulant. Which was precisely why Ernest objected toit? (Greenwood).
Nolinchi versiyaning tuzilishini shakllantirishdan iborat elliptizatsiya usuli diqqatga sazovordir. Ellipsizatsiya ellipsisga qarama-qarshi jarayon sifatida qaraladi, unda nol variant aniq variant bilan

almashtiriladi. Sintagmatik ravishda to'ldiriladigan jumlalar ajralib turadi, ularni kontekst yordamida o'z shaklida tiklash mumkin. Paradigmatik ravishda to'ldiriladigan jumlalar ham ajralib turadi, bu erda so'zni boshqa shunga o'xshash konstruktsiyalar asosida tushuntirish mumkin. Ushbu konstruktsiyalar tilda paydo bo'lishi mumkin, ammo berilgan elliptik jumlaning kontekstining bir qismi bo'lishi shart emas.

Asosiy taklifdan tiklanishi mumkin bo'lgan sintagmatik ravishda to'ldiriladigan tuzilmalarni ta'kidlash muhimdir. Ular berilgan jumlaning o'zidan yoki elliptik konstruktsiyadan oldingi oldingi gapdan to'ldirilishi mumkin. Masalan,:

She was proud of her father having been a staff officer and her husband a colonel in the Medical Service (S. Maugham).

The spoken language does even less than the written to make inflexional endings genuinely distinctive (R. Long).

In form, too, the exclamatory resemble the interrogative sentences (E. Kruisinga).

Sam was in her blood. Had always been. Would always be (P. Abrahams).

The two mens eyes met. In Dorians there was infinite pity (O. Wilde).

“How were the races?” “Fine” (E. Hemingway).

Ellipsis oldingi kontekstdan tiklangan jumlalar juda kam uchraydi. Shunga qaramay, ingliz tilida bunday holatlarni aniqlash qiyin. Ular kamdan-kam hollarda kuzatiladi. Bir nechta misollarni ko'rib chiqing:

Sometimes, with his mocking grin, hed say, “A lot of vagabonds, thats all we are” (M. Catoo).

“Nice letter, isnt it?” (Cronin).

Qizig'i shundaki, bir-birini to'ldirishi mumkin bo'lgan ikkita elliptik jumlalar mavjud. Elliptik konstruktsiyalar bilan paradigmatik ravishda to'ldiriladigan jumlalarni tahlil qilishda ular tadqiqotchilar orasida katta qiziqish uyg'otishi qayd etildi. misol sifatida imperativ shaklidagi predikativ fe'llardan foydalanadigan rag'batlantiruvchi jumlalar ko'rib chiqiladi.

“Stop and speak to me” (J. Galsworthy).

“Come on”, Aymo said to the girls.

Ushbu turdagi jumlalarda "siz" shaxsiy olmoshi bilan ifodalangan mavzu, odatda, nol element vazifasini bajarib, chiqarib tashlanadi. Buni ingliz tilidagi nutqda "siz" olmoshi aniq shaklda mavjud bo'lgan rag'batlantiruvchi jumlalar ham borligi tasdiqlaydi.

“You listen to me, Horace” (J. Steinbeck).

Boshqa kommunikativ tipdagi elliptik jumlalar, masalan, rivoyat va so'roq, ingliz tilida biroz kamroq uchraydi. Masalan,:

“Disturbing! The porridge is burnt again!” (Ch. Bronte).

“Competent woman”, thought the Inspector to himself

“Feeling better?” he asked (M. Catto).

Bundan tashqari, "be" fe'lining ellipsisi, asosan, hozirgi zamonda, ya'ni yo'qolgan to'plam va undov intonatsiyasi bilan elliptik konstruksiyada, nomli predikatlarda ayniqsa sezilarli. Masalan,:

“Doyce in England!” exclaimed Arthur (Ch. Dickens).

Bleak and dark the January night (J. Galsworthy).

Ellipsis sifatida oddiy jumlaning ushbu tarkibiy turini tahlil qilishda jumlalarning haqiqiy bo'linishini ham eslatib o'tish muhimdir. Haqiqiy bo'linish nazariyasining asoschilaridan biri bayonotning tarkibiy elementlari sifatida asos va yadroni ajratib ko'rsatdi.

Keyinchalik "mavzu" va "rema" atamalari keng tarqalgan. Mavzu bayonotning boshlang'ich qismi yoki xabar ob'ekti sifatida qaraladi, rema esa xabarning asosiy mazmunini o'z ichiga olgan element, ya'ni bayonotning kommunikativ markazidir.

Analitik tillarda remani uzatishning ikkita asosiy usuli mavjud: sintaktik va leksik. Sintaktik usul amfatik kabi maxsus konstruktsiyalarni o'z ichiga oladi, bu erda predikat, passiv ovoz, inversiya, jumlaning prepozitsiyasiga kiritilgan qismlar, shuningdek so'zlarning tartibi va ishlab chiqaruvchiga yoki harakat manbasiga ishora qiluvchi predlogli qo'shimchalar rema vazifasini bajaradi.

Leksik usul cheklovchi va kuchaytiruvchi zarralarni o'z ichiga oladi, masalan: only, merely, just, namely, such as, rather than, noaniq artikl va salbiy va refleksiv olmoshlar.
Elliptik jumlalarning tuzilishi va semantikasiga kelsak, ular aniq mavzuning yo'qligi va faqat yangi ma'lumotlar, ya'ni rema mavjudligini ko'rsatadi. Bu holda mavzu ellipsisning aniq tiklanadigan qismi bo'lib, uni sintagmatik yoki pragmatik usullar bilan to'ldirish mumkin.

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SOCIOLINGUISTICS AND LANGUAGE VARIATION IN ENGLISH

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Abstract. This article provides an overview of sociolinguistics with a focus on language variation in English. It considers the foundational theories, major empirical studies, and the social factors associated with linguistic diversity. Particular attention is given to the work of William Labov and Peter Trudgill, the mechanisms of language change, and the growing field of global Englishes. The discussion also covers some of the more recent approaches, including evolutionary modeling and complex adaptive-systems analyses. In the end, it reveals that sociolinguistic variation in English is systematic, socially meaningful, and relevant to identity, education, policy, and technological change.

Keywords: Sociolinguistics, language variation, Labov, Trudgill, phonological variation, morphosyntactic variation, World Englishes, linguistic change, social class, style-shifting.

Аннотация. В данной статье представлен обзор социолингвистики с акцентом на языковую вариативность в английском языке. Рассматриваются фундаментальные теории, крупные эмпирические исследования и социальные факторы, связанные с лингвистическим разнообразием. Особое внимание уделяется работам Уильяма Лабова и Питера Трудгилла, механизмам языковых изменений и развивающейся области глобальных разновидностей английского языка. Обсуждаются также недавние подходы, включая эволюционное моделирование и анализы сложных адаптивных систем. В итоге показывается, что социолингвистическая вариативность в английском языке является системной, социально значимой и важной для вопросов идентичности, образования, языковой политики и технологических изменений.

Ключевые слова: Социолингистика, языковая вариативность, Лабов, Трудгилл, фонологическая вариативность, морфосинтаксическая вариативность, мировые английские, языковые изменения, социальный класс, стилистическое переключение.

Annotatsiya. Ushbu maqolada ingliz tilidagi til variativligiga e’tibor qaratilgan sotsiolingvistika bo‘yicha umumiy sharh beriladi. Unda asosiy nazariyalar, yirik empirik tadqiqotlar va lingvistik xilma-xillik bilan bog‘liq ijtimoiy omillar ko‘rib chiqiladi. Ayniqsa, Uilyam Labov va Piter Trudgillning ishlari, til o‘zgarish mexanizmlari hamda global ingliz tillari bo‘yicha rivojlanib borayotgan yo‘nalish alohida ta’kidlanadi. Shuningdek, evolyutsion modellashtirish va murakkab adaptiv tizimlar tahlillari kabi so‘nggi yondashuvlar ham muhokama qilinadi. Yakunda, ingliz tilidagi sotsiolingvistik variativlik tizimli, ijtimoiy jihatdan mazmunli bo‘lib, shaxsiy identitet, ta’lim, til siyosati va texnologik o‘zgarishlar uchun muhim ekani ko‘rsatiladi.

Kalit so‘zlar: Sotsiolingvistika, til variativligi, Labov, Trudgill, fonologik variativlik, morfosintaktik variativlik, Jahon ingliz tillari, til o‘zgarishi, ijtimoiy qatlam, uslubiy almashinish.

INTRODUCTION.

Sociolinguistics is the study of the interrelationship of language and society, and of how social variables influence linguistic behavior. Of its many major branches, there is the one that investigates issues of language

variation and change, or why languages vary in different regions, social groups, and contexts. Given its global spread and numerous dialects, English is at the hub of this concern.

This article outlines the theoretical underpinning of sociolinguistic variation, and it revisits some seminal studies like that of Labov in New York City. It considers major social variables-class, age, ethnicity, and style-and modern research directions and diversification across the globe.

MAIN PART.

Defining Linguistic Variation

Linguistic variation would then relate to systematic differences in pronunciation, grammar, vocabulary, and use that are correlated with social or situational factors. A linguistic variable, as originally developed by Labov, is a characteristic of speech that systematically varies among speakers or situations; for example, the pronunciation of /r/ in New York English.

The apparent-time hypothesis provides an opportunity for researchers to infer language change through the comparison across different age groups in the community. Another theoretical contribution is that of the curvilinear principle, which states that linguistic innovations often originate in central socioeconomic classes rather than at the extremes.

Labov's Seminal Studies

William Labov's *The Social Stratification of English in New York City* is the foundation of variationist sociolinguistics. His classic department-store study demonstrated how /r/ pronunciation varies with social class and speaking style. Speakers in higher-status stores and in more careful speech styles had higher rates of /r/ pronunciation.

Labov's Lower East Side study extended the analysis to grammatical and phonological variables like -ing vs. -in', double negatives, and vowel patterns. He also studied language attitudes, demonstrating that speakers are usually unconscious of their own linguistic behavior and may have linguistic insecurity.

Contributions of Trudgill and Other Scholars

Peter Trudgill extended the sociolinguistic theory of Labov by researching beyond urban studies. He has written on dialect contact, sociohistorical development, and the origins of global varieties of English. He also challenges the notion of a stable "Standard English," pointing out its social and historical variability.

Trudgill's discussions of colonial Englishes and dialect convergence/divergence have shaped modern understanding of **World Englishes**.

Social Factors in Variation

Sociolinguistic variation is associated with several key social variables:

- **Social class**: correlates strongly with pronunciation, syntax, and other features.
- **Age**: younger speakers often adopt innovative forms, allowing apparent-time analysis.
- **Gender**: studies show consistent gender patterns in variation, though context matters.
- **Ethnicity & networks**: identity and social-group membership influence linguistic choices.
- **Style**: speakers shift styles depending on context, audience, and purpose.

Levels of Linguistic Variation in English

Variation appears at several linguistic levels:

- **Phonological variation** — e.g., /r/ variation, vowel shifts, monophthongization.
- **Morphosyntactic variation** — including double negatives, pronoun variation, and verb forms.
- **Lexical variation** — dialect-specific vocabulary and slang.
- **Pragmatic/discourse variation** — politeness, narrative style, and code-switching.

Mechanisms of Language Change

Language change often comes about when variation results in variants becoming stable across generations. Some changes come from above; others come from below-that is, some are consciously adopted prestige forms, but others are unconscious innovations that diffuse socially. The curvilinear principle helps explain the social distribution of changes-from-below.

Indeed, modern inquiry makes use of evolutionary models-which include Ahern and Plotkin's approach to grammatical change through population genetics-to sort out the relationship between drift and selection. Jonathan Dunn's complex adaptive-system model provides analysis at the level of syntactic variation across whole grammars, offering new ways of seeing how global dialects come about.

Global Englishes and Sociolinguistics

Nowadays, English is a global language, giving rise to a number of different national, regional, and contact varieties. Peter Trudgill has written extensively on colonial Englishes, underlining how these new varieties have come into being through settlement history, social structures, and conditions of contact, for example, Caribbean, Indian, Nigerian English.

World Englishes expand the range of sociolinguistic variation and challenge traditional notions of correctness, standardization, and prestige.

Applications and Social Implications

Research on sociolinguistic variation has practical importance:

- **Education**: recognizing dialect diversity prevents linguistic discrimination.
- **Identity**: dialects symbolize belonging and social meaning.
- **Forensic linguistics**: sociolinguistic knowledge assists in speaker profiling.
- **Language preservation**: globalization may reduce dialectal diversity.
- **Technology**: speech-recognition systems may influence accent standardization.

Future Directions

Key challenges include expanding real-time studies, integrating statistical and sociocultural approaches, understanding digital-era variation (social media, AI), and documenting emerging Englishes worldwide. New models from evolutionary linguistics and complex-systems theory promise deeper understanding of how variation propagates across communities.

CONCLUSION.

Sociolinguistics and language variation in English form a rich and evolving field. Foundational studies by Labov revealed the structured relationship between language and society, while scholars such as Trudgill broadened the field to global contexts and sociohistorical development. Contemporary research, integrating computational and evolutionary methods, continues to deepen our understanding of linguistic variation. As English evolves across diverse social settings, sociolinguistic insights remain crucial for understanding identity, education, policy, and communication in a rapidly changing world.

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METAPHOR AND ITS SIGNIFICANCE IN LITERARY LANGUAGE

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Annotatsiya. *Ushbu maqolada metaforaning badiiy adabiyot tilidagi o‘rni va ahamiyati tahlil qilinadi. Metafora badiiy matnning estetik jozibadorligini kuchaytirishi, milliy dunyoqarash, madaniy qadriyatlar va muallifning individual uslubini aks ettirishi ta’kidlanadi. Ingliz va qoraqalpoq adabiyotlarining metaforik tafakkuri qiyosiy o‘rganilib, metaforalarning xalq og‘zaki ijodidagi ildizlari ko‘rib chiqiladi. Muallif metaforaning tasviriylik, estetik ta’sir va badiiy obraz yaratishdagi funksiyalarini tahlil qilib, uning lingvopoetik jarayondagi o‘rnini asoslaydi.*

Таянч сўзлар: *бадиий адабиёт тили, троп, метафора, эстетик тәсир, метафора функциялари.*

Аннотация. *В данной статье анализируется роль и значение метафоры в языке художественной литературы. Подчеркивается, что метафора усиливает эстетическую привлекательность художественного текста, отражает национальное мировоззрение, культурные ценности и индивидуальный стиль автора. Сравнительно изучается метафорическое мышление английской и каракалпакской литературы, рассматриваются корни метафор в устном народном творчестве. Автор анализирует функции метафоры в создании образности, эстетического воздействия и художественного образа, обосновывает ее место в лингвопоэтическом процессе.*

Ключевые слова: *язык художественной литературы, троп, метафора, эстетическое воздействие, функции метафоры.*

Abstract. *In this article, the role and significance of metaphor in the language of fiction are analyzed. It is emphasized that metaphor enhances the aesthetic appeal of a literary text, reflecting the national worldview, cultural values, and the individual style of the author. A comparative study of the metaphorical thinking of English and Karakalpak literature is carried out, and the roots of metaphors in folklore are considered. The author analyzes the functions of metaphor in the linguopoetic process.*

Keywords: *literary language, tropes, metaphor, aesthetic impact, functions of metaphor.*

INTRODUCTION.

Metaphor creates aesthetic beauty and reflects the worldview, national mentality, and cultural values of the people. It should also be noted that in literary works, metaphors are employed in relation to the writer's skill, serving as the foundation for vividly portraying events and phenomena. This, of course, reveals the concepts of aesthetic beauty and elegance in literature. In literary works, metaphor helps to depict the deep meaning of phenomena, reveal the characters' personalities, and reveal the themes encompassing the content of the literary work, thereby enhancing its expressiveness and aesthetic impact. Although metaphor is a linguistic phenomenon, it expresses its artistic qualities through poetic thought and is perceived as an artistic image in poetic thought.

Metaphors are expressed and created both through units that have long been ingrained in the consciousness of the people and through the writer's creative abilities. Typically, metaphors in linguistics are expressed through concepts with predominant figurative meanings, for example, *fox* - a characteristic of a cunning person, *donkey* - laziness, sluggishness, as well as the possessor of brute force, *livestock* - carelessness, thoughtlessness.

Scholar I.V. Arnold states,..."the basis of poetic metaphor consists of four components: analogy, comparison of two objects, a sensory image, and the presence of human feelings ("nadelenie chelovecheskimi

chuvstvami"), and all these four components are used in various directions. It is not necessary to understand analogy literally, because poetic metaphor can also show the difference between two objects." [Arnold I.V. 2002,88] expresses his opinion about poetic metaphor.

The purpose of metaphor is not limited to mere metaphor, but also serves to enhance the artistic, figurative, and aesthetic impact of the text through description. Human actions and traits are transferred to nature, after which the object becomes an abstract concept (deep thought), or conversely, traits of nature can be transferred to people. Thus, metaphorization processes can proceed in opposite directions[Otepbergenova G.2024,67]. For example, metaphors often found in literary works, such as the sun's smile, the wave's hunger, and the harshness of nature, are proof of our words.

In the language of literary texts, metaphor, while expressing the author's individual worldview, also connects the reader with national-cultural values. While metaphors in English literature are more often used in philosophical and dramatic contexts, in Karakalpak literature they serve to convey folk imagery, natural landscapes, and national spirit. Therefore, metaphor serves as a poetic figure and a bridge between cultures. Furthermore, it enhances the aesthetic impact of writers' and poets' language and, through it, directs the reader's language towards the main idea.

In the language of English fiction, metaphor developed mainly as a means of individual creative depiction, while in the language of Karakalpak fiction, it depicted the national-cultural worldview in a way that was inextricably linked with folk oral literature. Therefore, a comparative study of the use of metaphors in Karakalpak and English literary languages is a pressing scientific issue for literary studies, linguopoetics, and intercultural communication.

The language of Karakalpak literature is very rich in metaphors, which are presented in remarkable forms in depicting the external world of the Karakalpak people, the logical world of man, with subtle artistic feelings [Jumabaev T.1994,55]. As mentioned above, in the language of Karakalpak literature, metaphor is primarily used in epics, legends, and stories to depict the life of the people. However, with the development of our literature today, we frequently encounter metaphors skillfully used in the literary works and lyrical lines of masters of the word, especially author-individual metaphors.

Regarding the fact that figurative meaning is the basis of cognitive knowledge, Abdinazimov Sh. and Tolibayev X. in their work on linguoculturology, state:..."the semantic structure of metaphors and the cultural connotations within them themselves serve as a source of cognitive knowledge. Therefore, figuratively motivated words (metaphors) are the external manifestation of cultural symbols"[Abdinazimov Sh.2020,95].

At this point, we would like to address the different interpretations of metaphors across different periods:

- **Classical approach (Aristotle, Quintilian) -** is considered a figurative meaning of the word metaphor, as a stylistic figure;
- **Linguistic Approach (A. Richards, M. Black) -** metaphor is formed using linguistic units (words, phraseological units, phrases). Metaphor creates meaning through the interconnection of two semantic fields, and metaphor is viewed as an embellishment of conversation.
- **Cognitive Approach (J.Lakoff, M.Johnson)** Metaphor is a conceptual mechanism of human thought, through which abstract concepts are expressed through concrete experiences.

In conclusion, the metaphor, which we have considered a simple term, can perform several functions simultaneously: both linguistic and poetic. At the same time, metaphors can depict the language of literary works in a figurative, impactful, and emotional manner and help to reveal the author's worldview and the idea of the work. In the course of our scientific article, we have discussed the definitions of metaphor, its different descriptions in different periods, and its functions.

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NARSA-PREDMET OTI ASOSIDA SHAKLLANGAN FRAZEMALARNING LINGVOMADANIY JIHATLARI

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Annotatsiya. *Maqolada narsa-predmet oti asosida shakllangan iboralarning asosiy xususiyatlari, boshqa frazemalardan ajralib turuvchi tomonlari va lingvomadaniy jihatlari aniqlangan. Shuningdek, o‘zida millat madaniyatini aks ettiruvchi iboralarning qanday vosita va obrazlar asosida hosil bo‘lishi ham aniq misollar asosida tahlil qilingan.*

Kalit so‘zlar: *narsa-predmet oti qatnashgan iboralar, milliylik, semantik tahlil, leksema, til va madaniyat.*

Аннотация. *В статье определены основные особенности, отличительные стороны и лингвокультурологические аспекты словосочетаний, образованных на основе названия предмета. Также на основе конкретных примеров анализируется, на основе каких средств и образов образуются выражения, отражающие культуру нации.*

Ключевые слова: *выражения с именем предмета, национальность, семантический анализ, лексема, язык и культура.*

Abstract. *The article identifies the main features, distinctive features, and linguocultural aspects of phrases formed on the basis of the noun of an object. Also, based on specific examples, the formation of expressions reflecting the culture of the nation on the basis of means and images is analyzed.*

Keywords: *phrases containing the noun of an object, nationality, semantic analysis, lexeme, language and culture.*

KIRISH.

Tilshunoslikda iboralarni semantik-struktur tahlil qilish muhim ahamiyatga ega bo‘lib bormoqda. Ushbu jihatdan somatik, zoonimik va harakat-holatni ifodalovchi leksemalar shakllantirgan frazemalar faol tadqiq qilinmoqda. Narsa-predmet oti qatnashgan iboralar ham o‘ziga xos xususiyatlarga ega bo‘lib, til va madaniyatning chambarchas bog‘liq ekanligini ifodalaydi. Bunday iboralarni tahlil qilish va o‘rganish frazeologizmlarning bir qator xususiyatlarini aniqlashda muhim vositadir. Mazkur iboralar shakllanishini kishilar tasavvurining narsa-predmet nomlarida yangi semalar hosil qilishining bir ko‘rinishi sifatida qarash mumkin. Frazeologizmlarning muayyan guruhi xalqlarning urf-odatlari, an’analari va irimlari ta’sirida shakllanadi.[Usmonova, 2019, 93]Narsa-predmet oti qatnashgan iboralarda xalqning turmush tarzi, dunyoqarashiga mansublik belgisini o‘zida ko‘proq namoyon qilib turadi, tilda xalq madaniyatining akslanishini boshqa tur iboralarga nisbatan yaqqolroq ko‘rsatadi. “sariq chaqaga olmaslik”, nog‘orasiga o‘ynamoq, “to‘nini teskari kiymoq”, “g‘alvirni suvdan ko‘tarmoq” kabi iboralarda o‘zbek xalqining madaniy hayoti va turmush tarziga aloqador so‘zlar semantik tayanch komponent bo‘lib kelgan.

Masalan, “bir mayizni teng bo‘lib yemoq” iborasi “bir mayizni qirq kishi bo‘lib yemoq” iborasining qisqartirilgan varianti bo‘lib, ahil, inoq bo‘lmoq[O‘TFL, 2022, 83] ma’nolarini bildiradi. Ushbu ibora mayizning xalqimizda asosiy yegulik bo‘libgina qolmay, ajdodlardan meros qolgan ahillik, birdamlikning o‘ziga xos timsoli bo‘lib qolganligini ifodalamoqda:

— Ular do‘st emas... Bobom kitobdan o‘qib bergan edilar, esingizdami: «Do‘stingni yengilroq sevginki, kuni kelib, dushman bo‘lib qolishi ham mumkin». Do‘stlaringiz shunday bo‘lib chiqdi.

— Unday dema. Vaqti kelganda ular bilan *bitta mayizni bo‘lishib yeganman***.** Bu... tasodif bo‘ldi. O‘ldirish

niyatlari yo‘q edi.[T. Malik]

“Nonini yarimta qilmoq” frazemasi esa tirikchilik uchun zarur ayrim narsalardan mahrum qilmoq[O‘TFL, 2022, 329] ma’nosini ifodalaydi. Non so‘zi bir necha ko‘chma ma’nolarga ega bo‘lib, taom, tirikchilik va boylik ma’nolarini ifodalaydi:Yozadiganlarning bittasi do‘xtir. O‘zim borib gaplashdim o‘sha bilan. «Baraka topgur, Moshtabib sening kasallaringni tortib olib, *noningni yarimta qilayotgani yo‘q.* Sen qorin do‘xtir bo‘lsang, u sindi-chiqdiga qarasa, qo‘y endi», desam, «Sen feodalizm sarqitini himoya qilyapsanmi, sen ilg‘or Sovet meditsinasining naq dushmani ekansan», deb basharamga dangal aytdi.[T. Malik]

O‘zbek tilida “non” leksemasi bilan shakllangan “non ursin”, “non urmoq” iboralari ham bor bo‘lib, nonni o‘rtaga solib qasam ichishni[O‘TFL, 2022, 328] bildiradi. Yuqorida ko‘rilgan “nonini yarimta qilmoq” iborasida non leksemasi tirikchilik semasini ifodalagan bo‘lsa, ushbu iborada ardoqlilik, muqaddaslik semasi bilan anglashilib turibdi:

— Nonlarimni sen olgansan. Nega olding? Oyimga yig‘ayotganimni aytuvdim-ku?

— Noningga tekkanim yo‘q, — dedi Kesakpolvon chiyillab, — olgan bo‘lsam *non ursin!*

— Poylab yurganingni ko‘rganman, — dedi bola bo‘sh kelmay. — Nonlarimni qaytarib ber. [T. Malik]

Kishilar o‘ziga eng ardoqli, aziz narsalarini tilga olib qasam ichadilar. Demak, “non ursin” iborasi nonning xalqimizda qadriyatga aylanganligini ko‘rsatadi.

Narsa-predmet oti qatnashgan iboralar asosan ot+fel (“hamtovoq bo‘lmoq”, “yoqa ushlamoq”), ot+ot+fel (“og‘zidagi luqmani oldirib qo‘ymoq”), ot+sifat+ot+fel(“qo‘ynini puch yong‘oqqa to‘ldirmoq”), ot+fel+ot+fel(“pichoq borib suyakka qadalmoq”) ko‘rinishlarida keladi. Bunday iboralar xalqning urf-odatlarini ham bildirib keladi. Masalan, “osh bermoq” iborasi to‘y-marosim munosabati bilan katta qozonda palov damlatib, ziyofat o‘tkazmoq ma’nosini bildiradi[O‘TFL, 2022, 381].

— Ha, xudoyi qilmoqchimisan? — deb so‘radi Kesakpolvon Asadbekdan.

— Shunga boshim qotib turibdi. Bir nima qilish kerak-ku? Anavi kuni, Jalildan so‘rovdim. *Osh-posh bersammi,* desam bobilladi. «Nevarang o‘lik tug‘ilganiga quvonib *osh berasanmi?»* deydi. Shunga hayron bo‘lib Mahmudga «domlangdan so‘rab ko‘r» devdim. [T.Malik]

Narsa-predmet oti qatnashgan iboralar o‘zbek xalqining kundalik hayotida ishlatiladigan kiyim-kechaklar, ro‘zg‘or buyumlari va shu buyumlar bilan bog‘liq bo‘lgan mashg‘ulotlarni anglatadigan leksemalar bilan ham shakllanadi. Bu o‘rinda “do‘ppi tor keldi” frazemasini misol keltirishimiz mumkin:Yigitali soddaligiga borib, tuhmat balosidan butunlay qutuldim, deb o‘ylayotgan edi. Bu sohani ipidan-ignasigacha yaxshi biluvchi Zelixon esa *do‘ppi tor kelib qolib,* aybdorlar topilmasa, yana Yigitaliga yopishishlari mumkinligini his etdi. [T. Malik]

“Jilovni bo‘sh qo‘ymoq” xatti-harakatini tejab-tergamay, o‘z ixtiyoriga tashlab qo‘ymoq [O‘TFL,219]ma’nosini ifodalaydi:Asadbek a’yoniga bir oz tikilgach, afsuslangan odam kabi uf tortib, bosh chayqadi-da:

— Bollaring bebosh bo‘lib ketdi. *Jilovni ja-a bo‘sh qo‘yvording,* — dedi.

Kesakpolvon ham afsuslangan odam kabi iyagini kafti bilan silab:

— Men emas, — dedi. — Bek, xafa bo‘lmagin-u, Mahmud bo‘sh qo‘yvordi. Mayli, yer yetkazmasin-u, lekigin, ko‘ngli bo‘sh bo‘lib qoluvdi ukaxonning. [T.Malik]

Xulosa. Shunday qilib, narsa-predmet oti asosida shakllangan frazemalar tilning frazeologik sathida alohida o‘rniga egaligi aniq misollar yordamida ayon bo‘ldi. Ushbu frazemalarning semantik maydoni keng hamda turli tushunchalarni ifodalashini ko‘rib o‘tdik. Bunday iboralarni tahlil qilish xalqning madaniy hayotini va dunyoqarashini tasavvur qilishga, shuningdek tilshunoslikda frazemalarning lingvistik va madaniy hayotdagi ahamiyatini ham tushunishga yordam beradi.

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ПОНЯТИЕ ИНТЕРЛИНГВАЛЬНОЙ ИНКЛЮЗИИ В ХУДОЖЕСТВЕННОЙ РЕЧИ

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Аннотация. *В статье рассматривается понятие интерлингвальной инклюзии в художественной речи как многоаспектного лингвокультурного феномена. Показано, что включение элементов чужого языка (лексика, фразеологизмы, цитаты) выполняет функции семиотических маркеров, отражающих взаимодействие культурных пластов и создающих поликультурный дискурс. Проанализированы различные степени «встраиваемости» интерлингвальных фрагментов: интегрированные включения, полудеструктурированные вставки и прямые цитаты.*

Ключевые слова: *интерлингвальная инклюзия, художественная речь, поликультурный дискурс, код-свитчинг, стилистическая полифония, семиотические маркеры, прагматика текста, перевод художественного текста.*

Annotatsiya*. Maqolada badiiy nutqda interlingval inkluziya tushunchasi ko‘p qirrali lingvokultural fenomen sifatida tahlil qilinadi. Ko‘rsatib o‘tilishicha, chet til elementlarini (so‘zlar, frazeologizmlar, iqtiboslar) kiritish semiotik marker vazifasini bajaradi, turli madaniy qatlamlar o‘zaro ta’sirini aks ettiradi va polikultural diskursni yaratadi. Interlingval fragmentlarning turli darajadagi “integratsiyalashuvi” tahlil qilinadi: integratsiyalashgan qo‘shilmalar, yarim strukturaviy kiritmalar va to‘g‘ridan-to‘g‘ri iqtiboslar.*

Kalit so‘zlar: *interlingval inkluziya, badiiy nutq, polikultural diskurs, kod-switching, stilistik polifoniya, semiotik markerlar, matn pragmatikasi, badiiy matnni tarjima qilish.*

Abstract*. The article examines the concept of interlingual inclusion in literary speech as a multifaceted linguocultural phenomenon. It is shown that the inclusion of elements of a foreign language (words, idioms, quotations) serves as semiotic markers, reflecting the interaction of cultural layers and creating a multicultural discourse. Various degrees of “integrability” of interlingual fragments are analyzed: integrated inclusions, semi-structured insertions, and direct quotations. The pragmatic impact of such inclusions on the perception of characters and the text as a whole is considered, as well as their role in stylistic polyphony, authorial reflection, and the economization of textual resources.*

Keywords: *interlingual inclusion, literary speech, multicultural discourse, code-switching, stylistic polyphony, semiotic markers, text pragmatics, literary text translation.*

ВВЕДЕНИЕ.

Интерлингвальная инклюзия в художественной речи представляет собой не просто стилистическую «колоритную» вставку, а сложный лингвокультурный прием, встроенный в авторский нарратив на уровне смысловой и коммуникативной организации текста. При этом заимствованные элементы чужого языка (слова, фразеологизмы или даже целые цитаты) выполняют функции семиотических маркеров, указывающих на взаимодействие различных культурных пластов и формирование поликультурного дискурса внутри произведения.

С лингвистической точки зрения данная практика предполагает существование нескольких степеней «встраиваемости» интерлингвального фрагмента. Интегрированные включения не требуют визуального оформления и функционируют как единицы русского текста, сохраняя при этом семантику и фонетику исходного кода. Полудеструктурированные вставки выделяются курсивом или кавычками, что подчеркивает их «чужую» природу и одновременно демонстрирует намерение автора сохранить исходную форму. Прямые цитаты, оформленные с сохранением оригинальной графики, выступают своего рода «музейными экспонатами» языка-источника в пределах художественного пространства.

Стилистический эффект интерлингвальной инклюзии проявляется в обогащении речевого арсенала персонажей: через динамическое включение и исключение чужого кода автор варьирует регистры высказывания, создает ощущение аутентичности речи и подчеркивает эмоциональные и социальных нюансы. Подобная «языковая игра» усиливает выразительность текста, превращая каждую иностранную фразу в точку напряжения, где сходятся индивидуальный стиль героя и культурный контекст его окружения.

Культурологический анализ показывает, что интерлингвальность функционирует как средство «диалога культур» на страницах произведения. Каждый включенный фрагмент чужого языка становится «окном» в другую цивилизацию, сквозь которое читатель ощущает ценности, нормы и мировоззрение «иных» социальных групп. Это способствует расширению читательского опыта, позволяя воспринимать художественный текст не только как локальную феноменологию, но и как полифоническую карту культурных взаимодействий.

Интерлингвальная инклюзия выполняет и прагматическую функцию: она сигнализирует о социальном статусе, образовании и эстетических предпочтениях героев. Владение иностранным языком и свободное его употребление в диалоге читателем воспринимаются как маркеры просвещенности и принадлежности к «европейскому» культурному кругу, что помогает автору сформировать психологический портрет персонажа экономными средствами.

Интерлингвальная инклюзия функционирует также как инструмент формирования авторской модальности повествования. Включая иностранные фразы в нужные моменты текста, автор может подчеркнуть сомнения или эмоциональное напряжение героя: «нетакой-то exécution» или «quelques pas» резонируют в русском контексте как акцентные сигнальные элементы, указывающие на смену тональности и позволяющие читателю прочувствовать оттенки авторского отношения к ситуации.

С точки зрения композиции, вкрапления чужого кода часто выступают своеобразными «мостами» между частями текста, создавая переходы от внутренней речи персонажа к внешним описаниям окружающего мира. Такой прием способствует динамичному перемещению фокуса внимания и помогает автору манипулировать ритмом нарратива, отрешая читателя от монотонности повседневности.

Лингвокультурологический анализ показывает, что выбор именно определенного языка (французского, немецкого, английского) в каждом конкретном случае не случаен: он отражает специфические ассоциации и коннотации, присущие тому или иному культурному коду. Французские фразы часто ассоциируются с изысканностью и светским обликом, немецкие – с научной терминологией и точностью, английские – с деловым формализмом и прагматизмом.

Важным моментом является интеграция иностранных элементов в речевую систему персонажей: автор не просто вставляет чужой фрагмент, но и моделирует ситуацию «кодового переключения», когда герой сознательно использует иностранный язык в зависимости от коммуникативной задачи. Это свидетельствует о наличии у персонажа билингвального или полилингвального запасов, что само по себе является характеристикой его социокультурного статуса.

Социально-антропологическая перспектива подчеркивает, что интерлингвальные вкрапления фиксируют в тексте процессы культурной миграции и трансфера. Через них отражается опыт «переселения» идей и практик из одной культурной среды в другую, что особенно важно для понимания русской литературной традиции, впитавшей в себя многочисленные иностранные влияния.

Практическое значение интерлингвальной инклюзии выявляется в восприятии произведения читателем: такие вставки требуют от него активного культурно-лингвистического участия и могут стать своеобразной «точкой входа» в иностранную языковую и культурную среду, стимулируя интерес к источнику и расширяя читательский кругозор.

В художественной прозе А.С. Пушкина интерлингвальные включения оказываются важнейшим средством стилизации речи: они создают эффект «подлинности» социальных диалогов и диалектных оттенков эпохи. При этом автор нередко меняет степень «открытости» чужого фрагмента: от полного

сохранения оригинальной формы до частичной русификации, что позволяет ему балансировать между экспериментом и читательской доступностью.

Эстетическая роль интерлингвальных вкраплений особенно ярко проявляется в диалоге персонажей из аристократических слоев, где французские пассажи теряются в русской фразе и наоборот, порождая стилистическую игру, близкую к полилогическому композиционному приему. Такое чередование языков выступает как своеобразная «ритмическая структура», обогащающая повествование дополнительными нюансами звучания.

С культурно-исторической точки зрения включения на французском, немецком или английском языках выступают маркерами эпохи «европеизации» российского дворянства. Эти маркеры фиксируют тенденцию к переносу западноевропейских культурных норм и ценностей в условное «русское пространство», отражая процесс становления русского национального самосознания через призму интеркультурного взаимодействия.

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EXAMINING THE INSIGHTS OF PROVERBIAL EXPRESSIONS: A COMPARATIVE STUDY OF UZBEK AND ENGLISH SAYINGS

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Annotation. *This article delves into the fascinating world of proverbs, exploring the rich tapestry of wisdom embedded within these succinct and often poetic expressions. We will embark on a comparative analysis of Uzbek and English proverbs, uncovering striking similarities and unique differences that reveal intriguing insights into the cultural values and perspectives of these two diverse languages.*

Key words: *Uzbek and English proverbs, sayings, equivalent, analysis, culture, differences, similarity.*

Аннотация. *Эта статья посвящена увлекательному миру пословиц, исследуя богатое полотно мудрости, заложенное в этих лаконичных и часто поэтичных выражениях. Мы приступим к сравнительному анализу узбекских и английских пословиц, выявляя поразительные сходства и уникальные различия, которые раскрывают интригующие сведения о культурных ценностях и мировоззрении этих двух разнообразных языков.*

Ключевые слова: *пословица, выражение, эквивалент, анализ, культура, различия, сходство.*

Annotasiya*. Ushbu maqola maqollarning qiziqarli, lo‘nda va ko‘pincha she’riy ifodalarda mujassamlashgan boy hikmatlar xazinasini o‘rganadi. Biz o‘zbek va ingliz maqollarini qiyosiy tahlil qililamiz va bu ikki xil tilning madaniy qadriyatlari va dunyoqarashlari haqida qiziqarli tushunchalarni ochib beradigan ajoyib o‘xshashliklar va farqlarni ko'rib chiqamiz.*

Kalit so’zlar: *maqollar, iboralar, tenglik, tahlil, madaniyat, farqlar, o’xshashlik.*

INTRODUCTION.

Proverbs, those short, memorable sayings that encapsulate a truth or piece of advice, have been a cornerstone of human communication for centuries. They serve as vessels for wisdom, guiding individuals through life's challenges and imparting valuable lessons learned through generations. Proverbs often reflect the cultural values and beliefs of a society, offering glimpses into its historical experiences, social norms, and philosophical outlook.

Despite the vast geographical and linguistic differences between Uzbekistan and England, a surprising number of proverbs share common themes and meanings. This shared wisdom speaks to the universality of human experience and the enduring nature of certain fundamental truths. For instance, both cultures cherish the importance of hard work, reflected in the Uzbek proverb "Mehnatdan kelsa boylik turmush bo'lar chiroylik" ("if wealth comes from work, life will be beautiful") and the English proverb "Early to bed and early to rise makes a man healthy, wealthy, and wise."Similarly, the value of patience is emphasized in both languages. Uzbek proverbs like "Sabrning tagi sariq oltin" ("Under patience is gold") echo the English proverb "Patience is a virtue." These parallels reveal the common ground on which human cultures stand, united by shared values and

experiences. Another recurring theme is the value of wisdom and learning. The Uzbek proverb "Bilim–aql o'chog'i" ("Knowledge is the heart of the mind") equivalent of the English proverb "Knowledge is power." This shared emphasis on acquiring knowledge highlights the role of education in personal and societal growth in both cultures. There are numerous such sayings we can find in both languages literature. However, every culture own its unique aspects. While some proverbs resonate across cultures, others carry distinctly cultural nuances that reveal deeper insights into a particular society. Uzbek proverbs often reflect the importance of family, hospitality, and respect for elders, values deeply ingrained in Uzbek culture. For example, "Mehmon – otangdek ulug'" ("Guest is as great as your father") underscores the importance of hospitality and welcoming visitors with open arms. Similarly, "Jannat onalar oyog'i ostida" ("Heaven is under the feet of mothers") emphasizes the paramount importance offilial piety. These proverbs highlight the interconnectedness of individuals within a community, a sense of responsibility towards one another, and the significance of maintaining strong family ties.

English proverbs offer unique insights into English culture. They often reflect the values of pragmatism, selfreliance, and a sense of humour. For instance, "A stitch in time saves nine" emphasizes the importance of tackling problems promptly before they escalate. "Don't count your chickens before they hatch" encourages a cautious approach and avoids overconfidence, while "Many hands make light work" highlights the power of teamwork and collaboration. These proverbs reflect the English penchant for practical solutions, a healthy dose of scepticism, and the recognition that working together can accomplish more than individual efforts. In addition we can find huge difference in stylistic. While Uzbek and English proverbs share common themes, their stylistic differences reveal intriguing cultural nuances. Uzbek proverbs often utilize vivid imagery and poetic language, drawing inspiration from nature and everyday life. For example, the proverb "Qush uyasida ko'rganini qiladi" ("A bird does what it sees in its nest") uses a simple metaphor to convey the importance of belonging and familiarity. English proverbs, on the other hand, tend towards more concise and straightforward language. The proverb "A stitch in time saves nine" exemplifies this direct approach, emphasizing practicality and efficiency. These stylistic variations reflect the distinct cultural contexts in which these proverbs evolved. Uzbek proverbs often reflect the rich literary traditions of the region, while English proverbs emphasize practicality and brevity, reflecting the pragmatism often associated with Western culture.

Proverbs often employ vivid imagery and storytelling techniques to convey their message effectively. They often rely on metaphors, similes, and personification to create memorable and impactful statements. For instance, the Uzbek proverb "Yomon o't o'zi yonib, yaxshi o'tni ham yondiradi" ("A bad weed burns itself and also burns the good weed") uses a simple yet powerful metaphor to convey the damaging effects of negative influence. Similarly, the English proverb "A rolling stone gathers no moss" utilizes a metaphor to illustrate the idea that individuals who are constantly changing or moving lack stability and miss out on opportunities for growth. These storytelling elements enhance the memorability and effectiveness of proverbs, making them enduring tools for transmitting wisdom across generations. Proverbs offer a unique window into the cultural fabric of a language. Studying proverbs can help language learners not only understand the language's nuances and idioms but also gain valuable insights into the cultural values and perspectives of its speakers. Learning proverbs can also enhance communication skills, allowing individuals to express themselves with greater eloquence and cultural sensitivity. For example, an Uzbek learner studying the proverb "O'zini hurmat qilgan, o'zgalarni ham hurmat qiladi" ("Whoever respects himself, respects others") can gain a deeper understanding of the Uzbek emphasis on self-awareness and introspection. Similarly, an English learner studying the proverb "Look before you leap" can appreciate the English value of careful planning and consideration.

CONCLUSION.

Through this comparative analysis of Uzbek and English proverbs, we have explored the enduring power of these succinct sayings. While some proverbs reflect universal truths, others carry distinctly cultural nuances that reveal the values and perspectives of specific societies. Proverbs serve not only as repositories of wisdom but also as captivating storytelling devices that enhance memorability and create impactful messages. Understanding the language and cultural significance of proverbs is essential for language learners and anyone

seeking to navigate the complexities of human communication.

As we move forward, it is crucial to recognize the enduring relevance of proverbs. These wise sayings continue to guide us through life's challenges, enriching our communication and fostering a deeper understanding of ourselves and others.

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LINGUOPHILOSOPHY AND INTERCULTURAL COMMUNICATION: THEORETICAL AND PRACTICAL ASPECTS OF LINGUISTICS

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Annotatsiya. *Ushbu maqola til va tafakkur o'rtasidagi bog'liqlikni o'rganuvchi falsafaning bir bo'limi sifatida lingvofalsafani tadqiq qiladi. Unda tilning madaniyatlararo muloqotdagi roli, shuningdek, lingvistikaning nazariy va amaliy jihatlari ko'rib chiqiladi. Maqolada turli madaniy muhit vakillari o'rtasidagi o'zaro aloqalarda tilning kognitiv, pragmatik va kommunikativ funksiyalariga alohida e'tibor qaratiladi. Bundan tashqari, unda zamonaviy lingvistik yondashuvlar — lingvokulturologiya, pragmatika va kognitiv lingvistika — madaniyatlararo kommunikatsiya bilan bog'liq holda tahlil qilinadi.*

Аннотация*. В данной статье рассматривается лингвофилософия как раздел философии, изучающий связь между языком и мышлением. Анализируется роль языка в межкультурной коммуникации, а также теоретические и практические аспекты лингвистики. В работе подчёркивается когнитивная, прагматическая и коммуникативная функции языка во взаимодействии людей из разных культурных сред. Кроме того, анализируются современные лингвистические подходы — лингвокультурология, прагматика и когнитивная лингвистика — в контексте межкультурной коммуникации.*

Abstract*. This article explores linguophilosophy as a branch of philosophy that studies the connection between language and thought. It considers the role of language in intercultural communication and examines the theoretical and practical aspects of linguistics. The paper emphasizes the cognitive, pragmatic, and communicative functions of language in interactions among people from different cultural backgrounds. Additionally, it analyzes modern linguistic approaches such as linguoculturology, pragmatics, and cognitive linguistics in relation to intercultural communication.*

Keywords: *linguophilosophy, intercultural communication, linguistics, cognitive linguistics, linguoculturology, pragmatics, culture, communication.*

INTRODUCTION.

In the era of globalization, communication among people of different nations and cultures has become an essential part of modern life. Language serves not only as a tool of communication but also as a reflection of human thought, culture, and identity. Through language, individuals express their worldview, values, and social experience. Linguphilosophy analyzes language from a philosophical perspective, studying the intrinsic link between language and thought. Intercultural communication, in turn, puts these ideas into practice, emphasizing understanding and cooperation among people from diverse backgrounds. This work looks into 4 main parts of the issue, such as the concept and theoretical foundations of linguophilosophy, the essence of intercultural communication, theoretical aspects of linguistics and lastly practical aspects of linguistics.

Linguophilosophy, or the philosophy of linguistics, is a field that examines the fundamental nature of language, its relationship to thought and the world, and the theoretical underpinnings of linguistic study. Its

theoretical foundations lie in ancient philosophy and are built upon the work of modern thinkers who explore issues like meaning, reference, how language is acquired, and its role in cognition and culture. It analyzes how linguistic structures are connected to concepts, the nature of linguistic competence, and the relationship between language, thought, and reality. Linguophilosophy investigates topics such as meaning, intentionality, and reference, recognizes language not only as a tool for communication but also as a repository of knowledge and a fundamental part of culture and social life as well as it explores how speakers know and use their language, questioning whether language is innate or learned through experience. This includes examining the structure of language itself, such as syntax, semantics, and phonology. Theoretical foundations lie in Ancient philosophy considering that early inquiries into the nature of language can be traced to ancient thinkers like Plato and Aristotle, who debated the relationship between words and the objects they represent. Modern linguophilosophy is deeply connected to theoretical linguistics, particularly the generative and cognitive approaches to the study of language. It draws on linguistic theories to inform philosophical discussions about the mind, brain, and knowledge.

Intercultural communication refers to the process of interaction between individuals from different cultural backgrounds. The essence of intercultural communication is understanding and respectfully navigating the exchange of information across different cultures to build relationships, foster global integration, and overcome barriers like language, customs, social norms, greetings, expressions of gratitude, or politeness vary greatly across cultures. Therefore, effective intercultural communication requires not only linguistic competence, however, also cultural awareness and sensitivity. It requires awareness of how culture shapes our communication styles and perspectives, and the ability to adapt to different norms and values to ensure effective and equitable interactions. It helps connect people from diverse backgrounds by overcoming potential conflicts arising from different languages, beliefs, and customs also it involves adapting communication styles and behaviors to better align with the expectations of another culture, and encouraging mutual adaptation in the other person as well. At its core is the recognition and value of cultural differences, promoting respect and empathy between individuals. In an increasingly interconnected world, it is crucial for creating a more globalized and cooperative society, applicable to both international and domestic cultural differences. It acknowledges that culture influences how messages are encoded, the mediums used for communication, and how those messages are interpreted.

Theoretical branches of linguistics—semantics, pragmatics, cognitive linguistics, and linguoculturology—explain how language and culture are interconnected. Semantics studies meaning; pragmatics examines language use in context; cognitive linguistics explores how language reflects thought; and linguoculturology investigates how language embodies cultural values. These fields reveal the deep relationship between linguistic structure and cultural worldview.Theoretical linguistics investigates the fundamental structures and principles of language, focusing on abstract models rather than practical applications. Key areas of study include phonetics is that he study of the physical properties of speech sounds, including how they are produced and perceived, phonology which means the study of how sounds function and are organized in a specific language's system, the study of the internal structure of words and how they are formed is morphology , syntax the study of the rules governing the structure of sentences and phrases, semantics and pragmatics are the study of linguistic meaning, including the relationship between words, sentences, and concepts and of how context influences the interpretation of language. Goals of theoretical linguistics are constructing and develop theories of language to explain its nature, identifying universal principles that apply across all languages, building comprehensive models that explain how humans acquire, process, and produce language, analyzing language as a cognitive system and understand its relation to other cognitive processes.

The practical aspects of linguistics involve the application of linguistic knowledge to solve real-world problems in areas such as language teaching, translation, speech therapy, and computational linguistics. Key subfields contributing to these applications include applied linguistics, which focuses on practical challenges, and sociolinguistics and psycholinguistics, which examine language use in social and cognitive contexts, respectively. The practical dimension of linguistics is evident in translation, language education, diplomacy, and

global communication. A translator must understand not only linguistic equivalence but also cultural context. In modern language teaching, developing intercultural competence is essential, helping learners to interpret cultural differences and communicate effectively. Thus, linguistics contributes to building bridges between nations and promoting mutual understanding. There are core areas of applied linguistics: developing effective teaching methods, creating curricula, and designing language assessment tools, bridging communication gaps between languages and cultures, diagnosing and treating language-related disorders like aphasia. using computational methods to analyze language, with applications in areas like machine translation and speech technology, compiling dictionaries and standardizing languages. Applied linguistics is the branch specifically focused on practical applications, such as language teaching, translation, and communication policy, sociolinguistics studies how social factors like class, gender, and ethnicity affect language use, which is crucial for understanding language in social contexts. Psycholinguistics investigates the mental processes involved in language, including how people acquire, process, and understand language. Neurolinguistics explores the relationship between language and the brain, including how language is stored and how brain injuries can affect language abilities. Forensic linguistics Applies linguistic knowledge to legal investigations.

CONCLUSION.

In conclusion, linguophilosophy—also known as the philosophy of linguistics—explores the essential nature of language, how it connects to human thought and reality, and the conceptual foundations of linguistic theory. Intercultural communication involves interaction among people from diverse cultural backgrounds. Theoretical areas of linguistics, such as semantics, pragmatics, cognitive linguistics, and linguoculturology, reveal the ways in which language and culture influence one another. The applied side of linguistics can be seen in fields like translation, language teaching, diplomacy, and international communication.

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MORFOLOGIYA HAQIDA UMUMIY MA’LUMOT VA UNING TILNI O‘RGANISH HAMDA TAHLIL QILISHDAGI ROLI

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Annotatsiya. *Bu maqola tilshunoslikning grammatik sathi, xususan morfologiya haqida. Unda grammatikaning kelib chiqishi, morfologiya va morfemika tushunchalari, ularning vazifalari, so‘zlarning tuzilishi, qo‘shimchalarning turlari hamda o‘zbek tilidagi so‘z turkumlari haqida batafsil ma’lumot berilgan.*

***Kalit so`zlar:*** *grammatika, mormefa, morfemika, so`z turkumlari, munosabat shakllari, qo`shimchalar.*

Abstract. *This article is about the grammatical structure of the text, about morphology. It provides detailed information about the origins of grammar, the concepts of morphology and morphemics, their functions, the structure of words, types of suffixes, and word classes in the Uzbek language.*

Keywords: *grammar, morpheme, morphemics, word classes, relational forms, suffixes.*

Аннотация. *В данной статье речь идет о грамматическом уровне языкознания, а именно о морфологии. В нем дается подробная информация об истоках грамматики, понятиях морфологии и морфемики, их функциях, структуре слов, типах суффиксов и классах слов в узбекском языке.*

Ключевые слова: *грамматика, морфема, морфемика, классы слов, реляционные формы, суффиксы.*

KIRISH.

Til insonlar o`rtasidagi eng asosiy aloqa vositasi bo`lib, u har bir xalqning tarixini, madaniyatini va dunyoqarashini aks ettiradi. Har bir til o‘ziga xos tovush tizimi, so‘z boyligi va grammatik qoidalariga ega. Tilshunoslik fani 1816-yilda shakllangan [4]. U tilning barcha jihatlarini chuqur o‘rganadigan fan sifatida e’tirof etiladi. Tilshunoslikning muhim bo‘limlaridan biri — morfologiya bo‘lib, u so‘zlarning tuzilishi, shakllanishi va grammatik belgilarini tahlil qiladi. Morfologiya til tizimini yaxshiroq tushunishga, so‘zlarning o‘zaro bog‘lanish qonuniyatlarini aniqlashga yordam beradi.

Tasavvur qiling, dunyoda 6500 ga yaqin til bor bo‘lib, bu tillar o‘z tarixi, ohangi, grammatik tushunchalari bilan boshqalaridan ajralib turadi. Bu tillarning eng katta va asosiy bo‘limi grammatika hisoblanadi. O‘zbek tilshunosligida til tizimini tashkil etuvchi eng muhim 3 ta sath mavjud: fonetik-fonologik sath, leksik sathi va grammatik sath [3]. Grammatik sathda so‘zlarning grammatik formulasi, ularning bir biriga bog‘lanishi o‘rganiladi. Grammatika so‘zi grek tilidan olingan bo‘lib, " harf o‘qish va yozish san’ati" degan ma’noni bildiradi [5]. Grammatika tushunchasi ikki ma’noli, ya`ni bir ma’nosida grammatik qurilishi tushunilsa, ikkinchi ma’nosida o‘sha grammatik qurilishini o‘rganuvchi tilshunoslik sohasi tushuniladi. Qolaversa, u sarf- nahv degan 2 ta kichik bo‘limni o‘z ichiga oladi. Sarf bu morfologiya, nahv bu sintaksis demakdir. Morfologiya atamasini 1859 - yil August Schleicher tilshunoslik sohasi qo‘shgan. Bu atama yunon tilidan olingan bo‘lib, "shakl haqidagi ta’limot", sintaksis ham morfologiya singari yunon tilshunosligiga oid bo‘lib, "so‘zlarni birlashtirish" degan ma’nolarni anglatadi [1]. Morfologiya bu tilshunoslikning bir kichik

sohasi bo‘lib, u so‘zlarning tuzilishi va shakllanishini o‘rganadi. Strukturalizim asoschisi hisoblangan Fetdinand de Sossyur tilning ma’lum bir xususiyatlarini morfologiya orqali o‘rganishni tadqiq qilib tilshunoslikka ulkan hissa qo‘shgan. Morfologiya negizi bu morfemika tushunchasi hisoblanib, u eng kichik ma’no anglatuvchi tilshunoslik bo‘limiga kiradi. Praga lingvistika maktabi tadqiqotchilari fonologiya va morfologiyaning o'zaro aloqasini o‘rgangan, shuningdek, morfemalarni tilning eng kichik ma’noli birliklari sifatida tavsiflangan. Morfemika morfemalarni o‘rganuvchi bo‘lim hisoblanib, u ko`makch va yetakchi morfemalardan iborat. Yetakchi morfema bu so‘zning asosi bo‘lsa, ko‘makchi morfema qo‘shimcha hisoblanadi. Yetakchi morfemaga so‘zning ma’no anglatuvchi, yani asosiy ma’nosi bor bo‘lgan qism deb qaralsa, ko‘makchi morfema mustaqil qo‘llana olmaydigan, asosga qo‘shilib vazifa bajaradigan va asosga qo‘shimcha ma’no qo‘shishga ko‘maklashadigan qisim. Ko‘makchi morfemalar vazifasiga ko‘ra 2 xil bo‘ladi: so‘z yasovchi va shakl yasovchi [2]. So‘z yasovchi morfemalar asosga yangi ma’no yuklay olish xususiyatiga ega. Shakl yasovchi morfemalar nafaqat asosga qo‘shilib unga qo‘shimcha ma’no yuklaydi, balki bir so‘zni ikkinchi bor so‘zga bog‘lash vazifani ham bajaradi. Bunday qo‘shimchalar sintaktik munosabatni bildirish- bildirmasligiga ko‘ra 2 turga - sintaktik munosabatni bildirmaydigan morfemalar ya`ni bular lug‘aviy shakl yasovchi qo‘shimchalar va sintaktik munosabatni bildiradigan morfemalar ya`ni sintaktik shakl yasovchi qo‘shimchalarga bo‘linadi. Lug‘aviy shakl yasovchi qo‘shimchalar 4 bo‘limdan (otlardagi, sifatlardagi, fe’llardagi hamda sonlardagi lug‘aviy shakl yasovchilardan) iborat bo‘lgan, so‘zning leksik ma’nosini biroz o‘zgartiradigan qo‘shimcha turi hisoblanadi. Sintaktik shakl yasovchi qo‘shimchalar esa so‘zlarning ma’lum morfologik shaklini o‘zgartira olish qobilyatiga ega bo‘lib, o‘zida 2 ta yirik-yirik bo‘limlarni jamlagan: ismlarning munosabat shakllari hamda fe’llarning munosabat shakllari. Ismlarning munosabat shakllari ham 3 ta kichik qismga bo‘linadi: kelishik shakllari, egalik shakllari va kesimlik shakllari. Fe’llarning munosabat shakllari ham ismlarning munosabat shakllari singari 3 guruh bilan kategoriyalanadi. Bular zamon shakllari, mayl shakllari va 3ta tuslanishni birlashtirib turgan shaxs-son shakllaridir. Morfologiya tahlil qiladigan asosiy birliklardan biri bu so‘z turkumlaridir. So‘z turkumlari so‘zlarning ma’nosi, grammatik belgisi va gapdagi vazifasiga ko‘ra ajratiladi. Har bir til o‘ziga xos tuzilish va grammatik tizimga ega bo‘lib, unda o‘sha tilning mazmunini ifodalovchi o‘ziga xos so‘z turkumlari mavjud. Masalan, rus tili grammatikasida 10 ta so‘z turkumi, o‘zbek tilida 11 ta, ingliz tilida 9 ta va uyg‘ur tilida 8 ga so‘z turkumi mavjud. O‘zbek tili grammatikasi mavjud bo‘lgan so‘z turkumlari 3 guruhga bo‘linadi: mustaqil so‘z turkumlari (ot, sifat, son, olmosh, ravish, fel) hamda yordamchi so‘z turkumlari (ko‘makchi, bog‘lovchi, yuklama), alohida olingan so‘zlar (undov, modal, taqlid so‘zlar)kabi kategoriyalarga ajratiladi.[6]

XULOSA.

Xulosa qilib aytganda, morfologiya tilshunoslikning eng asosiy va murakkab bo‘limlaridan biri bo‘lib, u so‘zlarning tuzilishi, shakllanishi hamda ularning grammatik ma’nolarini o‘rganadi. Morfemika esa morfologiyaning tarkibiy qismi sifatida so‘zning eng kichik ma’no anglatuvchi qismlarini tahlil qiladi. Morfologiya yordamida tilning ichki tuzilishi, grammatik qonuniyatlari va so‘z turkumlari o‘rtasidagi munosabatlar aniqlanadi. Shu boisdan morfologiya nafaqat tildagi birliklarning shakliy tomonini, balki ularning ma’no va vazifalarini ham ochib beradi. Tilning grammatik tizimini chuqur o‘rganish esa o‘z navbatida tildan to‘g‘ri foydalanish imkonini yaratadi.

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ELLIPSIS TIL VOSITALARINI TEJASHNI YUZAGA KELTIRUVCHI OMIL SIFATIDA

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Annotatsiya. *Ushbu maqola tilshunoslikdagi dolzarb muammolardan biri – ellipsis hodisasiga bag‘ishlangan.Ellipsis til vositalarini tejash va nutqni sodda, ta’sirchan qilishning universal usuli hisoblanadi. U XVIII-XIX asrlarda tilshunoslar (K.F. Bekker, A. Noren) tomonidan grammatik hodisa sifatida o‘rganilgan bo‘lsa, keyinchalik Fleysher uni leksik nuqtai nazardan ham izohlagan. Hozirgi tadqiqotlarda esa ellipsis nafaqat ega yoki kesimning tushirilishi, balki artikl, ko‘makchi va qo‘shma so‘z qismlarining chiqib qolishi bilan ham bog‘liq ekani ta’kidlanadi. Uning asosiy vazifasi – ortiqcha birliklarni qisqartirish, matnni ixcham va ifodali qilish hamda muallifning individual uslubini namoyon etishdir.*

Kalit so‘zlar: *ellipsis, til vositalarini tejash, grammatik hodisa, leksik hodisa, sintaksis, stilistika, nutq ixchamligi, ta’sirchanlik, individual uslub.*

KIRISH.

Ellipsis hodisasi ham boshka sintaktik-stilistik hodisalar kabi uzining uzoq o‘rganilish tarixiga ega. Ushbu masala bundan ikki asr oldin ilk bor germanshunos olimlarning diqqat-e’tiborlarini jalb qilgan edi. Shu o‘rinda ta’kidlash joizki, germanshunos olim K.F.Bekker o‘zining “Ausfuhrliche deutsche Grammatik als Kommentar der Schulgrammatik” nomli grammatika darsligida ellipsis hodisasiga uchragan quyidagi gaplarni keltirib, “die Sache aus”, “der Fisch im Wasser”, “der Hut ab!”, “die Tür zu!” kabilarni misol qilib ko‘rsatadi (K.F.Becker, 1837, s. 84), olim ularni elliptik gaplar deb nomlagan edi, chunki ushbu gaplar tarkibida “sein”, “legen”, “machen” kabi fe’l-kesimlar o‘rnida keluvchi fe’llar qo‘llanilmaydi. Demak, gaplar tarkibida fe’l-kesimlarning qo‘llanmasligi ellipsis hodisasiga ishora kiladi. Ellipsis hodisasiga nisbatan nemis olimi K.F.Bekkerdan tashqari boshqa germanshunos olimlar ham o‘z munosabatlarini bildirib, ellipsisning doirasini kengaytirishga ulkan hissa qo‘shishgan. Ana shunday olimlardan biri shved olimi A.Norendir. A.Norenning ta’kidlashicha, ellipsis hodisasi faqatgina gaplar tarkibidan fe’l-kesimning tushirib qoldirishi bilan emas, balki bog‘lovchilar, ko‘makchilar, shuningdek, artikllarning tushirib koldirishi bilan bog‘liq bo‘lgan jarayonlarni ham qamrab olishi mumkin. Agar K.F.Bekker, A.Noren kabi olimlar ellipsis hodisasiga grammatik nuktai nazardan yondashgan bo‘lsa, ya’ni ellipsis hodisasini grammatik hodisa sifatida tahlil qilgan bo‘lsalar, taniqli nemis olimi V.Flaysher esa unga leksik hodisasi sifatida yondashgan. Natijada u leksik ellipsislarni tadqiq qilgan. Leksik ellipsislarni V.Flaysher ikki guruhga, ya’ni “Kopfwörter”, “Schwanzwörter” guruhlariga bo‘lib o‘rganadi. “Kopfwörter” tushunchasi bo‘yicha so‘zlarning ikkinchi kismi, ya’ni “dumi” ellipsis hodisasiga uchraydi, boshqacharoq qilib aytganda, tushirilib koldiriladi.

Masalan: 1. Labor (torium), Lok (amotive), Kondi (torei), Limo (nade), Uni (versität) va boshqalar.

Demak, bu yerda so‘zlarning qavs ichiga olingan qismlari tushirilib qoldiriladi, ya’ni ellipsisga uchraydi.

Ta’kidlash joizki, “Schwanzwörter” tushunchasi asosida biz yuqorida sodir bo‘lgan voqeaning aksini ko‘ramiz, bu yerda so‘zning boshi, aniqroq qilib aytganda, bosh qismi tushirilib qoldiriladi va ellipsisga uchraydi.

Masalan: 2 (Omni) bus, (Schalt) platte, (Fahr) rad, (Ton) bad. (Regen) schirm, (Eisen) bahn, (Radio)

empfänger va boshqalar. Demak, ellipsis – bu qo‘shma so‘zlardan birining tushirilib qoldirishidir, ya’ni til vositalarning tejash usullaridan biridir.

Ko‘plab tilshunos-olimlarning ellipsis hodisasi to‘g‘risida bildirgan fikr-mulohazalariga asoslanib, shuningdek, badiiy matn ustida olib borilgan uzoq yillik kuzatishlar natijalariga tayangan holda shu narsani alohida ta’kidlash lozimki, ellipsis hodisasi doirasi faqatgina gap tarkibidan kesimning yoki qo‘shma so‘zlar tarkibidan biron-bir bo‘lakning tushirilib qoldirilishi bilan chegaralanib qolmaydi. Aytish joizki, tilshunoslikdagi bu hodisa matn tarkibidan istalgan gap bo‘lagining tushirilib qoldirilishi natijasida sodir bo‘ladigan transformatsion o‘zgarishlarni ham o‘z ichiga qamrab oladi. Shu sababli ellipsis hodisasi, olimlar tomonidan ta’kidlab o‘tilganidek, fakatgina leksik va grammatik hodisa sifatda emas, balki stilistik xodisa sifatida ham kitobxonning diqqat-e’tiborini o‘ziga jalb qilishi kuzatiladi. Ma’lum bir gap yoki matn tarkibidan biror bo‘lakning tushirilib koldirilishi uchun ularda aniq muhit yoki kontekstual vaziyat bo‘lishi talab etiladi. Aytish joizki faqat ular yordamidagina tushirilib qoldirilgan bo‘laklar qayta tiklanishi mumkin. Bunday tushirilib qoldirilgan bo‘laklar gap yoki matnning mazmuniga ta’sir qilmaydi, aksincha, tasvirlanayotgan voqea-hodisaga e’tiborni kuchaytirishga undaydi. Bunday holat esa tushirilib qoldirilgan bo‘lakning o‘rnini bosuvchi elementni qayta tiklashga yordam beradi. Bunday xususiyatlarni quyidagi misollar tahlilida kuzatish mumkin.

Masalan: 3. Marie hat Herdruss an den Händen, die Küchenschürze ist nicht sauber,sie kann immerzu eine frische (-) umbinden (J. Harder, S. 212).

Masalan: 4. Er ist nie auf diesen Boden gewesen, yer (-) nicht und nicht Engmann (-). (J. Harder, S. 181).

Demak, ushbu misollarda ellipsis gaplar keltirilgan. Ellipsis gaplar tarkibidan tushirilib qoldirilgan komponentlarni aniqlash maqsadida shartli ravishda (-) - qavs + tire belgisini qo‘lladik. Bunday ramziy belgilar har xil shakllarda bo‘lishi ham mumkin, biroq, biz bu yerda qavs + tire, ya’ni (-) ni tanladik. Agar biz transformatsion metoddan foydalanib, elliptik gaplarni odatdagi to‘liq gaplarga aylantirsak, u holda ular quyidagicha ko‘rinishga ega bo‘ladi.

Masalan: A. Marie hat Herdruss an den Händen, die Küchenschürze ist nicht sauber, sie kann immerzu eine frische Küchenschürze umbinden.

Masalan: B. Er ist nie auf diesem Boden gewesen, er ist nicht gewesen, und Engmann ist auch nicht gewesen.

Transformatsion metod yordamida u yoki bu gapni to‘liq holga keltirish unchalik mushkul jarayon emas, balki ayrim hollarda ba’zi bir o‘zgarishlar kiritishga to‘g‘ri keladi. Masalan 4-raqamli misol tarkibiga ba’zi bir o‘zgarishlar kiritdik. Agar bu yerda -auch yuklamasi kiritilmaganda edi, bu gaplar orasida mantiqiy bog‘likliklar yuzaga kelmagan bo‘lar edi. Auch -ning bu yerda kiritilishi, birinchidan, gaplar orasidagi mantiqiy bog‘liqlikni o‘rnatishga, ikkinchidan, esa oxirgi gapda so‘z tartibini ma’lum darajada o‘zgartirishga yordam beradi.

Biz bu yerda transformatsion metoddan foydalangan holda gap tarkibidan tushirib qoldirilgan komponentni ko‘rsatishga xarakat qildik, xolos. Biroq kutilgan natijalar bunday usullarda sodir bo‘lavermaydi, chunki ellipsisning ham qonun-qoidalari mavjud va u ana shu konun qoidalari asosida harakat qiladi hamda unga buysinadi. Ellipsisga xos bo‘lgan bunday qonun-qoidalar 3,4 rakamli misollar tarkibida mavjud bo‘lgan muxit, vaziyat va kontekstual imkoniyatlar bilan belgilanadi.

3, 1-rakamli misollarda bunday vaziyatlar, kontekstual muhitlar, bir tomondan, Küchen-schürze, - ist gewesen - kabi komponentlar yordamida yuzaga kelsa, ikkinchi tomondan esa, ularning shu gaplar ichida boshqa gap bo‘laklariga nisbatan tutgan mazmuniy munosabatlari natijasida yuzaga keladi.

“Ellipsis hodisasi, o‘z navbatida stilistik hodisadir. Yozuvchilar bunday stilistik figuralardan aniq, stilistik maqsadlar uchun foydalanadilar: birinchidan, til vositalarni tejash yo‘li bilan gap strukturasini soddalashtirishga erishiladi, gap strukturasining soddalashuvi natijasida tasvirlanayotgan voqea-hodisalarning ta’sirchanligi, emotsionalligi kuchayadi; ikkinchidan, ellipsis hodisasi o‘z tabiati bilan ko‘p qirrali hodisadir. Shuning uchun ham uni boshqa sintaktik va stilistik hodisalar bilan o‘zaro bog‘liqlik holatlarda o‘rganish maqsadga muvofiq, ayniqsa, uni til ekonomiyasining asosiy omillaridan biri sifatida o‘rganish ayni muddaodir.

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ИСИГУРО КАДЗУРО ВА ИНТЕРМАТН

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Abstract. *This paper explores cultural references among Esperanto speakers, highlighting how shared language fosters a unique identity. It examines the influence of diverse cultural backgrounds on communication styles, traditions, and social interactions within the Esperanto community, emphasizing the importance of mutual understanding and respect in promoting global unity.*

Keywords: *esperanto, cultural signs, identity, communication, traditions, social interactions, mutual understanding, global unity.*

KIRISH.

XXI аср адабиёт соҳасининг мутахассислари олдига жаҳондаги глобаллашув жараёни билан боғлиқ янги, ўта долзарб муаммони қўймоқда. Жамиятшунослик йўналишидаги фанлар маданиятлараро алмашувнинг аҳамиятини тан олгани ҳолда маданий ўзига хосликнинг йўқолиб бораётганлигидан огоҳлантираётган бир пайтда, адабиётшуносликда мултимаданиятлиликнинг ўзига хосликни сақлаб қолишнинг муҳим шарти эканлиги масаласида бир фикрга ҳали ҳам келингани йўқ. Глобаллашув тарафдорлари замонавий дунёда миллий адабиёт тушунчасидан воз кечишга даъват қилишгача боришмоқда.

Оқибатда XXI асрнинг бадиий асарларида акс эттирилган у ёки бу маданиятнинг барқарор анъаналари тўғрисида фикр юритиш мураккаблашиб бормоқда. Исталган матнга Ер шарининг исталган нуқтасидан етишиш имконияти биратўла икки йўналишда ушбу анъаналар чегараларининг йўқола боришига туртки бўлмоқда. Биринчидан, Европа ёзувчиларининг аввал ўз “сўзини айтмаган” Африка, Осиё, Жанубий Америка мамлакатлари адабиётларига қизиқишлари стилизация, ўзлашмалар, пародиялар, ўйинга – хуллас, постмодернизмнинг ёрқин белгиларига олиб келмоқда. Иккинчидан, бу энди жиддий муаммо – “ёш адабиётлар”нинг ижодкорлари европача андозаларга мўлжал олиш истаги билан боғлиқ маданиятлар диалоги оқибати ўлароқ марказдан ҳаракатланишнинг жадаллашувидир. Албатта, ҳар қандай маданиятнинг ўзагида мамлакат табиати, иқлими, манзаралари, таомлари, этник тури, тили, ўз тарихи ва маданияти ҳақидаги хотираси таъсирида шаклланган хос хусусиятлар сақланади. Айни вақтда “миллий адабиёт” тушунчаси жиддий ўзгаришларга учраяпти. Инглиз адабиёти мисолида ушбу масалани ойдинлаштиришга уриниб кўрамиз. XX асрнинг 70-йилларигача “инглиз адабиёти” термини, аввало, Британ ороллари ҳудудида яратилган адабиёт маъносини билдирган. Англиядан ташқарида истиқомат қилувчи йирик ёзувчилар ижоди ё ўрганилмаган, ёки инглиз анъаналари доирасидагина баҳоланган. Ўз тарихига эга Қўшма Штатлар адабиёти бундан мустасно. Бироқ, кўпгина америкалик ёзувчилар Англия ва Европада яшашни афзал билишса-да, уларнинг миллий мансублиги ҳаёти ва ижодининг тадқиқот контекстига тортилишига тўсқинлик қилиб келган.

XX асрнинг иккинчи ярмидан инглиз тилида яратилаётган адабиётга муносабатлар аста-секин ўзгара бориб, танқидчилар эътиборини Кариб ҳавзаси мамлакатлари адабиёти ва Австралия насри ҳамда мустақилликка эришган Африка ва Осиё мамлакатлари ёзувчиларининг ижоди жалб эта бошлади. Бугунги кунда Британия адабий ҳаётида Ғарбдаги маданий жараёнларда фаол иштирок этаётган Узоқ Шарқдан чиққан муаллифларнинг асарлари алоҳида қизиқиш уйғотмоқда. Бундай ижодкорларнинг асарлари замонавий инглиз адабиётининг энг янги тенденцияларини намоён этибгина қолмай, ундаги ўзига хос оқимларнинг мавжудлигини ҳам билдиради. Янги шарқ ғарб адабиётида яққол андрогинлик белгилари кузатилади: битта бошда иккита қиёфа (бири кун чиқарга, иккинчиси кун ботарга қараган), икки қалб, икки

нигоҳ ва ниҳоятда барқарор таянч аъзоларига эга. XX аср охири андрогинлари (бир вужудда икки моҳиятнинг мавжудлиги) – кейинги юз йиллик маданиятида асосий йўналишни белгилаб берувчилардир. Замонавий тарихий босқичда “андрогин” адабиётнинг дунёдаги уч асосий марказларини – Қўшма Штатлар, Япония ва Буюк Британияни алоҳида ажратиб кўрсатган ҳолда қуйидаги хулосани чиқариш мумкин: янги, ўзгача таркибли қоннинг оқиб кириши туфайли Британ адабиёти бугунги кунда жаҳондаги энг сара адабиётлардан бири ва буни амалга оширилаётган таржималар сони ҳам далиллайди.

Англия адабий ҳаётининг ёрқин намояндалари В.Найпол (Тринидадлик), хитойлик Тимоти Мо, ҳиндистонлик Салмон Рушди ва келиб чиқиши японияли Кадзуо исигуролар ҳисобланади. Уларнинг ижодида ҳам Ғарб, ҳам Шарқ дунёқарашларига ва адабий андозаларига хос бўлган маданий анъаналар ҳамда услубларнинг ўзига хос ўзаро таъсири кузатилади.

Кадзуо Исигуро (1954 йилда туғилган) 5 ёшида Британияга кўчиб келган ва ўзини инглиз ҳис этади, инглиз адабиётига эса “халқаро” муаллиф сифатида кириб келган ва онгли равишда шундай ижодкор бўлиб қолмоқда. “Мақсадим – халқаро романлар ёзиш” дейди ёзувчининг ўзи ва бундай роман даганда ҳар хил одамларга яқин ҳамда тушунарли асарларни кўзда тутишини таъкидлайди.

Унинг ижодида икки моҳият яхлит бир бутунлик касб этган, ҳам инглиз, ҳам япон адабиётига хос бўлган поэтика усуллари (приёмлари) тўғрисида сўз юритиш имконини беради. Тасвирланаётган воқеалари Японияда кечадиган икки романи: “Туманли тепаликлар томонда” ва “Омонат дунё мусаввири”да ёзувчининг шахсий миллий ўзига хослигига қизиқишини кўрамиз, шунингдек, ўтмиш билан боғлиқ ҳолатлар кўзга ташланувчи “Етимлик йилларда” романида ҳам қаҳрамон Шарқдан Ғарбга, Англияга кўчиб келади. Дастлабки, шарқона романларидан кейин, чин маънода инглизча, инглизлик ҳодисасини тадқиқ ва талқин қилувчи “Куннинг қолдиғи” романи яратилди.

Замонавий британ ёзувчиси, адабиёт бўйича Нобел мукофоти совриндори К.Исигуронинг ижоди китобхонлар, танқидчилар ва тадқиқотчиларда катта қизиқиш уйғотиб келмоқда. Жаҳон адабиётшунослигида мазкур муаллиф услубининг алоҳида қирралари тадқиқ этилган ёки ижодига умумий тавсифлар берилган қатор ишлар мавжуд. Энг аҳамиятли монография муаллифларини санаб ўтамиз: : B. Lewis [Lewis, 2001], W. Sim [Sim, 2006], B. W. Shaffer [Shaffer, 2008], C. F. Wong [Wong, 2019].

К.Исигурога бағишланган дастлабки жамоавий монографиялардан бирининг (“Kazuo Ishiguro: Contemporary Critical Perspectives”) муаллифлари биринчи ўринга ёзувчи ижодининг универсаллигини, ижодкор томонидан лисоний, миллий ва маданий чегараларни енгиб ўта олишини қўйишади. “Kazuo Ishiguro: New Critical Visions of the Novels” номли бошқа бир монографияда муаллиф универсаллик билан бир қаторда ёзувчи ижодининг яна бир муҳим жиҳатини – ахлоқнинг умуминсоний муаммоларига мурожаат қилиши айтиб ўтилади: Исигуро воқеалар содир бўлаётган жамиятнинг маданий ўзига хосликларига маълум даражада эътибор қаратади ва бу жиҳат унинг асарларига универсаллик бахш этади, лекин у “яхши манералар” ҳақида сўз юритганида, ёзувчи шунчаки одоб-ахлоқ қоидаларини эмас, балки ахлоқий масалаларнинг чуқур тадқиқини кўзда тутади.

Ёзувчи ижодининг миллийликдан юқори турувчи универсал хусусияти ҳозирги вақтда унинг охирги асарини “Клара ва Қуёш” (“Klara and the Sun”) (2021) романида яққол кўзга ташланади. Умумий жиҳатдан К.Исигуро услубини ўқувчига оламни янгича кўриш имконини берадиган ўйин, матннинг ҳам хил категориялари билан ўйин сифатида тавсифлаш мумкин: унинг жанрлар, шакл ва ҳикоя усуллари билан ўйинлари қанчалик нозик ижро этилган бўлмасин, ҳар доим китобхонга муаллифнинг ва шахсан ўзининг дунёсига ўзгача назар билан қарайдиган нимадир янги, яна бир нуқтаи назарни тақозо қилади.

К.Исигуронинг “Клара ва Қуёш” романи ёзувчи услубининг ўзига хос хусусиятларини намоён қилади ва шу билан бир вақтда муаллиф олдига қўйиладиган вазифаларнинг янги ечимларини таклиф этади. Тўғрироғи, К.Исигуронинг деярли ҳамма асарларида турли жанрлар қирраларининг ўзаро бир-бирига сингиши кузатилади ва ёзувчининг романини маълум жанрга мансуб ҳисоблаш анчайин мушкул масаладир.

“Омонат дунё мусаввири” романи ўзида оилавий, тарихий а ижтиоий романларнинг жанр хусусиятларини умумлаштиради. “Дафн этилган баҳайбат” романи бир вақтнинг ўзида роман-ривоят,

тарихий ва фалсафий романдир. “Куннинг қолдиғи” асари тарихий ва психологик роман. Илмий фантастика унсурларига эга антиутопия жанридаги асарлар сирасига муаллифнинг “Мени қўйиб юборма” романини киритиш мумкин.

Айтиш лозимки, К.Исигуро кўпгина романларида муаллиф ижодий ниятининг – ўқувчини ижодий ҳамкорликка юқори даражада жалб қилишни амалга ошириш учун мавҳумлик муҳитини яратади. Ўқувчи муаллиф томонидан айтилмаган ва тўлиқ билдирилмаган фикрларни мустақил талқин қилиши, аллюзияларни топа олиши ва турли ҳодисалар, воқеалар, рамзларга ўз шахсий маъносини бериши лозим бўлади. К.Исигуро услубининг бундай жиҳати “Клара ва Қуёш” романида намоён бўлади: романда муаллиф томонидан айтилганлар билан мушоҳада қилиб англаш мумкин бўлганлар орасида мувозанат сақланади.

Ўзининг жанрга оид хусусиятлари билан К.Исигуронинг “Клара ва Қуёш” асари бир неча жанрларнинг бир роман тўқимасига бирлаштирилганлиги билан ажралиб туради. Фарқи шундаки, бу асарда муаллиф фойдаланган жанр шакллари сони унинг бошқа асарларидан ҳам кўпроқ. Ушбу асарни антиутопия, илмий фантастика, оилавий ва ўсмирлар учун роман ҳисоблаш мумкин. Романда талқин қилинган мавзулар таҳлили уни шунингдек ижтимоий-психологик ва экзистенциал романлар қаторига киритишга асос беради.

Маълумки, К.Исигуро топшириб қўйиладиган ровийлик усулининг устаси ҳисобланади. Ёзувчи ишончсиз ҳикоячи деб номланадиган ҳар хил ровийларни танлайди, уларнинг образига эврилади, ровийлар руҳиятини нозик ҳис этади, тасвирланаётган воқеалар ва бошқа персонажларни уларнинг нуқтаи назаридан тасаввур қилади. “Омонат дунё мусаввири” романидаги воқеалар мураккаб ижтимоий-сиёсий пўртаналарни бошидан кечирган, ўзи йўл қўйган хатолар, нотўғри қўйилган қадамлари сабабли қаттиқ азият чекаётган рассом Оно томонидан ҳикоя қилинади. “Куннинг қолдиғи” асаридаги воқеалар эса садоқатли хизматкор ҳаётий тамойилларга нисбатан ўз қарашларига эга бўлган кекса инглиз эшикоғаси Стивен нигоҳида берилган. “Дафн этилган баҳайбат” романида эса ровий вазифасини сирли қаҳрамон – мифологик қайиқчи Харон мисоли марҳумларнинг руҳларини нариги дунёга олиб ўтувчи образга юкланган. Унинг роли асар якунида очилади.

“Ноктюрнлар” (ноктюрн – ҳажман катта бўлмаган мусиқий асар) номли ҳикоялар туркумидаги ҳар бир асар ўз ровийсига эга (саксофончи, виолончел чалувчи, эстрада юлдузи) ва улар ўз ҳаёти ва ҳаёт йўлида учраган кишилар турмушининг манзараларини тасвирлайдилар. Ҳар бир романда у ёки бу қаҳрамон-ровийнинг эврилиши ўзига хос нутқ манераси билан белгиланади – танланган персонажга хос лисоний хусусиятлар қўлланилади. Бу лексик бирликлар, грамматик шакллар ва синтактик қурилмалардан фойдаланишдир.

“Клара ва Қуёш” романида ҳам топширилган ровийлик ҳодисасини кузатамиз, лекин у ниҳотда ўзига хос ва кутилмагандир: ровий роли робот-андроид, инсон қиёфаси ва сунъий ақлга эга машина тилидан ҳикоя қилинади. Кишини ҳайратга соладиган, деярли инсондан фарқ қилмайдиган Клара исмли сунъий қиз машинага хос сўзлаш манерасига ва фикрлаш усулига эга бўлиб, муаллиф бу ўзига хосликларни усталик билан яратиб бера олган. Клара ахборотни қабул қилувчига тўғридан-тўғри мурожаат қилишдан қочади, унинг исмини айтиб гапиради. Унинг нутқи нафақат сунъий ақл учун фикрларнинг аниқлигини ҳам, шунингдек, Кларанинг инсоний мураккабликлар ва ғайирликлардан холи бўлган тийнатини, соф нияти ва олийжаноб мақсадларини ҳам акс эттиради.

К.Исигуронинг ҳар хил асарларидаги хронотоп ҳам ранг-барангдир – турли даврлар, мамлакатлар, оламлар тасвиридан иборат. “Омонат дунё мусаввири” романида бу 1948-1950-йиллардаги ва хотиралар билан тикланадиган ХХ асрнинг 30-йилларидаги Японияди; “Куннинг қолдиғи” романида – биринчи жаҳон урушидан кейинги қирқ йил давомидаги Англия; “Мени қўйиб юборма” асарида – ХХ аср охиридаги Буюк Британия; “Етимлик йилларимиз” романидаги воқеалар ХХ асрнинг биринчи ярмида Шанхайда кечади; “Ноктюрнлар”да бизнинг замонимиздаги Венеция, Лондон, Вустершир графлиги каби бир неча аҳоли манзиллари тилга олинади; “Дафн этилган баҳайбат” романида – ўйлаб топилган олам унсурларига эга илк ўрта асрлардаги Англияни кўрамиз.

К.Исигуро асарларининг қаҳрамонлари ёши, ижтимоий аҳволи, миллий мансублиги, руҳияти, тийнати ва табиатига кўра фарқланадилар. Муаллиф ўз персонажларидан ҳар бирининг руҳиятига чуқур кириб бора олиш, уларни ўқувчига ишончли танитиш ва персонажларнинг нуқтаи назарида муҳим ҳсиобланган муаммо ва масалаларни кўрсата олиш қобилиятига эгадир. Асарлари бош қаҳрамонлари орасида нафақага чиққан таниқли рассом (“Омонат дунё мусаввири”), кекса эшикоғаси (“Куннинг қолдиғи”), машҳур пианиночи (“Беҳаловатлар”), бўлажак клонлар учун интернатнинг жуда ёш истиқоматчилари (“Мени қўйиб юборма”), кекса жуфтлик, жангчи (“Дафн этилган баҳайбат”) ва бошқаларни кўришимиз мумкин.

К.Исигуро бадиий асарларининг мавзулари ҳам долзарб ва турли туман ўқувчиларда атта қизиқиш уйғотади. Бу муҳаббат, эр-хотинлар, ота-болалар ўртасидаги оилавий муносабатлар, шунингдек, урушлар, экология, техник тараққиёт билан боғлиқ муаммолар, инсониятни ларзага солаётган глобал мавзулардир. Муаллиф услубининг яна бир ўзига хослиги шундан иборатки, у бир асар доирасида биргина мавзу билан чекланиб қолмайди, унинг ҳар бир асарида кенг мавзулар кўлами кўтарилади.

К.Исигуро услуби ҳар хил образли воситалардан, адабий приёмлар ва стилистик фигуралардан бой фойдаланиши билан ҳам алоҳида ажралиб туради. Интерматнли бирликлар, хусусан, аллюзилар, ўзлашмалар билан ўйин жиҳатидан “Беҳаловатлар” романи энг мураккаб намунадир; “Омонат дунё мусаввири” романи ва “Ноктюрнлар” ҳикоялар туркумида интерсемиотик алоқалар айниқса яққол кўзга ташаланади; “Дафн этилган баҳайбат” романи ўз номида ва воқеалар ривожида ифодаланган чуқур рамзий маънога эга асардир.

Исигуронинг ҳар бир романи бу – инсон муаммоси кўтарилган ва англанган асар, ҳар бир яратилаётган янги воқелик – саволларга жавоб беришдан кўра уларни янада кўпайтирадиган чуқур фалсафий ва ижтимоий воқеликдир. Бироқ айнан шундай муаллиф нуқтаи назари уни ўзига хос ва қизиқарли ёзувчи сифатида танитиб, шуларнинг ёрдамида ўқувчига таъсирнинг зарурий даражасига эришилади.

Замонавий тадқиқотчилар К.Исигуро романларида унинг вертикал маконида воқеланган япон маданияти унсурларининг синтезини қайд этишади ва япон нафосатининг тамойиллари дунёқараш ҳамда баҳолаш сатҳларидаги намоёни ҳақида сўз юритишади. Мисол учун, К.Исигуро “Куннинг қолдиғи”, “Мени қўйиб юборма” романларида Ю.С.Нестеренко ахлоқий ва эстетик аҳамиятли унсурлар сифатида анъанавий япон маданияти хусусиятларини кўради: “Куннинг қолдиғи” романининг қаҳрамонини тадқиқотчи “самурай-эшикоғаси” сифатида тавсифлайди[1], “Мени қўйиб юборма” романида “японча урғу” X-XI асрлар япон хотиралар насридан реминисценцияларда берилади[2]. Л.Ф.Хабибуллина “Куннинг қолдиғи” романида синтоизм, дзен-буддизм ва японлар томонидан жиддий қайта англашилган конфуцийчилик эстетик принципларини ўзида бирлаштирган япон маданиятининг таъсирини кўра олади[3]. “Ўз” ва “ўзга”ни талқин қилишнинг икки йўли ҳам К.Исигуронинг “Дафн этилган баҳайбат” романини тушуниш учун самарали ҳисобланади.

“Дафн этилган баҳайбат” романи қирол Артур туркумидаги бир неча рицарлик романларининг парафразидан иборат, хусусан, К.де Труанинг “Ивэйн ёки шердор Рицар” (1176-11810, “Ланселот ёхуд арава Рицари” (1169-1188) романлари ва номаълум муаллифнинг “Сэр Гавэйн ва Яшил Рицар” (XIV сар) номли аллитерацион достони кабилардан интерматнли фойдаланилганлиги кўзга ташланади. Гавэйн қиёфасида бундан ташқари Сервантеснинг Дон Кихотиининг қирраларини ҳам сезиш мумкин. Қирол Артур ҳақидаги афсоналар ва романларни талқин қилар экан муаллиф Британиянинг тарихига мурожаат қилади, хусусан, қадимги бриттлар қишлоқларини тасвирлаганда уларнинг ертўлалар қазиши ва бу ертўла уйлар бир-бири билан ерости йўллари орқали бирлаштирилиши кабиларни, сакслар эса ўз манзилларини ёғоч тўсинлар билан ўраб, атрофида ҳандақ қазиб, сув тўлдиришлари каби деталларни аниқлик билан

[1] Нестеренько Ю.С. Кодекс самурая в романе Кадзуо Исигуро «Остаток дня» // Вестник Вятского государственного гуманитарного университета. 2010. Т. 2 №3. – С. 149.
[2] Ўша жойда.
[3] Хабибуллина Л.Ф. “Японский контекст” романа К.Исигуро “Остаток дня” // Филология и культура. 2012. №1. – С. 132.

тасвирлайди. К.Исигуро тарихий турмуш деталларини қайта яратишда тарихий аниқликка ҳаракат қилади. Бироқ тарихан аниқ деталлар (кулбалар қурилиши, қуроллар, одамлар ва уларнинг уйларидан чиқадиган бадбўй ҳидлар) К.Исигуро романида Артур туркуми рицарлик романлари ва архаик англосакс эпослари оламларини бирлаштириш йўли билан яратилган янги воқеликка кўчирилади, тарихий аниқ деталлар роман мифининг бир қисмига айланиб, унинг ишончлилигини таъминлайди.

Мерлиннинг ўрмони Броселианд Кретьеннинг “Ивэйн” романи воқеалари кечган макон, Артур туркуми романлари ва уларнинг дастлабки манбаи бўлган Гальфрид Монмутскийнинг “Мерлин башоратлари” бўйича маълум сеҳрли хусусиятларга эга ўрмон Исигуронинг романида аждарҳо Квериг томон йўлда биринчи тўсиқ бўлади. Олийжаноб Ивэйн бошидан кечираётган телбалик мотиви К.Исигуро романининг манбаи сифатида Кретьен романида концептуал аҳамиятга эга: телбалик (ақлдан озиш) хотирани йўқотиш оқибатида келади – Ивэйн Лодина ҳузурига қайтиш муддатини унутади, маҳбубасини йўқотгач, ақлидан ҳам айрилади:

Ногоҳ эслаб тўлғонди,
Хотиралар уйғонди.
Тан олди гуноҳини,
Кимга айтар оҳини,
Жиноятчи олар жазосин.

(Кретьен де Труа)

Хотиранинг қайтиши айбини англаш, тавба қилиш ва ҳатто ўзлигини йўқотишни билдириб, бу тўлиқ маънода К.Исигуро романининг асосий мавзуси сифатидаги хотира ва уни йўқотиш концепциясига жавоб беради. Романда кельтларнинг илк архаик эпослари ва бизгача IX аср қўлёзмасида етиб келган англосаксон эпик достони “Беовульф”га аллюзия ва реминисценциялар кузатилади.

Хусусан, саксон жангчиси Вистан огр (одамсимон бағҳайбат маҳлуқ)нинг қўлини узиб олиб, мағлуб этади ва саксонлар қишлоғи аҳолисига намойиш қилади, шунда маҳлуқнинг қўли Акселга елка билан қўшиб чопилган маҳлуқ калласи бўлиб кўринади: *“Аксель баҳайбат маҳлуқнинг нақ томоғидан кесиб олинган бошини кўргандек бўлди. Бош тепасидан осилиб турган жингалак қўнғир сочлар даҳшатли ва қиёфасиз башарага тушиб турарди... Шундан кейин улар жуда улкан одамсимон мавжудотга тегишли бош эмас, кураги билан қўшиб кесиб олинган елка қисмига қараб туришганини тушунишди... соч деб ўйлаганлари танадан ажратилган ерда ҳар томонга осилиб ётган мушаклар ва томирлар эди”*[4]. “Беовульф” асарида геатлик қаҳрамон Гренделнинг ўткир тирноқли панжасини узиб олади:

Ҳайратда қолишди даҳшатли
Панжасидан маҳлуқнинг
Шифт ёғочига
Қаҳрамон осиб қўйган

(“Беовульф”)

Шундан сўнг қаҳрамон Беовульф гренделнинг онаси “аёлмаҳлуқа” билан жанг қилгани кетаётганда Гренделнинг жасадини топади ва ўлжа сифатида унинг бошини танасидан жудо қилиб, ўзи билан олиб кетади. Акселнинг нигоҳи туфайли Вистаннинг ўлжасида аввал яратилган эпик достон қаҳрамонининг икки ўлжаси – ўткир тирноқли панжа билан бош бирлашиб кетади. Вистаннинг учинчи қаҳрамонлиги – аждарҳо Кверигнинг ўлдирилиши ҳам Беовульфнинг икки жасоратини ўзида умумлаштиради: кўл тубида Грендал онасининг ва аждарҳонинг ўлдирилиши. Беовульфники каби Вистаннинг ҳам исми икки сўздан таркиб топган ва уни қуйидагича талқин қилиш мумкин: “Тошни мағлуб этган” ёки “Тош билан курашувчи” (қад.ингл. – “wig” – уруш, жанг + “stan” – тош).

Аждарҳо билан жанг яратувчи-маъбуд ёки маданий қаҳрамоннинг жасоратини акс эттирувчи асосий архаик мифнинг ўзак эпизодидир. Япон мифологиясида бу қаҳрамон Сусаноонинг саккизбошли Ямото-но-Ороти илони билан жангидир. Сусаноо илонни ухлатиб қўйиб ўлдиргани каби Вистан тошлар орасида

[4] Исигуро Кадзуо. Погребенный великан. – Москва: Изд-во: “Э”, 2017. – С. 88.

ухлаб ётган аждарҳо Кверигни ҳалок этади. Нафаси унутиш, хотирани йўқотишга сабаб бўлиб елган аждарҳонинг ўлдирилиши хотиранинг қайта уйғониш даври келганини англатади. Гавэйн ўтмишда берилган фармонга бўйсунади, Вистан эса ҳозир билан келажак талабини акс эттиради: Аксел ва Беатриснинг қайтган хотиралар орқали ўзлигини топишга интилишади. Шу ўринда яна бир яққол аллюзияни кўрамиз: Беатрис – Данте Алигьерининг “Илоҳий комедия”си бош қаҳрамонларидан бири Беатричега ишорадир.

“Дафн этилган баҳайбат” романида тириклар дунёси билан марҳумлар олами орасида медиатор ролини бажарувчи қайиқчи Беатрисни олиб бориши лозим бўлган уфқ билан қирғоқ орасидаги оролни кўрсатади. Беатрис таърифига (бир-бирини эшита олмайдиган ёлғиз руҳлар яшовчи орол) мос келувчи ороллар бир нечта эканлигини қайиқчи томонидан ҳам тасдиқланиши кўплаб оламлар ҳақидаги кельт мифларининг хронотопик ғоясини тасдиқлайди. Ўлимдан сўнг эр-хотиннинг ажратилиши ҳам фақат хотин-қизлар яшайдиган Ҳузур-ҳаловат ороллари ҳақидаги кельт мифларини ёдга солади: “Фебалнинг ўғли Браннинг денгиз саёҳати” номли кельт қиссасида шундай таърифни учратамиз – “У ерларда ўзга кимсалар йўқ / Хотин-қизлардан бўлак”[5]. Бироқ нариги дунё ҳақидаги кельт мифлари географиясини қайта яратар экан, Кадзуо Исигуро унга антик Эллизиум (жаннатмакон манзил) жиҳатларини бахш этади (Беатриснинг таърифлари ва шундай дунё борлигининг қайиқчи жавобидаги тасдиғи).

Ҳомернинг замондошлари тасаввурида нариги дунё ожиз ва нотавон, хотирасиз хира руҳлар кезиб юрувчи Аиднинг ер ости салтанатидаги мавжудлик эди. Беатрис бир замонлар сокин ўрмонлар ва дарёлари кўп бўлган орол ҳақида эртак эшитганини айтади. Аммо бу оролнинг бир ғалати хусусияти бор: унга ўтган ҳар киши қўшниларини кўрмасдан, эшитмасдан ёлғиз мавжуд бўлади.

К.Исигуронинг романида архаик эпослар, рицарлик романлари ҳамда достонларини қайта англашилиши йўли билан неомифнинг яратилиши муаллиф эгаллаб турган Шарқ ва Европа маданий оламлари орасидаги воситачи медиатор ўрнини акс эттирувчи умумий конструктив тамойилларга мувофиқ амалга оширилади. Бу тамойилларга риоя қилиш романдаги олам бутунлигини, муаллиф ниятини яхлит тажассумини ва ўқувчи билан диалогга киришиш имкониятини таъминлайди.

Шу тариқа К.Исигуро неомифни воқелантирар экан, интерматнли парчалар япон эстетикасига асосланувчи ягона эстетик концепцияга бирлаштирилган сунъий роман яратади, асар якунининг очиқ қолдирилиши эса романни ўқувчи муаллифнинг ҳамкорига бўлишга чорловчи замонавий адабиёт намуналари қаторига қўшади.

“Мени қўйиб юборма” романида ҳам бир қатор аллюзияларни кузатамиз. Мисол учун, беморларга тана аъзоларини кўчириб ўтказиш мақсадида клонлар кўпайтириладиган Хейлишэм интернати ҳақида сўз боради. Клонларга қалб, руҳ берилмаган, лекин жафокашларча ўзини қурбон келтириш йўли белгиланган. Қаҳрамонлардан бири Томмигина ўзига тайёрланган қисматдан аянчли норозилик кўрсатади. Кэти Ш. – Хейлишэм мактаби тарбияланувчиси, донорлар ёрдамчиси. Рут – унинг дугонаси. Томми ҳам клонлардан бири, Рут билан севишади, Кэтнинг дўсти. Асар ўттиздан ошган Кэт тилидан хотиралар сифатида ҳикоя қилинади. Саккиз ойдан сўнг унинг ўзи ҳам тана аъзоларини беморларга бериши керак бўлади. Кунларнинг бирида Томми ярим тунда очиқ далага чиқиб кетиб, иложсизликдан дод солади. Бу эпизодни Исонинг Гефсиман боғидаги ибодати ҳодисасидек инжилий сюжетга аллюзия деб тушуниш мумкин. “Мени ушбу қисмат четлаб ўтсин” – бу қудратли илоҳнинг эмас, балки инсон Исонинг саждаси эди. Бундан ташқари, Рутнинг тушида Хейлишэм мактабини сув босишини, гуноҳкор одамизод бошига ёғилган Буюк тўфонга ишора сифатида англаш лозим. Шунингдек, сув босган Хейлишэм образини Ғарбда таниқли япон носири Кэндзабуро Оэнинг Буюк тўфон муқаррарлиги ҳисси билан ёзилган “Мени руҳимгача сувлар ўз оғушига олди” номли ривоят-антиутопиясининг аллюзияси деб тахмин қилинади.

Хотиралари давомида Кэти ХХ аср адабиёти ва санъатининг аҳамиятли номларини ёдга олади (Жойс, Кафка, Пикассо) ва бу билан ровийнинг интеллектуал салоҳиятидан дарак беради. Романда яна бир

[5] Исландские саги. Ирландский эпос. – БВЛ. Серия первая, Т.8. – Мосва: Изд-во “Художественная литература”, 1973. - С. 672.

адабий аллюзия ўзига хос тагматн яратади: Кэт ўқиётган китоблардан бири – Жорж Элиотнинг “Даниэль Деронда” романида инглиз аслзодалари қувғинларга учраган ҳақ-ҳуқуқсиз яҳудийларга қарши қўйилади. Ушбу ҳавола маълум гуруҳ кишиларининг ўзини инсонпарвар ва чин тақводор христианлар ҳисобловчи жамият тан олган қонуний меъёрлар асосида зўравонлик ва тазйиқ мавзусига ишора қилади.

Хейлишэм интернатидаги ҳолат Иккинчи Жаҳон уруши йилларидаги немис концентрацион лагерларини ҳам ёдга солади. Роман саҳифаларида тиканли сим билан ўралган ёпиқ макон образи бир неча бор учрайди. Ҳарбий мотив бош қаҳрамонлардан бирининг исмида ҳам акс этади – Томми (ингл. “tommy” – аскар). Яна бир қаҳрамон қиз Руф исми инжилий матнга ҳавола қилади, аниқроғи – Эски Аҳднинг “Руф китоби” деб номланадиган қисмига аллюзия бўлиб, яна бир бор яҳудийлар муаммосига ишора қилинади. Роман қаҳрамонлари исмларининг тўлиқ келтирилмаслиги Ф.Кафка бадиий оламини эслатади: шахсиятнинг йўқотилиши ва инсоннинг шахсдан маълум вазифани бажарувчи механизмга айланиши рамзи сифатида англашилади.

“Мени қўйиб юборма” романидаги образлар тизими, матннинг субъектив ташкил қилиниши ва ҳар хил жанр шаклларининг синтези ёрдамида анъанавий антиутопик маконларнинг ёрқин бадиий талқини яратилиб, бунинг натижасида матн билан фаол диалогга бўлган чорловга очиқ ўқувчининг танлови вазияти юзага келади.

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LINGUISTIC FEATURES AND REPRESENTATIONS OF CHARACTERS IN "A FAREWELL TO ARMS"

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Abstract: *This article explores the complex interplay between translation, context, and background knowledge, highlighting the challenges translators encounter due to linguistic and cultural differences. It draws on insights from scholars like A.V. Fedorov, A. Neubert, and G.D. Tomakhin, emphasizing the need to align translated texts with the literary norms of both source and target languages. It argues for the necessity of considering the reader's background knowledge to enhance comprehension and mitigate misunderstandings caused by socio-cultural disparities.*

Keywords: *linguistic units, Speech modifications, descriptive expressions, translation process, socio-cultural differences, pragmatic relations*

INTRODUCTION.

Ernest Hemingway's "A Farewell to Arms" is a literary masterpiece that, like many culturally rich texts, presents significant translation challenges. The accurate conveyance of its nuanced meaning is closely tied to the literary norms and stylistic requirements of the original text, as V.V. Vinogradov rightfully writes: "The language of any writer, no matter what elements it consists of, is always oriented towards being understood at the level of the literary 'general' language." Based on this, the author distinguishes two contexts of a literary work: the context of literary and artistic speech forms, and the context of socio-linguistic systems that are distinguished within the written-literary and "Languages used by intellectuals". According to our observations, context is "the linguistic environment of certain linguistic units," which is realized in the form of a specific textual space, through "frames" stored in the individual's memory. Speech modifications exist due to the individual cognitive state of language users. This, in turn, leads to the problem of internal context, meaning a context limited within the scope of a sentence.

Studying the ambiguous use of names and descriptive expressions (descriptors) (the concept of "transparency" introduced by B. Russell implies that the object being referred to is either "visible" or "invisible" through the meaning of the expression) demonstrates this. For example, proper nouns or descriptive expressions manifest this: sometimes they refer to the same object, but replacing them affects the truth value of the sentence. The first is the act of communication in the source language, which creates the original text; the second is the act of creating the translated text in the target language; and the third is the communicative equivalence act that connects these two texts. Thus, two distinct texts are involved in the translation process, regardless of other methods: the source text and the resulting (target) text.

Since translation is a living communication process, it must take into account the levels of both language and culture. That is, it is important to analyze for whom the translation is intended, the reader's daily life, tastes, habits, and socio-cultural differences. When translating from the original text, the translator perceives hidden, unexpressed information (realia – historical events, names, etc.) through their background knowledge. It is precisely these factors that significantly influence the dependence of the translation language on the situation and context.

Yu.M. Lotman's rhetorical framework regarding "text within a text" is interesting. This, that is, the different coding of text parts, is formed on the basis of the structure created by the author and the content accepted by the reader. As Lotman notes, culture is regarded as a complex text and forms a hierarchy of "texts within texts."

For example:

A nurse is like a doctor. It takes a long time to be. A V. A. D. is a short cut.
Сестра - это вроде доктора. Нужно долго учиться. А VAD кончают только краткосрочные курсы. **(Ye. Kalashnikov)**

Hamshira – shifokorga o'xshaydi. Uzoq o'qish kerak. VAD'lar faqat qisqa kurslarni tugatishadi. **(I.Gafurov)**

In these translations, the term "V.A.D." was left untranslated in its original form, even though this phrase contains hidden cultural and historical information and requires explanation. In the second translation, this concept is explained in a reference (e.g., "Voluntary Aid Detachment - a voluntary women's medical service corps during the war"). In the first case, due to the lack of explanation, the concepts of "nurse" and "voluntary nurse" become confused. During the First World War, these terms could have multiple meanings, so it is natural for the reader to ask: "Who was the main character?" In such cases, an explanatory note should be provided in the translation to clarify the contextual form. Thus, linguistic means and non-linguistic (cultural, historical) factors influence the context in translation, as the translator may not know them or may disregard them.

A.V. Fedorov emphasizes that the translation context "significantly covers and balances the formal inconsistencies in certain details. Correctly conveying the meaning of the translated text is closely related to the literary norms of the translation language and the stylistic requirements of the original text. The concept of context always implies an organic connection with the language system that is consistent with the style of the work being translated." Due to the differences between the structures of different languages, contextual forms do not always correspond correctly. Therefore, it is always important to find the right way to translate each realia, and this is done through background knowledge. It is precisely the difference in the volume and content of background knowledge that constitutes the pragmatic aspect of translation.

As A. Neubert notes, the translation process involves not only conveying information, but also adapting it to the pragmatic relations of the receiving language system. This has a significant impact on the semantic content of the translation. As a result, a phenomenon called "pragmatic adaptation" occurs. This leads to some loss of meaning.

According to G.D. Tomakhin, the translator's task is to "minimize" these losses. therefore, G.P. Nemets, V.V. Nalimov, and others view the introduction of additional information in translation as the translator's "metalinguistic" function. Summarizing the above ideas, it can be said that it is necessary to take into account the reader's background knowledge when translating contextual forms of language. This is because socio-cultural differences between the original and translated texts affect the individual cognitive state of the information recipient. This often leads to an incomplete understanding of the original text.

Taken into consideration, translating culturally-loaded terms requires translators to bridge linguistic and cultural gaps. By actively addressing gaps in readers' background knowledge, translators minimize the loss of meaning and maximize comprehension. To be able to apply context, translators must recognize when and how meaning is shaped by culture.

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LINGUOCULTUROLOGY: THE RELATIONSHIP BETWEEN LANGUAGE AND CULTURE

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Annotation. *This article explores the interdisciplinary field of linguoculturology, which examines the intricate relationship between language and culture. By analyzing how language functions as both a reflection and a shaper of cultural reality, the study highlights key theoretical frameworks and methodological approaches employed in linguoculturological research. The discussion delves into the concepts of "linguistic worldview," cultural keywords, and metaphor as cultural constructs, supported by cross-cultural examples. The findings underscore the inseparability of language and culture, emphasizing the role of linguoculturology in fostering intercultural understanding and addressing global communication challenges.*

Keywords: *Linguoculturology, language and culture, linguistic worldview, cultural keywords, intercultural communication, cognitive metaphors, cultural semantics.*

Annotatsiya. *Ushbu maqola til va madaniyat o‘rtasidagi o‘zaro bog‘liqlikni o‘rganuvchi lingvokulturologiya sohasiga bag‘ishlangan. Tilning madaniy haqiqatni ham aks ettiruvchi, ham shakllantiruvchi vosita sifatidagi rolini tahlii qilgan holda, tadqiqot ushbu sohaning asosiy nazariy va metodologik yondashuvlarini yoritadi. Mulohazalar “til dunyoqarashi”, madaniy kalit so‘zlar va madaniy konstruktlar sifatida metaforalar tushunchalariga bag‘ishlanib, ular turli madaniyatlar misollarida ko‘rib chiqiladi. Natijalar til va madaniyatning ajralmasligini ta‘kidlab, lingvokulturologiyaning madaniyatlararo tushunish va globallashuv sharoitidagi mulokaviy muammolarni hal etishdagi ahamiyatini ochib beradi.*

Kalit so‘zlar: *Lingvokulturologiya, til va madaniyat, lingvistik dunyoqarash, madaniy kalit so‘zlar, madaniyatlararo kommunikatsiya, kognitiv metaforalar, madaniy semantika.*

Аннотация. *Данная статья посвящена междисциплинарной области лингвокультурологии, изучающей взаимосвязь языка и культуры. Анализируя роль языка как отражателя и формирователя культурной реальности, исследование освещает ключевые теоретические и методологические подходы в данной сфере. Обсуждение сосредоточено на концепциях «языковой картины мира», культурных ключевых слов и метафор как культурных конструктов, подкрепленных кросс-культурными примерами. Результаты подчеркивают неразрывность языка и культуры, демонстрируя значимость лингвокультурологии для развития межкультурного взаимопонимания и решения коммуникативных проблем в условиях глобализации.*

Ключевые слова: *Лингвокультурология, язык и культура, языковая картина мира, культурные ключевые слова, межкультурная коммуникация, когнитивные метафоры, культурная*

INTRODUCTION.

Language and culture are inextricably linked, forming a symbiotic relationship that shapes human perception, communication, and identity. Linguoculturology, an interdisciplinary field at the intersection of linguistics, anthropology, and cultural studies, seeks to unravel this connection by examining how language encodes, transmits, and transforms cultural values, norms, and practices. The foundational premise of

linguoculturology is that language is not merely a tool for communication but a repository of cultural knowledge and a framework through which reality is conceptualized. This article aims to explore the theoretical underpinnings, methodological approaches, and key findings in linguoculturology, demonstrating its significance in understanding the dynamic interplay between language and culture.

METHODS.

The methodology of linguoculturology is inherently interdisciplinary, combining qualitative and comparative approaches to analyze the cultural dimensions of language. Key methodological frameworks include: Cross-linguistic studies of cultural keywords, metaphors, and proverbs to identify culture-specific conceptualizations. Examination of spoken and written texts to uncover implicit cultural norms and values. Collection and interpretation of linguistic data within its cultural context, often through interviews and participant observation.

Investigation of culturally salient concepts, such as "freedom" in American English or "коллектив" (collective) in Russian, to reveal their semantic and pragmatic significance.

These methods enable researchers to trace the cultural imprint on language and vice versa, providing insights into how speakers of different languages perceive and interact with the world.

DISCUSSION AND RESULTS.

Language serves as a mirror of cultural values and social structures. For instance, the extensive vocabulary related to snow in Inuit languages reflects the environmental and practical needs of its speakers, while the multiple terms for "rice" in Vietnamese underscore its cultural and culinary significance. Similarly, the use of honorifics in Japanese and Korean linguistic systems encodes social hierarchy and respect, illustrating how grammar and lexicon are shaped by cultural priorities.

Cultural keywords are lexical units that carry profound cultural meaning and are central to a community’s worldview. For example, the Russian word "тоска" (toska) conveys a complex blend of melancholy, longing, and existential angst, encapsulating a emotion deeply rooted in Russian cultural and literary traditions. Similarly, the German term "Heimat" transcends its literal translation as "homeland," embodying a sense of belonging, identity, and emotional attachment to one’s roots. These keywords act as linguistic portals into the core values of a culture.

Metaphors are not merely linguistic ornaments but fundamental constructs that reflect cultural cognition. For instance, the conceptual metaphor "TIME IS MONEY" in English-speaking cultures emphasizes efficiency and productivity, whereas in many Indigenous cultures, time may be metaphorically conceptualized as a cyclical or fluid entity. Such metaphors reveal how cultural contexts influence cognitive processes and communication patterns.

Beyond reflecting culture, language actively shapes it by influencing thought and behavior. The Sapir-Whorf hypothesis, in its weak form, suggests that language predisposes speakers to certain ways of thinking. For example, grammatical gender in languages like Spanish or German can influence how speakers perceive inanimate objects, attributing masculine or feminine qualities to them. This linguistic framing reinforces cultural associations and social norms.

CONCLUSION.

Linguoculturology offers a profound understanding of the symbiotic relationship between language and culture, demonstrating that language is both a product and a producer of cultural reality. Through its interdisciplinary methodology, the field deciphers how cultural values, norms, and worldviews are embedded in linguistic structures and practices. The findings underscore the importance of linguoculturology in fostering intercultural dialogue, addressing communication barriers, and promoting cultural empathy in an increasingly globalized world. Future research could further explore the impact of digital communication on linguocultural dynamics, as well as the role of language in preserving endangered cultures.

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KOREYADA SHAKLLANGAN «KONGLISH» TILINING O‘ZIGA XOS XUSUSIYATLARI

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KIRISH.

Hozirgi zamon Seul standartidagi koreys tilida ingliz tilidan o‘zlashtirilgan so‘zlar miqdori juda katta. Ular ijtimoiy hayotning turli doiralarida: siyosatda, madaniyat va fanda san'atda va kundalik turmushda keng qo‘llanilmoqda. Ayniqsa ingliz tilidan o‘zlashtirilgan atamalar miqdori kundan-kun ko‘payib bormoqda. Oddiygina misol tariqasida inglizcha kompyuter texnikasi bilan bog‘liq bo‘lgan barcha atamalar: *monitor, noutbuk, skaner, printer, toner, prosessor, internet, e-meyl* singari dunyoning barcha tillari kabi koreys tilida ham boshqacha talaffuzda va boshqacha yozuvda o‘zlashtirilganini ta’kidlash lozim. Ingliz tilidan o‘zlashtirilayotgan so‘zlarga Internetning ta’siri ham salmoq jihatidan katta bo‘lmoqda. Bunda birinchidan og‘zaki va yozma nutqdagi chegaralarning buzilib ketishi, inglizcha so‘zlarni qo‘llashganlarida nafaqat ingliz tili, balki koreys tili adabiy til normalariga, yozma nutq qoidalariga rioya qilish qoidalariga rioya qilmaslik holatlari ko‘zga tashlanmoqda. Bu, ayniqsa, elektron pochta mashinlarida yaqqol ko‘zga tashlanmoqda. Ikkinchidan Internet nafaqat ingliz so‘zlarining boshqa tillarga kirib borishiga ko‘prik vazifasini o‘taydi, balki xalqaro aloqalarning rivojlanishiga ham munosib hissa qo‘shadi.[1,68]

Koreyada ingliz va boshqa tillardan o‘girilgan so‘zlarning koreys tili elementlari bilan aralashib qo‘llanilishi natijasida ijtimoiy hayotga va til sistemasiga kirib ketgan aralashma so‘zlar konglish atamasi bilan yuritiladi. Konglish – bu bir necha tillarning mutasiyaga kirishuvi natijasida hosil bo‘lgan aralashma til vositalari hisoblanib, bu har qanday tilda hosil bo‘ladigan lisoniy jarayondir (masalan, Xitoydagi ruscha xitoycha til aralashma pidjin deya ataladi). Bugungi kun koreys tilida konglish uning leksik tarkibining ajralmas qismiga aylangan so‘zlarga aylandi.

Konglish tushunchasi asosan ikki hodisani o‘z ichiga oladi:

1) koreys - ingliz tillaridagi so‘zlarning grammatik fonetik xatolar bilan o‘zlashtirilgan qatlami;

2) koreys tiliga ingliz tilidan kirib kelgan so‘zlarning koreys tili grammatikasiga moslashtirib o‘zgartirilgan formasi.

Ko‘plab tadqiqotlarda konglish tarkibiga kiruvchi so‘zlar yapon tilida ham uchrashi ta’kidlanadi. Shu sababli bunday so‘zlar dastlab yapon fonetik sistemasiga yaqinlashtirilib vujudga keltirilgan, keyinchalik manba til - ingliz tiliga yaqinlashtirilib talaffuz qilina boshlagan. Masalan, *와이셔츠= “shirt; dress, shirt”, ingliz tilidan “white shirt”, yapon tilida waishatsu 와이셔츠– ko‘ylak; 아파트= “apartment", yap. apāto 아파트 – kvartira*.[2,25]

Konglish quyidagicha tarmoqlanadi*:*

1) To‘g‘ridan to‘g‘ri o‘zlashtirilgan so‘z va undov so‘z qorishmasi. Bunda o‘zlashtirma so‘z ham undalma ham asliyatdagi ma’noni anglatadi.

Koreys variantidagi konglish	Original tildagi variant
오마이갓 [omaikat]	Oh, my God (O, moy Bog)
인터넷 [intxonet]	Internet (Internet)

2) Yasama tushuncha (yasama oʻzlashtirilgan soʻz) – yangi oʻzlashtirilgan soʻz ta’sirida oʻzining bosh ma'nosini yoʻqotgan, original tilda mavjud boʻlmagan, yangi vujudga kelgan soʻz:

Koreys varianti	Original tildagi variant
백 넘버 [bek nombo] *(back + number)*	Jersey number *(nomer na spine sportsmena)*
샌드위치 데이 [sendivichxi dei] *(sandwich day)*	Ekvivalent mavjud emas *(ikki dam olish kuni oraligʻidagi ish kuni)*

3) Qisqartirilgan oʻzlashtirma soʻz, ya’ni talaffuz qulayligi natijasida tashqi ta’sirlar natijasida qisqartirilib yasalgan oʻzlashtirma soʻzlar: 오티[otxi] *(OrienTation)*

4) *Gibrid leksika* – koreys (sino-koreyscha) va ingliz tilidan aralashtirib yasalgan soʻzlar *Vinyl + 봉투= 비닐봉투 [binil bon'txu] – plastikoviy paket, 몰래 + camera = 몰래카메라 [mollekxamera] – yashirin kamera*

5) *Kalka usuli*. Inglizcha tushunchaning koreys tiliga soʻzma-soʻz tarjimasi orqali yasalgan soʻzlar:

«CD를 굽다» – iborasi inglizcha “to burn CD” iborasning – “jech kompakt-diskni yondirmoq” ma’nosida soʻzma - soʻz ishlatilishidir.

6) *Fonetik oʻzgarishlarga uchragan soʻzlar* – fonetik sistemasiga moslashtirilib oʻzlashtirilgan inglizcha soʻzlar:

Version 버전[bochjon] ‘versiya’, visa 비자[bichja] ‘viza’…

7*) Konglish tili shakllanishida televidenienig ta’siri*.

XX asrning ikkinchi yarmidan boshlab vujudga kelgan koreys televideniesida dastur nomlaridayoq koʻplab inglizcha oʻzlashtirma soʻzlardan foydalanilganligini koʻramiz. Masalan: TV 그랜드쇼 (TV grand show)' – TVda katta shou, '국악 버라이어티 (국악 variety)' – 'xalq ohanglari varetesi va h.

Yuqorida koʻrib chiqqan konglish soʻzlar koreys tilini chet tili sifatida oʻrganuvchi talabalar uchun til oʻrganishda muammolar keltirishi munkin. Shu sababdan, oʻzlashma soʻzlarni oʻrganish til oʻrganishda katta ahamiyatga ega.

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O‘ZBEK TILIDAGI ANALITIK FE’L KONSTRUKSIYALARI ORQALI INGRESSIV SEMANTIKANING IFODALANISHI MAXIMILIANO GARCIA

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Annotatsiya. *Maqola fe’lning harakat tarzi (aspekt) kategoriyasini rus va o‘zbek tillari misolida qiyosiy o‘rganadi. O‘zbek tilidagi analitik fe’l shakllari (-ib yubor, -ib qol) orqali ingressiv semantikaning (harakat boshlanishi) va davomiylikning ifodalanishi, shuningdek, jarayonning fazaviy tuzilishi (boshlanish, o‘rta faza) tahlil qilinadi.*

Аннотация. *Статья посвящена сравнительному исследованию категории способов глагольного действия (аспект) на материале русского и узбекского языков. Анализируется выражение ингрессивной семантики (начала действия) с помощью узбекских аналитических форм (-ib yubor, -ib qol), а также фазовая структура процесса (начальная, средняя фаза) и длительность.*

Annotation. *This article offers a comparative study of the verbal category of Aspect (Actionality), focusing on Russian and Uzbek languages. The analysis covers the expression of Ingressive Semantics (beginning of an action) via Uzbek analytical verb forms (-ib yubor, -ib qol), and the representation of the process’s Phasal Structure (initial, middle phase) and Durativity.*

Kalit So‘zlar: *Aspektologiya, harakat tarzi, fe’l tusi, perfektiv, imperfektiv, ingressiv semantika, analitik shakllar, fazaviy tuzilish.*

Ключевые слова: *Аспектология, способ действия, вид глагола, перфективность, имперфективность, ингрессивная семантика, аналитические формы, фазовая структура.*

Keywords: *Aspectology, Actionality, Verbal Aspect, Perfective, Imperfective, Ingressive Semantics, Analytical Forms, Phasal Structure.*

INTRODUCTION.

Harakat tarzi yasalish shakli, ifoda usullariga ko‘ra har bir tilida farq qiladi. Aspektologiya doirasida qo‘llaniladigan harakat tarzi rus tilshunosligida Yu. Maslov, A. Bandarko, M. Shelyakin, L. Bulanin kabi aspektologlar tomonidan keng qamrovli tarzda o‘rganilgan va boshqa tillarda ham ushbu kategoriyani o‘rganishiga ma’lum ma’noda asos bo‘lib xizmat qilgan. Rus tilshunosligida harakat tarzi haqida so‘z yuritilganda tus kategoriyasi va fe’l harakat tarzini ajratish masalasiga alohida e’tibor qaratilgan. Fe’lning tus kategoriyasi va harakat tarzi farqi ham o‘zaro bog‘liqligi ilmiy yondoshuv asosida ko‘plab olimlar tadqiqot ishlarini olib borgan. Jumladan, A. Bondorko va L. Bulaninning “Руский глагол” kitobini misol tarqasida keltirish mumkin.

Rus tilida harakat tarzi ma’no jihatidan prinsipial farqlarga ega, ammo ularning mazmuniy jihatdan o‘xshashligi ham mavjud. Tus ham, harakat tarzi ham fe’l harakatining qanday tarzda amalga oshishi yoki bu jarayonning gapiruvchi tomonidan tasavvur qilinishidagi farqlarni aks ettiradi.

Harakat tarzi ikki asosiy turga bo‘linadi: ayrim harakat tarzi turi tugallangan fe’llar bilan ifodalansa, boshqalari esa tugallanmagan tus fe’llarda namoyon bo‘ladi. Birinchi turdagi harakat usullari perfektiv (yakuniy) sifatida talqin etiladi, ikkinchi turdagilar esa imperfektiv (davomiy) deb ataladi. Shu asosda ingliz tili aspektologik nazariyasida (bu boradagi rus tilshunoslari I.P. Ivanova, B.A. Il’ishva boshqalar) fe’l shakillarini

perfektiv va imperfektivlikka ajratish kuzatiladi.

Rus tilida fe’llarning ved (tus) kategoriyasi haqidagi zamonaviy tasavvurlar lingvistikada uzoq yillar davomida shakllangan va ilmiy an’analarga asoslangan nazariy asosga ega. Ushbu nazariyaning rivojlanishiga A.V. Bondarko, I.P. Ivanova, Yu. S. Maslov, M.A. Shelyakin, E. Paducheva kabi taniqli olimlarning tadqiqotlari katta hissa qo‘shgan.

Yu. Maslov tomonidan shakillantirilgan fe’l turning ta’rifi muhim ahamiyatga ega. Yu. Maslovning rus tilidagi fe’l (вед) kategoriyasi grammatik kategoriya bo‘lib, u harakatning amalga oshish jarayonini konseptual tasavvur qilishdagi farqlarni aks ettiradi va u perfektiv va imperfektiv turdagi grammatik shakllar qarama-qarshiligi orqali fe’llarning chegaralangan va chegaralanmagan xususiyati ifodalanadi.

Fe’lning harakat tarzi kategoriyasi predikatning semantik mazmunini va grammatik shakl moslashishi oqibatida yuzaga keladi. Shuningdek zamonaviy yondashuvlarda aspekt kategoriyasining, harakatning vaqt-makon xususiyatlarini tasavvur qilishdagi lingvistik va kognitiv ahamiyatiga ham keng e’tibor qaratilmoqda. Shu boisdan fe’lning harakat tarzi kategoriyasi xususiyati grammatik va semantik bog‘liqligini aniqlash lozim.

Aspektuallik mazmunining umumlashtirish uchun turli darajadagi va turli tidagi til vositalarini birlashtirish mumkin. Bunda morfologik (fe’l tur-zamon shakllari), leksik (fe’llarni harakat usuliga qarab semantik klassifikasiya qilish), sintaktik (bosqichli fe’l ishtirok etgan konstruksiyalar va aspektual mazmuniga ega ayrim nomonativ birliklarni kiritish mumkin. Aspektuallik sifat va miqdor ko‘rsatgichlariga fe’l semantikasi nazarda tutiladi. Sifat aspektualligi harakat va holat semantik qarama-qarshiligini birlashtiradi. Z. Vendler aspektual tasnifida ham holat (state) va faoliyat (activity) asosiy o‘rinda turadi. Bundan tashqari chegaralangan harakat va chegaralanmagan harkat (achievement-activity/ state); o‘z chegarasiga etuvchi chegaralangan harakat va chegaraga yunaltirilgan bo‘lsada o‘z chegarasiga etmagan harakatlar, (accomplishment-achivement) kiritiladi. Rus aspektologiyasida fe’llarning chegaralanmaganlik chegaralanmaganlik xususiyati katta ahamiyat berishadi. Masalan: A.V. Bondarko harakatning o‘z ichki chegarasiga bo‘lgan munosabatini aspektuallik maydonidagi asosiy belgisi deb izohlaydi.

Darhaqiqat, yuqorida aytib o‘tilganidek, ushbu harakat tarzining ma’nosi jarayon boshlanadigan, ya’ni holat yuzaga keladigan lahza yoki chegarani (Desinenz) belgilashdan iborat. K. Shyonig fe’llarning semantik guruhlari D. Nasilovning tahliliga mos keladi. U quyidagi misollarni keltiradi: – *“kasallana boshlamoq”, “og‘rib qolmoq”; – “to‘satdan qiziqib qolmoq”, “berilib ketmoq”; – “gangib qolmoq”; – “titrab ketmoq”; – “muzlab qolmoq”, “sovqotib qolmoq”; – “gaplasha boshlamoq*” va boshqalar. Muallifning ta’kidlashicha, “kitu” fe’li (“ketmoq”, “jo‘namoq”)ning o‘zi dastlabki-transformativ semantikani amalga oshiradi [K.Shyonig 1984, – B. 129-130]. Ya’ni, uning ichki fazaviy tuzilishida antsedent holat (c/s/-c), ya’ni boshlanish fazasi qayd etilgan. Yordamchi fe’lning bu semantikasi, ehtimol, tarixan -(i)b ket. (tat, kit-) murakkab formantining umumiy ma’nosida o‘z o‘rnini topgan. -(i)b + qol- modeli -(i)b + qol- (“qolmoq”) modeli ham ingressiv semantikani ifodalaydi. U “ravishdosh shaklida nomlangan holatning yuzaga kelish lahzasini, ya’ni ilgari mavjud bo‘lmagan holatning paydo bo‘lishini” ochib beradi. Misollar: “istab qolmoq”, “xohlab qolmoq”, adashib qolmoq”, “og‘rib qolmoq”, “o‘ralashib qolmoq”, “chigal bo‘lib qolmoq.

O’zbek tilida yetakchi fe’l -a (y) bilan tugab ko’makchi fe’l bilan birikadigan analitek shakllar harakatga kirish (boshlang‘ich) jarayonini ifodalashi mumkin. Masalan: *gapira ketmoq, so’zlay boshlamoq.* O’zbek tilida *“yubor”* ko’makchi fe’li yetakchi fe’l bir zumda boshlanishini ifodalash uchun qo‘llaniladi. Qo‘shimcha ma’nolar sifatida jarayonning intensivligi, tezligi va birdaniga boshlanishini ifodalab keladi. Masalan: *chaqirib yubormoq, baqirib yubormoq, hayqirib yubormoq, gapirib yubormoq, yig‘lab yubormoq, kulib yubormoq.*

Yuqorida keltirilgan yordamchi fe’llar *ket-, qol-* va *yubor-* bilan bog‘liq boshlang‘ich ma’no harakat va jarayonlarning turli kechimida boshlanishini tavsiflaydi. Ular o‘zlarining ingressiv semantikasi bilan asosiy jarayon-holatning ma’nosiga go‘yo qo‘shimcha rivojlanish semasini boshlang‘ich chegarasini belgilaydi. Shunday qilib, yetakchi va ko’makchi fe’l modifikatsiyasi semantik tarkibi kamida ikki sxema, ya’ni boshlanish, rivojlanish va transformativlik, boshlanish va davomiylik kabilarni yuzaga keltiradi. Shuningdek, ular tarkibida jarayonning boshlanishi uchun zarur bo‘lgan vaqt chegarasini ham ko‘rsatadi. Keltirilgan analitik shakllarni morfologik ko‘rsatkichlar sifatida baholash imkonini beradi.

Harakat tarzi semantikasida jarayonning o’rta fazasini ifodalanishi uning ichki (semantik) tarkibini belgilash muhim sanaladi. Shuningdek, harakat yoki jarayonni o’rta fazasini ifodalovchi leksik vositalar orqali amalga oshirish tashqi tarkibi sifatida baholanadi. Tashqi xususiyatlarda jarayonning belgilangan vaqt oralig‘ini ko’rsatishga urg‘u beriladigan birliklar ajratib olinadi. Mazkur o’rta faza *“davom ettirmoq”* murakkab fe’l shakli yordamida ifodalanadi. “Davom ettir” fe’lining ishlatilishi davomiylikni ifodalovchi leksik vositalarga mansub bo’lib jarayondagi voqea-hodisa kechimni davomiyligini saqlash yoki qayta rivojlantirish semalarni hosil qiladi. Masalan: *o’qishni davom ettirmoq, o’yinni davom ettirmoq*. O’rta fazani berilishida cheklanmagan fe’llar ifodalaydigan jarayonni aniqlashtirishning uchta imkoniyatini e’tiborga olish zarur. Jumladan, jarayonni boshlanish vaqtini belgilash, tugash vaqtini belgilash, ma’lum bir vaqt davomida davomiyligini dolzarblashtirish kabilarni aniqlash o’rta faza sestimasini ochib berishga xizmat qiladi. Davomiylikni ifodalashda qo’llanadigan morfologik ko’rsatkichlar ko’pincha jarayonni vaziyatda taqdim etishning qo’shimcha xususiyatlariga (holatning to’satdan yoki intensiv o’zgarishi, “*har doim”* yoki "butun makon" kabi vaqt yoki makon chegaralari bilan chegaralash xususiyatlari, uzilishli xususiyat va boshqalar) tegishli bo’lgan qo’shimcha aniqliklar kiritishga xizmat qiladi.

Davomiylik yoki jarayonning o‘rta fazasini belgilashda jarayonlarni modifikatsiyalovchi birliklarga qaratiladi. Chunki, davomiylik ham fazaviy tuzilishi bilan yoki o‘rta faza cheklanmagan fe’llar doirasida aniqlanadi. Bunga qo’shimcha tarzda miqdoriy va makon xususiyatlarni anglatuvchi birliklar ham ahamiyatli bo‘lishi mumkin. Shu bilan birga, ba’zi semantik belgilar o‘zgarmagan fe’lning leksik ma’nosiga e’tibor qaratosh lozim. Masalan: *silkimoq, qimirlamoq* kabi makrojarayonning ko’p marotabaliligi. Ularning leksikmalar semantik tuzilishida mavjudligi cheklanmagan fe’llarning turlicha harakat usullarining shakllanishiga ta’sir qiladi.

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MULTILINGUALISM AND ITS BENEFITS

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Annotatsiya. *Ushbu maqolada ko‘p tillilik, ya’ni bir nechta tillarni bilish ta'kidlangan. Bu shaxsiy va ijtimoiy hayotga turli xil ijobiy ta’sir ko‘rsatadi. Qaror qabul qilish ko‘nikmalarini rivojlantirish. Ayniqsa, bolalar va o‘smirlar orasida ikki yoki undan ortiq tilda gaplashish miya rivojlanishiga ijobiy ta'sir ko‘rsatishi va akademik muvaffaqiyatni oshirishi aytiladi.*

Аннотация. *В этой статье рассматривается многоязычие, то есть знание нескольких языков. Оно оказывает положительное влияние на личную и общественную жизнь. Развиваются навыки принятия решений. Считается, что владение двумя или более языками, особенно среди детей и подростков, положительно влияет на развитие мозга и повышает успеваемость.*

Annotation. *This article highlights multilingualism, that is the knowledge of several languages. It provides various positive effects on personal and social life. Develop decision-making skills Especially among children and adolescents, speaking two or more languages is said to have a positive effect on brain development and increase academic success.*

Kalit so‘zlar: *ko‘p tillilik, til o‘rganish, ko‘p tilli shaxs, ikki tillilik, ikki tillilik, til o‘rganish usullari, til ko‘nikmalari, global muloqot.*

Ключевые слова: *многоязычие, изучение языка, многоязычный человек, двуязычие, билингвизм, методы изучения языка, языковые навыки, глобальная коммуникация.*

Keywords: *multilingualism, language learning, multilingual person, bilingualism, bilingualism, language learning methods, language skills, global communication.*

INTRODUCTION.

Multilingualism, also known as polylingualism (from the Greek *poly*- meaning 'many' and the Latin *lingua* meaning 'language'), is defined as the simultaneous use of multiple languages either by an individual or within a defined social unit, such as a state. In any given situation, the specific language chosen depends entirely on the communication context.

From a social standpoint, linguistic diversity is highly beneficial. It fosters intercultural communication, thereby promoting tolerance and deeper understanding between different cultures. Within a society, multilingualism strengthens social cohesion and improves inter-ethnic relations. Economically, it provides substantial advantages by expanding opportunities in key sectors like tourism, diplomacy, and international trade. Consequently, multilingualism is crucial for both personal growth and the overall well-being of the community.

On a larger scale, multilingualism is characteristic of multinational countries (India, Russia, USA, Nigeria, etc.). Multilingualism is often realized in the form of bilingualism. Mass acquisition (knowledge) of more than three languages is relatively rare. The functional status of the languages used in practice and their (genetic or typo-logical) closeness are important for multilingualism. On the basis of multilingualism, the interaction and rapprochement of languages takes place, the union of languages is formed. Bilingualism is the ability to use and understand two languages, to know their dialectics perfectly. This is due to social demand or

some reason. Its natural occurrence is caused by the close living of two or more peoples on the territory of one country. If a person can use or understand two or more languages, he is a multilingual person. Among other things, there are positive and negative aspects of bilingualism. . In cases where the problem is not like this, it has been observed that the child faces probable situations. Knowing many languages is definitely an advantage and worthy of praise, but it is also not without its shortcomings. not difficult, but definitely time consuming:- put off teaching children an additional language for later. The fact that their languages are taught only when they are stable in their mother tongue is considered to prevent speech defects to some extent. Although there is no scientific basis for this, according to the observations of many parents and experts, monolingual children have speech differences from 3 to 6 months, sometimes even more, when comparing monolingual (one) and bilingual (bilingual) children. will be

- the phenomenon of language mixing. Children learning languages exchange words between the different languages they are learning. This is a temporary phenomenon and can be stabilized through practice and control.
- additional actions for parents. In several languages, including reading and writing skills that require correction, this requires more effort on the part of parents. Anna Sole Mena's book "Plurality from the Cradle" covers these points, describes the solutions and what she observed in her own children.

Learning a foreign language from a young age facilitates social adaptability and increases self-esteem and self-confidence. Multilingual children have more mental flexibility, they are more creative, they have better selective attention and memory. Cognitive benefits of bilingual education

Learning several languages has a significant impact on the development of children's cognitive abilities:

Improved memory and attention: Bilingual children often show higher scores on memory and concentration. Switching between languages activates brain activity, improves functions related to memory and attention. Research shows that bilingual children have increased working memory, which has a positive effect on the ability to remember and process information. This skill is especially important in the learning process, where it is necessary to remember a large amount of information.

Strengthening intercultural relations: knowledge of several languages helps to establish and strengthen relations with representatives of different cultures, which is especially important in the context of globalization. Bilingual children easily get along with people from different countries, which helps them feel comfortable in an international environment and build trusting relationships with representatives of different cultural communities. is the ability to receive. It is important not only for the individual but also for the society and the nation. Multilingualism develops multiculturalism, broadens a person's worldview, increases educational opportunities, and is economically and socially beneficial.Multilingualism is the ability of a person to speak two or more languages. Multilingualism shows the adaptability of the human brain and its tendency to learn. The ability to speak multiple languages creates many opportunities in everyday life, at work, and in education.

Types of multilingualism: There are two types of multilingualism:

1. Natural multilingualism: It develops as a result of a person being taught in several languages since childhood or growing up in a multilingual family environment.
2. Legal or voluntary multilingualism: A person learns another language in order to learn or communicate in the language of his choice.
3. Advantages of multilingualism

a) Cognitive and mental development

Multilingualism has a significant impact on the development of the human brain. Individuals with this ability are usually better at problem solving, decision making, and creative thinking. Multilingualism increases the flexibility of the brain, which means that a person has the flexibility to quickly redirect brain activity and switch from one task to another.b) Learning and expanding culture

Each language embodies its own culture, customs and traditions. Through multilingualism, a person will have the opportunity to study different cultures more deeply. Such individuals have a broader worldview, understand cultural differences and treat other peoples with respect.

c) Social relations

Multilingual people have a wider social network on a global scale. It expands the opportunities of multilingual people to establish mutual communication and communicate with representatives of different nationalities. This, in turn, serves to develop friendly relations.

d) Career and economic opportunities

Multilingualism is a huge advantage in today's global economy. Employers are in great demand for multilingual professionals. This increases the possibility of finding a job in international companies or making a career abroad. Multilingualism is also important in export and import, marketing and tourism.e) Educational opportunities

In addition, when using a second language, there is an increase in the activation of some parts of the brain. We can call it brain sharpening. Nowadays, the cognitive advantage of bilingualism seems very clear. But at the time it surprised the experts. Until the 1960s, bilingualism was considered a barrier to child development because it consumed the energy needed to constantly switch between languages. This view was based on scientific work that was flawed in the first place. Recent studies have confirmed that knowing several languages leads to the development of a person's qualities such as decision-making, switching between tasks, concentration of attention.

Coordinative or balanced bilingualism. In this case, a person learns two languages in a separate context. In the brains of such people, a separate vocabulary for both languages, separate grammatical concepts are formed. When speaking, the concepts of the two languages do not mix with each other. Sub-coordinative or unbalanced bilingualism. In this case, the first language has priority over the second. That is, the second language is acquired through the mother tongue. For example, when you hear a word in the second language, the equivalent of the word in the mother tongue immediately comes to mind. Mixed bilingualism. Such bilinguals can understand and support two languages in the same context. The brain of such people does not care about the language they are using. Mixed bilingualism usually develops in the family during infancy due to bilingual parents.

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EDUCATION AND CAREER

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Annotatsiya. *Zamonaviy dunyoda ta’lim va martaba bir-biri bilan chambarchas bog’liq bo‘lib, shaxsiy va professional o‘sishga erishish uchun ularni muvaffaqiyatli muvofiqlashtirish zarur. Ushbu maqolada samarali ta’lim va martaba boshqaruvi bo‘yicha muhim jihatlar va tavsiyalar keltirilgan.*

Annotation*. In the modern world, education and career are closely related to each other, and their successful coordination is necessary to achieve personal and professional growth. This article presents important aspects and recommendations for effective education and career management.*

Аннотация. *В современном мире образование и карьера тесно взаимосвязаны, и их успешная координация необходима для достижения личностного и профессионального роста. В данной статье представлены важные аспекты и рекомендации по эффективному управлению образованием и карьерой.*

Kalit so‘zlar: *ta’lim, martaba, ta’lim sohasida ishlash imkoniyatlari, vertikal martaba, gorizontal martaba*

Ключевые слова: *образование, карьера, возможности работы в сфере образования, вертикальная карьера, горизонтальная карьера*

Key words: *education, career, opportunities to work in education, vertical career, horizontal career.*

INTRODUCTION.

Practical skills during education: Gaining experience in your field while still a student allows you to be competitive in the job market. For: Participation in practice programs. Application of knowledge in the educational process in real projects. Professional education: Participation in training courses and trainings aimed at developing not only theoretical knowledge, but also practical skills.

Opportunities to work during education. Manage work and study at the same time: Access and gain experience through part-time jobs. Engage in professional activities through freelance work and internships. Successful time management: Planning and prioritizing is important to maintain a balance between study and work.

Lifelong learning. Acquiring new knowledge and skills during working life plays a decisive role in professional development. Responding to modern requirements by participating in short-term courses, trainings and certificate programs. To follow the innovations in the field and to develop oneself. use of resources (books, online classes).The laws of change of educational management functions indicate the rise of one function and the decline of another at different hierarchical levels of management. For example, if at the level of the Ministry of Public Education of the Republic of Uzbekistan, strategic tasks covering the content of education (curriculums, programs, state education standards, textbooks, study guides, etc.) are solved, then at the level of the educational institution, tactical issues related to the implementation of more general secondary education goals are solved. done intends to increase.[1] Planning is manifested in the normalization of working conditions

and its distribution among performers, in coordinating and guiding the behavior of performers, as well as in organizing accounting and control of the performance of each job and the program as a whole.The practical implementation of this principle leads to the organization of the entire management system on the basis of the plan. Since education is the foundation of the country's economic and spiritual development, it is always in the center of attention, based on new principles in the humanization of social structures, the laws of the market economy, ideological and moral principles. The change is the basis for the development of measures and activities aimed at finding a solution to the problems of unemployment, material shortage, lack of control of children, separation of families.

The theory of the Swiss psychologist J. Piaget is based on the same ideas. According to J. Piaget, the child's mental growth develops on the basis of its own internal laws and goes through a series of qualitatively unique genetic stages.[2] Education is only able to accelerate or slow down the process of mental maturation, but it cannot have any significant effect on the process of mental maturation. Hence, education must obey the laws of development.For example, it is useless to teach a child to think logically before he has developed logical thinking. It follows from this that different stages of education depend on the specific age at which the child's psychological capabilities mature. If self-education is not enough for you, try to do an internship at a foreign university. Such a strong evidence as a recommendation from abroad will help to overcome all obstacles on the way to the desired position. At the same time, you demonstrate excellent knowledge of a foreign language. And finally, the last way of career growth is to move to a new position in another company. If the previous two did not work, then this firm will not be able to satisfy your requests. Most likely, several HRs will immediately "pick up" you in the market, where a job offer is a stone's throw away. You can build a career in a short time if you put a lot of effort into it. If you correctly understand and use your opportunities, develop and establish useful contacts, you can quickly become a respected expert.

Career types: 1. Vertical career: In this case, a person moves up in a certain field, that is, he grows by positions. For example, from an ordinary employee to a leader.

2. Horizontal career: A person develops within a field without changing the position, but by improving his qualifications.

3. Secondary or independent career: A person chooses to work in several fields or gain experience in different directions.

Education: A career path begins based on qualifications and knowledge. Experience: Improving professional skills and deepening knowledge in the field is important for career development. Goals and motivation: If everyone clearly defines their goals, it is easier to achieve success. Personal qualities: Discipline, determination, communication skills and a sense of responsibility are important in career development. Nowadays a career is not limited to just one field or position. Due to technological development and the emergence of new fields, it has become common for many to reconsider professional activities and move to new directions. For example, many people are interested in the IT field, learning new knowledge and starting a new career. A career is not just about having a job or a position, but a path that a person takes to achieve their professional goals in life.[4] It is based on human abilities, knowledge and goals. To build a successful career, you need to constantly develop, search and work on yourself. Everyone can choose a suitable career path and succeed in it. Decide why you need professional development. Fast career growth, a high-paying position, the head chair - this is the dream of most workers. However, this can only be achieved with a little effort. You will need to continuously learn, improve and develop your professional knowledge and skills in your chosen and relevant fields.

Define your professional growth goal - what motivates you? Some want to be leaders, others are tired of sitting in one place and want to develop, for others material goals are the main thing.If you want to be in a leadership position, you will need to learn how to manage people. It is a whole art that needs to be constantly improved. A talented leader is not one who tells his subordinates what to do, but one who can quickly understand all processes, competently build a work system and distribute responsibilities. You also need to motivate employees to achieve common goals. Those who have stayed in one place and want to move forward

should clearly present their professional growth plan.[5] Do you want to continue your career and you need to understand that professional growth in your chosen area or do you want to do something new. It is necessary to look for opportunities that will help further professional growth - advanced training courses, training, second education. Study literature, communicate with colleagues, go to thematic exhibitions - all this will help you improve your professional skills. Is education necessary? or they ask whether to further develop a career, or does it all depend on experience?

Education is definitely necessary because you will acquire experience and knowledge that will be useful in your work. In addition, the employer looks not only at the skills on the resume, but also at the basic and additional education. However, choosing an educational program should be approached very carefully.[6] If you want to move up educational institution, choose the best universities with the highest rating, otherwise you risk losing several years in vain. University is not only knowledge, but also new useful acquaintances. The higher the ranking of the university, the more experts there are not only theorists, but also practitioners. Find out about continuing education courses and additional vocational training opportunities in your city. It is worth learning a new computer program, learn a foreign language or learn to manage large projects. Networking with experts in your field should also be seen as an opportunity for professional growth.[7] You can always establish useful contacts, make new acquaintances that will help you achieve your professional goals. The system of professional growth must necessarily include education. Get information from various sources - communication, professional literature, business meetings. My educational process is worth building precisely in accordance with your career goals. Career and professional growth are, first of all, personal actions. How long it takes to reach the desired position is up to you. Someone takes a leadership position after a year of work, and someone will never achieve it, because they misjudged themselves. A career begins with a dream. Although education is an important factor for success in today's job market, it is difficult to reach the top by studying alone. Personal characteristics, skills and other additional factors are also important for professional success. These factors are discussed below.[8]

Soft skills - personal and social skills: In addition to an employee's knowledge, communication skills, teamwork, and problem-solving skills are important to employers. Soft skills include:

Communication Skills: Communicate effectively with colleagues, customers and management.

Problem Solving: Ability to find quick and innovative solutions to difficult situations.

Adaptability: Ability to adapt to changing work conditions and quickly learn new things.

Experience and practical skills.Work experience makes it possible to apply the theoretical knowledge acquired in the course of study in real life. This includes: Participating in internship programs and internships.[9] Gaining experience through part-time or freelance work. Participating in professional projects and increasing practical knowledge in one's field.

Networking is a network of professional contacts: Establishing and maintaining relationships with industry professionals is essential to a successful career. Through the network:

Learn about new job opportunities. Get professional advice and support. Opportunities to join interesting projects will expand.

Discipline and self-development: Professional success requires hard work. This includes:

Time Management: Maintaining a work-life balance.

Self-development: lifelong learning, acquisition of new knowledge and skills.

Persistence to achieve one's goals without fear of difficulties: Innovative thinking and technological knowledge. In this day and age, staying up to date with technology is essential for success. Digital skills and the ability to accept innovations make an employee in demand in the job market. Professional success is not limited to education and knowledge. Soft skills, experience, network and continuous development are the keys to success. By paying attention to these factors, everyone can achieve great heights in their work.

Conclusion. In order to ensure the success of a career, it is necessary to combine theoretical knowledge and practical experience, to constantly work on oneself, as well as to use technologies effectively. Education is only the starting point of a person, and being ready to learn throughout life is a decisive factor in career development.

Therefore, by matching education and career, everyone can achieve their goals can succeed in their field and benefit society.

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FRAZEOLOGIK BIRLIKLARNING OKKAZIONAL O‘ZGARISHLARI

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Annotatsiya. *Frazeologik birliklar tilda ekspressivlikni ko‘rsatib berish, buyoqdorlikni oshirish, ba’zan murakkab tuyulgan tushunchalarni qisqa va lo‘nda ifodalash, nutqni boyitish uchun qo‘llaniladi. Ammo frazeologik birliklar har doim ham qat’iy o‘zgarmas tarkibga ega bo‘lavermaydi. Ba’zan vaziyat taqazosi bilan frazeologik birliklardagi butunlik ataylab buziladi va ushbu birliklar okkazional ma’no kasb etadi. Ushbu maqola shunday okkazional transformatsiyalar to‘g‘risida bo‘lib, ulardagi ushbu o‘zgarishlarning lingvistik xususiyatlarini va qanday tamoyillar asosida kelib chiqishini o‘rganadi.*

Аннотация*. Фразеологические единицы используются в языке для выражения экспрессивности, повышения красочности, краткого и лаконичного выражения иногда сложных понятий, а также для обогащения речи. Однако фразеологические единицы не всегда имеют строго неизменный состав. Иногда, в силу обстоятельств, целостность фразеологических единиц намеренно нарушается, и эти единицы приобретают окказиональное значение. Эта статья посвящена таким окказиональным трансформациям и исследует лингвистические особенности этих изменений и принципы их возникновения.*

Abstract. *Phraseological units are used in to express expressiveness, enhance colorfulness, and convey complex concepts concisely and succinctly, as well as to enrich speech. However, phraseological units do not always have a strictly unchanging composition. Sometimes, due to some circumstances, the integrity of phraseological units is deliberately changed, and these units acquire an occasional meaning. This article is dedicated to such occasional transformations and explores the linguistic features of these changes and the principles of their occurrence.*

Kalit so‘zlar. *Frazeologik birlik, ekspressiv, okkazional, transformatsiya, ibora, til dinamikasi, sintaktik struktura.*

KIRISH.

Odatda frazeologik birliklar deganda nisbatan barqaror, nutqda qayta tiklanadigan shuningdek ma’lum ma’no butunliliga ega bo‘lgan ekspressiv birikmalar tushuniladi. Ammo vaqt o‘tishi bilan til ham dunyo kabi rivojlanadi va hatto globallashadi. Frazeologik birliklar qanchalik barqaror bo‘lmasin vaqti kelib ular ham o‘zgarishi, yangi ma’no kasb etishi yoki transformatsiyaga uchrashi mumkin. Shu sababdan oxirgi yillarda frazeologizmlarning okkazional transformatsiyalarini tadqiq etish ommalashmoqda. Chunki aynan okkazional transformatsiyalar nafaqat til dinamikasini, tilning o‘zgara olish va moslasha olish xususiyatlarini o‘rganishga zamin yarata oladi, balki muloqotning ijtimoiy va madaniy aspektlarini ham ko‘rsatib bera oladi. Frazeologik birliklardagi transformatsion o‘zgarishlar ushbu frazeologizmlarning ham semantik butunligiga ham strukturaviy tuzilishiga ta’sir etishi mumkin – frazeologik birlikning ma’nosi kuchayadi, yanada tiniqlashadi va hissiy buyoqdorligi oshadi.

A.V. Kunin frazeologik birliklarning nafaqat tilda ishlatilishidagi barqarorligini balki strukturaviy va semantik jihatdan turg‘unligini, ma’nosining doimiyligi va leksik komponentlarining o‘zgarmasligini qayd etadi. [5, c. 203]. Ammo yuqorida ta’kidlanganimizdek til doimiy dinamikada bo‘lgani sababli undagi birliklar ham o‘z shakli va ma’nosini o‘zgartirishi tabiiydir. Frazeologik birliklar tilning ifodali birliklari sanalgani bois ular turli xil uslubiy vazifalarni bajaradi. Ushbu vazifalar tadqiqida esa frazeologizmlarning nutqda okkazional ishlatilishiga ham e’tibor qaratish lozim. N.L.Shadrin ta’kidlaganidek: “Frazeologik birlikladan nutqda

foydalanilganda ularning tarkibi, leksik komponentlar miqdori va tartibida ko‘pincha turli o‘zgarishlar paydo bo‘ladi” [6, c. 18].

Okkazional (inglizcha “occasion” – tasodif, sabab) o‘zgarishga uchragan frazeologizmlarning leksik va sintaktik tarkibidagi stilistik o‘zgarishlarni o‘rganishda bu kabi frazeologik birliklarning tildagi barqaror shakli albatta inobatga olinishi kerak. Chunki bunday frazeologizmlar ushbu tilda so‘zlashuvchilarning kundalik turmush tarzini, tarixini, madaniyatini o‘zida aks ettiradi [1, p. 1].

Frazeologizmlarning okkazional o‘zgarishlari aslida yangi ma’no chiqarish yoki yangicha uslubiy buyoqdorlikka erishish jarayonidan iboratdir. Bu jarayon ham semantik sathda ham sintaktik sathda sodir bo‘lishi mumkin. Ma’nosi o‘zgargan frazeologik birlik semantik transformatsiyaga uchragan hisoblanadi. Masalan, o‘zbek tilida “balo odam” frazeologizmi mavjud bo‘lib u juda chaqqon, epchil, usta, abjir odamga nisbatan qo‘llaniladi: Jo‘rttaga ko‘ringansan, yosh bo‘lsang ham balo odamsan. (Oybek, Qutlug‘ qon). Shu bilan birgalikda ushbu frazeologizmning faqatgina bir komponenti “balo” qo‘llangan okkazional ishlatilishi holatlari ham mavjud: Sayfiddin Umarov esingdami, matematikadan balo edi. (Oybek, Oltin vodiydan shabadalar). Bu kabi frazeologizmlar ingliz tilida ham uchraydi. Masalan, ”milch cow” iborasi huddi o‘zbek tilidagi “sog‘im sigir” frazeologizmi singari osonlikcha pulga aldanadigan odamga yoki oson daromad manbaiga nisbatan qo‘llaniladi: The industry is *a milch cow* for state and national political campaigns. Ammo shu iboradagi “milch” so‘zini ba’zi vaziyatlarda tushirib qoldirilishi holatlari ham uchraydi: “She’s such a cow, she never disagrees with her boss” (Y. Dolgopolov, A dictionary of confusable phrases). Bu gapda ishlatilgan “cow” so‘zi ham frazeologizm sifatida qo‘llanilgan bo‘lib, landovur odamga nisbatan qo‘llanilgan. Okkazional frazeologik birliklar ko‘proq nutqqa xos bo‘lib, ko‘pincha aniq bir nutq vaziyatida, ma’lum bir matn doirasida ishlatiladi. Masalan, “Bog‘im xazon bo‘ldi seni sog‘inib” (Iqbol Mirzo, Seni sog‘inib). Aslida tilimizda o‘lmoq, vafot etmoq ma’nolarini beruvchi “umri xazon bo‘lmoq” iborasi mavjud bo‘lib, bu frazeologizm muallif tomonidan “bog‘im xazon bo‘ldi” tarzida okkazional o‘zgartirilgan. Ushbu o‘zgarish bu frazeologik birlikning ma’no buyoqdorligini, ta’sirchanligini yanada kuchaytirgan. Bunday o‘zgarishga uchragan okkazional frazeologizmlar sekin asta nutqdan tilga ko‘chib barqarorlashishi ham mumkin. Masalan, tilimizdagi “qovun tushirmoq” frazeologizmining doimo o‘rinsiz harakat bilan ishni rasvo qilib qo‘yadigan kishiga nisbatan ba’zan faqat “qovun” komponentining qo‘llanilishini kuzatish mumkin. Shuningdek okkazional transformatiyalar yumor yoki istehzo vaziyatlarida ham ishlatilishi mumkin. Masalan, ingliz tilidagi “let the cat out of the bag” (sirni ochmoq, so‘zma-so‘z tarjimasi-mushukni qopdan chiqarmoq) frazeologizmi vaziyat taqazosi bilan “let the dog out of the yard” (so‘zma-so‘z tarjimasi-itni hovlidan chiqarmoq), tarzida unchalik jiddiy bo‘lmagan vaziyatlar uchun hazilomuz holatda ham ishlatilishi mumkin.

Frazeologik birliklarning matn talabiga ko‘ra okkazional o‘zgarishi muallif tomonidan ataylab uslubiy va hissiy buyoqdorlikni oshirish, ushbu birlik ishtirokidagi jumlaga o‘quvchi e’tiborini kuchaytirish maqsadida amalga oshiriladi. Bunday transformatsiyalar frazeologizmning ma’nosini kuchaytirish, frazeologizmni yanada konkretlashtirish kabi maqsadlarni nazarda tutadi.

Shunday qilib, frazeologik birliklarning okkazional o‘zgarishlari muhim lingvistik hodisa sanaladi. Bunga sabab bu jarayon tilning dinamikasini, uning o‘zgara olish qobiliyatini ko‘rsata oladi, bunday transformatsiyalar tilni yangi ma’nolar bilan boyitadi, jamiyatda sodir bo‘layotgan ijtimoiy va madaniy o‘zgarishlarni aks ettiradi.

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ASPEKTUALLIK FUNKSIONAL-SEMANTIK MAYDONINING TUZILISHI VA FE'LNING CHEGARALANGANLIK/CHEGARALANMAGANLIK (AKSIONAL) SEMANTIKASI

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Annotatsiya. *xususiyatlari funksional-semantik maydon (FSM) doirasida tahlil qilinadi. Aspektuallikning leksik, morfologik, sintaktik va kognitiv-pragmatik jihatlari o‘zaro bog‘liq sistema sifatida yoritiladi. Bondarko nazariyasi asosida aspektual birliklarning semantik ierarxiyasi va ularning harakat tarzi bilan munosabati izohlanadi. Turli tillarda fe’lning aksional xususiyatlari va aspektual vositalarning tadqiqi asosida harakat tarzining keng qamrovliligi hamda grammatik shakllargina bilan cheklanmasligi asoslab beriladi.*

Аннотация. *В статье анализируются особенности предельности/непредельности глагола в рамках теории функционально-семантического поля (ФСП). Аспектуальность рассматривается как система, объединяющая лексические, морфологические, синтаксические и когнитивно-прагматические уровни языка. На основе теории Бондарко раскрывается семантическая иерархия аспектуальных средств и их связь с акциональностью. Сопоставительные исследования подтверждают, что характеристика действия обладает широким охватом и не ограничивается только грамматическими формами.*

Annotation. *The article examines the boundedness/unboundedness features of verbs within the framework of the functional-semantic field (FSF) theory. Aspectuality is described as an interconnected system involving lexical, morphological, syntactic, and cognitive-pragmatic levels. Based on Bondarko’s theory, the semantic hierarchy of aspectual markers and their relation to actionality is outlined. Cross-linguistic studies show that the nature of actionality is broad and cannot be reduced solely to grammatical forms, emphasizing the need for comprehensive analysis of verbal semantics.*

Kalit so‘zlar: *Aspektuallik, funksional-semantik maydon, fe’l semantikasi, chegaralanganlik, chegaralanmaganlik, aksional xususiyat, harakat tarzi, Bondarko nazariyasi, leksik-morfologik munosabat, kognitiv-pragmatik yondashuv.*

Ключевые слова: *Аспектуальность, функционально-семантическое поле, семантика глагола, предельность, непредельность, акциональность, способ действия, теория Бондарко, лексико-морфологические связи, когнитивно-прагматический подход.*

Keywords: *Aspectuality, functional-semantic field, verb semantics, boundedness, unboundedness, actionality, manner of action, Bondarko’s theory, lexical-morphological correlation, cognitive-pragmatic approach.*

INTRODUCTION.

Til hodisalariga nisbatan funksional-semantik yondashuv leksik va morfologik yaruslarning munosabatini o‘rganish ko‘lamiga o‘tish demakdir. Shuning uchun ham qaysi tilda bo‘lmasin, fe’lning leksik, uning chegaralanganlik/chegaralanmaganlik belgilari ma’lum leksik-semantik guruhga mansubligi bilan hosil bo‘lgan grammatik shakllarning aloqadorligini aniqlash masalasining qo‘yilishi tasodifiy emas. Tilning grammatik kategoriyalarida yuzaga chiqadigan grammatik imkoniyati leksik semantikada denotativ ma’nolar bilan kategorial-grammatik ma’nolar birligida belgilab qo‘yilgandir.

Tilshunoslikda til hodisalariga nisbatan funksional-semantik yondashuv leksik va morfologik

yaruslarning munosabatini o‘zaro bog‘liq tarzda olib borishga qaratiladi. Aspektologik tadqiqotning funksional-semantik maydonda tahlil etilishida predikat vazifasidagi fe’lning aksional (chegaralanganlik/ chegaralanmaganlik) semantikasiga asoslanilishi barobarida kontekstdagi boshqa til birliklarining predikatga ta’siri ham e’tiborga olinadi. Aspektuallikning funksional-semantik maydonda aniqlanishida fe’lning aksional xususiyatlari ham o‘ziga xos ahamiyat kasb etadi. Bu borada B.H. Rizaev (1999) nemis tili aspektual tizimini o‘rganar ekan, aspektologik fe’l leksemalari aksional tasnifini uch guruhga ajratishni taklif qiladi. Bunda fe’l leksemalarining chegaralanganlik/ chegaralanmaganlik xususiyatlaridan tashqari limitativ neytral fe’llar guruhi ham ajratiladi. Xuddi shunga uxshash yondashuvchi ingliz va o‘zbek tillari misolida G‘.Mirsanovda uchratish mumkin. A. Muminova ham nemis tilidagi yurish harakat fe’llarini aksional guruhga ajratadi.

Maqolada FSM doirasidagi aspektuallik tadqiqotlari morfologik, sintaktik, leksik va hatto so‘z yasovchi vositalarni o‘z ichiga olgan bir sistema sifatida qaralishi qayd etiladi. FSM tarkibiga holatni bildiruvchi uzoq, darhol, doim, tez-tez kabi sintaktik vositalar ham kiritilishi, bu maydonning kengligini ta'kidlaydi.

So‘nggi yillarda aspektuallikni kognitiv va pragmatik jihatdan o'rganish ham muhim ahamiyat kasb etmoqda. Ya’ni, harakatning zamon va makonda rivojlanish xarakterini ifodalovchi lisoniy vositalar o‘sha til sohiblarining dunyoqarashida muhim ahamiyatga ega bo‘lgan harakat kechimini bildiruvchi birliklarning farqlanishi bilan bog‘lanishi mumkin (E. Paduchuva, G‘. Mirsanov kabi olimlar ishlari).

Ontologik jihatdan keng va asosli nazariy taklif A.V. Bondarkoning funksional-semantik maydon (FSM) nazariyasi sanaladi. FSMning tahlil metodi quyidagilarga asoslanadi: 1) aspektuallik, zamonnning moslashuvi, taksis; 2) temporallik, modallik; 3) personallik, nisbat; 4) obyektivlik, ob’ektivlik, nutqning kommunikativ tarkibi; 5) sifatiy xususiyatlar, miqdor, komparativlik, possesivlik; 6) lokativlik, shartlilik maydoni majmui.

Ushbu tadqiqotlardan anglashiladiki, fe’lning chegaralanganlik va chegaralanmaganlik xususiyati harakat tarzi semantic guruhlari farqlanishida ham muhim o‘rin tutadi. Shunga o‘xshash farqlanishlar ba’zi tillarda grammatik shakllarda ham ahamiyatli hisoblanadi. Jumladan rus tilida chegaralanganlik va chegaralanmaganlik qarama-qarshiligi fe’llarning ved kategoriyasi yasalishida namoyon bo‘ladi.

Umumiy va qiyosiy aspektologiyada funksional-semantik aspekt maydon aspektuallik belgilari semantik ierarxiyasi masalalani muhokama qilishda asosiy vazifani bajaradi. Bu asosanondashuv aspektual guruhlarida aniqlik va mavhumlik ma’nolari tuslar o‘rtasidagi munosabatda va matn tashkil topishidagi vazifalarni aniqlaydi.

Qayd etish joizki fe’llarning leksik semantikasi predikant turlarini tavsiflashda muhim o‘rin tutishi mumkin. Bu borada keyingi fasllarda alohida to‘xtalamiz. Albatta, yuqorida qayd etilgan o‘zbek tiliga xos lisoniy unsurlar funksional-semantik maydon doirasida olib borilishi fe’l kategoriyalariga e’tibor qaratish harakat tarzini alohida kategoriya sifatida o‘zbek tilida namoyon bo‘lishini ochib berish mumkin. Funksional-semantik maydonida grammatik bo‘lmagan jihatlar yoki fe’lning chegaralanganligi/chegaralanmaganligi qarama-qarshiligi e’tiborga olinishi zarur. Bu o‘z navbatida harakat tarzining keng qamrovli ekanligidan dalolat beradi hamda ma’lum grammatik shaklga tayanib ish ko‘rishi mumkin emasligi oydinlashadi. Shuningdek, fe’llarning leksik- semantik ta’sirini, ya’ni harakat va holat fe’llarini o‘rnini aniqlash muhim. Umuman olganda aspektologiya sohasiga oid tadqiqotlar turli tillarda B.M. Nasilov, A.A.Yuldashev, L. Yuxanson, V. Guziyev, V.P.Nedyalkov, B.Rizayev, A.Nurmuxammedov, G‘.Mirsanov kabilar tomonidan olib borilgan. Ular aspektuallikning grammatik ko‘rsatkichlarida tashqari harakat tarzi semantikasiga ham e’tibor qaratiladi. Ular fe’llarning semantik qiyoslanishi bilan bog‘liq masalalarni chuqurroq muhokama qilishgan. Ushbu tadqiqotlar funksional-semantik maydon nazariyasi doirasida nazariyasi doirasida amalga oshirilgan. Aspektuallik nazariyasi keyingi yillarda kognitiv va pragmatik jihatdan o‘rganish ham muhim ahamiyat kasb etmoqda. Aspektuallik kognitiv mohiyati sifatida har bir tilda harakatning zamon va makonda rivojlanish hamda taqsimlanish xarakteri ifodalovchi vositalar o‘sha til sohiblarida muhim ahamiyatga ega bo‘lgan harakat kechimini bildiruvchi lisoniy birliklarning farqlanishi bilan bog‘lash mumkin. Bu borada E. Paduchuva, V. Evks, G‘. Mirsanov va boshqalarning ishlari misol bo‘la oladi. Aspektuallik semantik maydon o‘zaro munosabatga kirishadigan morfologik, sintaktik, so‘z yasovchi, leksik, grammatik va hokazo lisoniy vositalar orqali yasaladi. Bu vositalar semantik funksiyalarning o‘zaro birlashishi aspektuallik semantik maydonini

shakllantiradi. Mazkur funksiyalar aspektual semantikani tasniflashda muhim o‘rin tutadi. Bunday, aspektuallik maydonning asosiy ponentlari sifatida fe’l va unga ta’sir etadigan boshqa kategoriyalar o‘rni aniqlanadi. Mazkur maydon turli xil mazmunga ega bo‘lgan morfologik birliklarni birlashtiruvchi sistema sifatida qayd etish mumkin. Ushbu sistema komponentlarda leksik-grammatik turlar ya’ni harakatning boshlanishini anglatuvchi fe’lli birikmalar qo‘shimcha aspektuallik funksiyasiga ega sintaktik vositalar holatni denamikligini bildiruvchi uzoq, darhol, doim, sekin, tasodifan, ancha, tez-tez kabilar kiritiladi. Shu bilan birga aspektuallik maydoni tarkibnining shakllanishi har har bir konkret tilda aspektual komponentlarning qaysilari hal qiluvchi rol o‘ynashiga hamda mazkur tilda aspektual vositalarni o‘z atrofiga birlashtiruvchi aspekt kategoriyasini mavjud yoki yo‘qligiga bog‘liq.

Ushbu maqola tilshunoslikda fe'lning leksik va grammatik xususiyatlarini FSM nazariyasi doirasida o‘rganish zarurligini asoslaydi. U fe'lning chegaralanganlik/ chegaralanmaganlik xususiyatini faqat morfologik emas, balki tilning barcha sathlarida o‘zaro bog‘liq holda tahlil qilish, shu orqali harakat tarzining murakkab va keng qamrovli mohiyatini ochib berish mumkinligini ta’kidlaydi.

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INGLIZ VA O‘ZBEK TILLARIDAGI IDIOMALARNING LINGVOMADANIY QIYOSIY TAHLILI

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***Annotatsiya**. Ushbu maqola ingliz va o‘zbek tillarida uchraydigan idiomalarning qiyosiy tahliliga bag’ishlangan. Idiomalar tarkibi barqaror bo‘lganligi bois ularni tarjima qilish orqali nutqqa qo‘shish mumkin bo‘lmagani sababli tadqiqotda ingliz tilida keng qo‘llaniladigan idiomalar va ularning ma’nosini beruvchi o‘zbek tilidagi ekvivalentlari misollar asosida ko‘rib chiqildi. Ularni tilda qo‘llash ekspressivlik, obrazlilik va ta’sirchanlikni ifodalaydi va shu o‘rinda to‘g’ri hamda me’yorida qo‘llash ham muhim o‘rin tutishini ushbu tahlilda keltirib o‘tilgan.*

***Kalit so‘zlar:** idioma, lingvistik madaniyat, inglizcha idioma, frazeologiya.*

***Abstract**. This article is devoted to a comparative analysis of idioms found in English and Uzbek. Since the composition of idioms is stable, it is impossible to introduce them into speech through translation, the study examined idioms widely used in English and their equivalents in Uzbek, giving their meaning. Their correct use represents expressiveness, imagery and impact, and in this case, correct and moderate use also plays an important role.*

***Key words**: idiom, linguistic culture, English idiom, phraseology.*

***Аннотация.** Статья посвящена сопоставительному анализу идиом английского и узбекского языков. Поскольку состав идиом устойчив, ввести их в речь посредством перевода невозможно, в исследовании рассматриваются широко используемые в английском языке идиомы и их эквиваленты в узбекском языке, раскрывая их значение на примерах. Правильное использование идиом отражает выразительность, образность и воздействие, и здесь важную роль играет также правильное и умеренное использование.*

***Ключевые слова:** идиома, лингвокультура, английская идиома, фразеология.*

KIRISH.

Til juda keng tushuncha hisoblanib uning har bir birligi, ertagi, rivoyati, iboralari ma’lum bir xalqning kelib chiqish tarixi, madaniyati, e’tiqodi, qadimiy urf-odatlariga borib taqaladi. Idiomalar ko‘pincha ajdodlrimiz tomonidan bizga me’ros bo‘lib qoladi. Bu nafaqat o‘zbek tilida, balki ingliz tilida ham shunday va shuning uchun bir tilning iboralari boshqasiga tarjima qilinganda chalkashlik sodir bo‘ladi. Qolaversa, so‘z boyligi jihatidan ham tillar farqli bo‘lib frazeologik birliklarni to‘gri tushunish va qo‘llay olish uchun o‘sha tildan xabardor bo‘lish yetarli emas, sababi iboralar turg’un birikma hisoblanib uni to‘g’ridan-to‘g’ri tarjima qilish uning mazmunini yorita olmasligi va bu iboraning asosiy ma’nosini yuqotishi mumkin.

Frazeologik birliklar tilning lug‘at boyligiga joziba qo‘shibgina qolmasdan, balki tildagi qadimiy tushunchani yangi so‘zlar orqali ifodalashga va avloddan avlodga qoldirish uchun muhim vosita hisoblanadi. Shu sababli idiomalar tarjimasi birmuncha murakkab soha bo‘lib, unda xato qilish tilga nisbatan haqoratdir. Bu uchun unga mos ekvivalentlardan foydalanish yoki izohlash yo‘li bilan qo‘llash tavsiya etiladi.[1]

[1] Латипов, А. А. (2016). Фразеологические единицы, характеризующие лиц мужского пола. Ученый XXI века, 35.

Shu bilan birgalikda yangi idiomalar o‘rganish turli millatlarning kommunikativlik xususiyatini, madaniyati va tarixini o‘rganishni ta’minlaydi. Idioma (grekcha: “xususiyat “, “o‘ziga xoslik”) frazeologizmlar turi; muayyan bir tilga xos bo‘lib, boshqa tillarga aynan tarjima qilib bo‘lmaydigan nutq birligi yoki iboradir. [uz.wikipediya.org] U odatda ko‘chma ma’noda ishlatiladi va xalq og‘zaki ijodining yaqqol namunasi sanaladi, hamda biz iboralar orqali insonning ichki his-tuyg’ularini birgina so‘z yoki birikmadan tushunib olishimiz mumkin, ya’ni aynan figurativ ma’no anglatadigan idiomalar ham mavjud: “*Spill the beans”* tarjima qilinganda *“Loviyalarni to‘kmoq”* asl ma’nosi esa *“Sirni ochib qo‘yish”* bu ibora o‘zbek tilida *“Gullab qo‘ydi”* ma’nosini anglatadi.

Idiomalarni tahlil qilish jarayonida shuni ko‘rish mumkinki, ular milliy madaniyatning muhim qismidir. Inglizcha idiomalar asosan g‘arb madaniyati, an’analari, urf-odatlari va tarixiy voqealari bilan bog‘liq bo‘lsa, o‘zbekcha idiomalar Sharq madaniyati, xalq og‘zaki ijodi va qadriyatlari bilan bog‘liq[2]. Shuning uchun idiomani so‘zma-so‘z tarjima qilish to‘liq mazmunni bermaydi, ya’ni kontekstual fikr anglashiladi, masalan, inglizlardagi *“Butterflies in my stomach*” iborasi “*qornimda kapalaklar bor*” deb tarjima qilinsada, uning asl ma’nosi *“jahlim chiqqan”* degan ma’noda va biz bunga ekvivalent sifatida o‘zbek tilidagi *“tepa sochi tikka bo‘lgan”* iborasini ishlata olamiz. Shuningdek ularning kelib chiqish tarkibi ham turlicha: inglizlarda asosan hayvonlar, uy-ro‘zg’or buyumlari, ob-havo, tana a’zolari iboraga asos qilib olinsa, o‘zbek tilida ish qurollari, yer va osmon kabi tushunchalar tayanch sifatida foydalanilishini ko‘rishimiz mumkin.

Misollar: “*A dog in the manger”* - tarjimasi *“oxurdagi it“*, o‘zbek tilida *“hamma joyga burnini tiqmoq”* iborasi ekvivalent bo‘lib qo‘llana oladi. Bu ibora odatda negativ ma’noda foyalaniladi va so‘zlovchiga tinglovchining yoqmayotganini anglatadi.

“Black sheep” - so‘zma-so‘z tarjimada *“qora qo‘y”* ma’nosini beradi va bizda bu *“qo‘y og’zidan cho‘p olmagan*” iborasiga ekvivalent hisoblanadi va yalqov, bo‘shang ma’nosini bildiradi.[3]

“A cup of tea” - so‘zma-so‘z tarjimada *“bir payola choy”* degan ma’noni bildirsa, uni biz odatiy choy ma’nosida tushunib olmasligimiz zarur va iboraning kontekstual ma’nosiga e’tibor qaratishimz kerak. Bu idiomaga o‘zbek tilida *“mayda-chuyda gap”* ya’ni bajarish hech qanaqa qiyinchilik tug‘dirmaydi ma’nosida.

“In hot water” - tarjimasi *“issiq suvda”* deb tushunilsada, idiomaning asl ma’nosi o‘zbek tilidagi *“yaxshi-yomon kunida yonida bo‘lmoq”* iborasiga ekvivalent bo‘lib keladi.

“Break one’s heart” - tarjimasi *“kimnidir yuragini sindirmoq”*. Bu idiomaga o‘zbek tilidagi *“hafsalasini pir qilmoq”* birikmasi ekvivalent bo‘ladi va kimnidir qattiq xafa qilib qo‘yish ma’nosida qo‘llanadi.

“Get on one’s high horse” - so‘zma-so‘z *“baland otga minmoq”* deb tarjima qilinsa-da, birovga nisbatan mensimasdan, o‘zini katta olib munosabatda bo‘lish ma’nosida qo‘llanadi va o‘zbek tilida *“burnidan qaramoq*” iborasi ekvivalent bo‘la oladi.

Idiomalarni tarjima qilish jarayoni boshqa turdagi matnlarni tarjima qilishdan ancha murakkabdir, chunki idiomalar odatda lug‘aviy ma’nosi bilan emas, balki kontekstual ma’nosi bilan tushuniladi.[4]

Tahlil jarayonlari shuni ko‘rsatadiki, hamma idiomalarning ham ekvivalenti bo‘lmasligi mumkin, chunki mentalitetda ancha farq bo‘lishi tabiiy va fikrlash ham, jamiyatda kommunikatsiya qilish ham mentalitetga bevosita bog’liqdir. Masalan, *“Hit the sack“* iborasi o‘zbek tilida *“O‘rin-tushakka yotmoq”* deb tarjima qilinadi.[5] Bu idioma so‘zma-so‘z tarjima qilinganda *“Xaltani urmoq”* degan ma’noni beradi, kontekstual ma’nosi *“uxlamoq”*. Shuning tarjima qilishda yaqin ma’nodosh ibora ishlatiladi. Ushbu usulning afzalligi shundaki, idiomaning ma’nosi yuqotilmaydi, lekin o‘zbek tilidagi yaqin ma’nodosh ifoda tanlanadi.[6]

Xulosa qilib aytganda, millatlarning ko‘zgusi til bo‘lgani kabi undagi har bir birlik, shu jumladan,

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[2] Латипов, А. А. (2016). Использование фразеологических единиц. Ученый XXI века, 27.

[3] Soliyeva Z.I, Sharofova D.F. (2019) “Learn English through Idioms”. Samarqand. –P.36-40

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idiomalar ham muhim ahamiyatga ega. Yuqorida aytib o‘tilganidek, iboralar bevosita ota-bobolarmizning tajribalari va xatti-harakatlarining samarasiga borib taqaladi. Ularning an‘analari, urf-odatlari, madaniyatidan ma‘lumot beradi va shu sababdan ham biz boshqa elatlarning idiomalariga tushunishga qiynalishimiz mumkin. Ammo ilmiy izlanishlar va tahlillarga asoslanib ularning ichki ma‘nolarini o‘rganib olishimiz va ulardan o‘z nutqimizda foydalanishimiz mumkin.

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PSIXOLINGVISTIKA FANINING NAZARIY ASOSLARI VA NUTQ JARAYONLARINING KOGNITIV MEXANIZMLARI

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Annotatsiya. *Ushbu maqolada psixolingvistika fanining shakllanish bosqichlari, kognitiv jarayonlarning lingvistik birliklar bilan integratsiyasi, nutq ishlab chiqarish va qabul qilishning psixik mexanizmlari, bilingval shaxsning mental leksikoni, til va tafakkur o‘rtasidagi dialektik o‘zaro munosabatlar hamda xorijiy tilni egallash jarayonining psixolingvistik omillari keng ilmiy-nazariy asosda tahlil qilingan.*

Kalit so‘zlar: *psixik mexanizmlar, mental leksikon, psixolingvistik omillar, kodlash, dekodlash, kognitiv psixologiya, sotsiolingvistika.*

KIRISH.

Psixolingvistika – tilshunoslik va psixologiya tutashgan chegaradosh fan bo‘lib, inson ongida nutq signallarining qanday qayta ishlanishi, kodlanishi, dekodlanishi, nutq hosil bo‘lishi va qabul qilinishi kabi murakkab kognitiv jarayonlarni o‘rganadi. Tilning ijtimoiy tabiatini psixologik mexanizmlar bilan uyg‘un holatda tahlil qilishi psixolingvistika fanining boshqa lingvistik yo‘nalishlardan farq qiladigan jihatidir. Mazkur fan tahlili faqat lingvistik birliklar bilan cheklanmay, balki inson miyasi, neyron aloqalar, xotira, e’tibor, emotsional holat, tafakkur strukturalari kabi psixik faktorlarni ham o‘z ichiga oladi.

Psixolingvistika quyidagi jarayonlarni o‘rganadi:

Nutqni ishlab chiqarish (speech production) - fikrning kontseptuallashuvi, semantik shakllanishi, grammatik strukturaning tanlanishi, artikulyatsion jarayonlar.

Nutq idroki (speech perception) - akustik signallarni sensor qabul qilishdan boshlab, fonologik, leksik, sintaktik, semantik dekodlashgacha bo‘lgan bosqichlar.

Tilni egallash (language acquisition) -birinchi va ikkinchi til o‘zlashtirish jarayonlarining psixologik yaratilishi.

Mental leksikon - inson ongidagi lug‘atning strukturasini tashkil etuvchi psixik model.

Bilingvizm va multi-lingvizm -ikki yoki undan ortiq tillarni idrok qilishdagi psixik jarayonlar.

Psixolingvistika quyidagi fanlar bilan uzviy bog‘liq:

1.Kognitiv psixologiya -tilni qayta ishlashning ong darajasidagi mexanizmlari;

2.Neyropsixologiya -miya markazlarining nutq jarayoniga ta’siri;

3.Sotsiopsixologiya -nutqni tanlashga jamiyat va ijtimoiy kontekstning ta’siri;

4.Lingvistika - til tizimining strukturaviy xususiyatlari.

Fanlararo xususiyat psixolingvistikani murakkab, ko‘p qatlamli ilmiy izlanishlar maydoniga aylantiradi [1; 45].

Ferdinand de Sossyur tomonidan tilning “belgi tizimi” sifatida talqin qilinishi til va ong o‘rtasidagi aloqa haqidagi psixolingvistik qiziqishning ilk poydevorini yaratdi. Ushbu davrda til struktural birlik sifatida qaralgan bo‘lsada, psixik mexanizmlar orqa fonda qolgan. Noam Chomsky tomonidan ilgari surilgan “universal grammatika” nazariyasi psixolingvistika rivojiga kuchli turtki bo‘ldi.

Chomskyga ko‘ra [2;88]:

til insonning tug‘ma qobiliyatidir, til qobiliyati miyaga genetik tarzda kodlangan, nutq hodisasi ongda mavjud bo‘lgan abstrakt qoidalarning voqelanishidir.

Chomskyning generativ modeli psixolingvistik tadqiqotlarda grammatik strukturalarning ongda qanday qayta ishlanishini o‘rganishga olib keldi.

Sobiq ittifoq psixologlari Vygotskiy, Luriya, Leontyev, maktabi nutq faoliyatining ijtimoiy, kognitiv va psixologik jihatlarini kompleks ravishda o‘rgandi. Vygotskiyning “ichki nutq” konsepsiyasi tilning tafakkur bilan birlashish jarayonini tushuntiradi [4; 34]. Luriya tadqiqotlari Broka va Vernike markazlarining psixofiziologik funktsiyalarini ochdi. Leontyevning faoliyat nazariyasi nutqning motivatsion-energetik mexanizmini sharhladi [5; 78].

Leveltga ko‘ra nutq yaratilishi quyidagi bosqichlardan iborat [3; 87]:

kontseptuallashtirish -ongda fikrning shakllanishi, formulyatsiyalash, leksik tanlash, grammatik struktura yaratish, fonologik kodlash.

Artikulyatsiya - tovush chiqarishning fiziologik jarayoni. Bu model tilning ongda ketma-ket qayta ishlanishini ochib beradi.

Nutq idroki bosqichlari: akustik signallarni qabul qilish, fonologik tahlil, leksik aktivatsiya, semantik interpretatsiya, kontekstual tushunish.

Vygotskiy fikricha, tafakkur va til o‘zaro chambarchas bog‘liq: tashqi nutq → ichki nutq, ichki nutq → kognitiv tuzilmalar. Ichki nutqning qisqa, elliptik, telegrafik tabiatga ega bo‘lishi uning kognitiv faoliyatga moslashganligini ko‘rsatadi.

Kod-switching quyidagi sabablar bilan yuzaga keladi: pragmatik ehtiyoj, ijtimoiy muhit talabi, semantik noaniqlikni bartaraf etish, tezkor kommunikativ strategiya.

Krashen tomonidan ilgari surilgan Affective Filter Hypothesisga ko‘ra: qo‘rquv, uyatchanlik, stress til o‘rganishda filtr rolini o‘ynaydi va inputning ongga kirishini cheklaydi [7; 46].

Shuningdek: motivatsiya, ishchi xotira sig‘imi, metakognitiv strategiyalar xorijiy tilni o‘zlashtirishning asosiy psixik omillaridir.

Psixolingvistika insonning til faoliyatiga oid murakkab mexanizmlarni chuqur tahlil qiluvchi fan sifatida nutq ishlab chiqarish, idrok qilish, til va tafakkur munosabati, bilingvizm, nutqning kognitiv modeli, til o‘rganishning psixologik omillarini ilmiy asosda yoritadi. Ushbu fan pedagogika, tarjimashunoslik, psixologiya, kognitiv lingvistika va neyrobilim sohalarida qo‘llaniladigan nazariy va amaliy metodlarni boyitadi [8; 76]. Psixolingvistik mexanizmlarni chuqur o‘rganish tilni o‘qitish metodikasini takomillashtirish, til buzilishlarini davolash hamda nutq kompetensiyasini rivojlantirishga xizmat qiladi.

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SO‘Z-GAPLAR VA TO‘LIQSIZ GAPLAR: SINTAKTIK SODDALIK VA SEMANTIK TO‘LIQLIK MUAMMOSI

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Annotatsiya. *Ushbu maqolada zamonaviy tilshunoslikda muhim sintaktik birliklardan biri bo‘lgan so‘z-gaplar va to‘liqsiz gaplarning struktur-semantik hamda kommunikativ-pragmatik xususiyatlari tahlil qilinadi. Maqolaning maqsadi — bu ikki hodisaning o‘zaro chegarasini aniqlash, ularning nutq jarayonidagi funksional imkoniyatlarini, emotsional-ekspressiv va antropotsentrik xususiyatlarini aniqlashdan iborat.*

Xorijiy tilshunoslar — F. Ameka va D. Vilkinsning “Interjections” nomli qo‘llanmasida keltirilgan fikrlar maqolaning nazariy asosini boyitadi. Ular undovlarni (interjektsiyalarni) so‘z-gaplarning dastlabki shakli sifatida talqin qilib, bu birliklarning so‘z yasashda ham ishtirok etishini ta’kidlaydilar.

Maqolada so‘z-gaplar masalasiga oid qarashlar N.S. Kovalev, V.V. Babaytseva, O.V. Prussova kabi rus tilshunoslarining tadqiqotlari asosida yoritilib, yanada mukammal va tizimli tarzda takomillashtirildi..

N. S. Kovalev so‘z-gaplarni muloqot jarayonida mustaqil kommunikativ birlik sifatida, shuningdek, virtual muloqotda inson hissiy holatini ifoda etuvchi vosita sifatida talqin etadi. V.V. Babaytseva esa so‘z-gaplar - bo‘linmas, leksiko-morfologik xususiyatga ega, emotsional va irodaviy ma’noli mustaqil kommunikativ birliklar ekanini ko‘rsatadi. O. V. Prussova fikricha, so‘z-gaplar - o‘ziga xos turkum bo‘lib, o‘zgarmas, kommunikativ ma’noli, modal munosabatni ifodalovchi, butun gapga nisbatan ishlatiladigan mustaqil birliklardir.Shuningdek, maqolada A. A. Shaxmatovning to‘liqsiz gaplar haqidagi qarashlari ham tahlil qilinadi. Olim to‘liqsiz gaplarni tilning jonli nutqiy shakllaridan biri sifatida baholaydi va ularni bir tarkibli to‘liq gaplar bilan qiyoslab, “grammatik to‘liqlik” tushunchasiga yangicha yondashuvni ilgari suradi. Shu jihatdan maqolada to‘liqsiz gaplarning struktural yetishmovchiligi emas, balki kontekstual to‘liqligi asosida baholanishi ko‘rsatiladi.

Natijada maqolada so‘z-gaplar va to‘liqsiz gaplarning o‘zaro aloqasi, ularning semantik, pragmatik va struktur jihatdan farqlanishi, hamda nutq jarayonida inson hissiyoti, ijtimoiy roli va muloqot konteksti bilan uzviy bog‘liqligi aniqlanadi. Maqola natijalari til birliklarining kommunikativ-funktsional tabiatini yanada chuqurroq yoritishga xizmat qiladi va zamonaviy sintaksisda antropotsentrik yondashuvni kuchaytirishga turtki beradi.

Kalit so‘zlar: *so‘z-gap, to‘liqsiz gap, kommunikativ birlik, pragmatik funksiya, emotsional-ekspressivlik, antropotsentrik yondashuv, kontekstual to‘liqlik, struktur-semantik tahlil, virtual muloqot, undovlar, interjektsiya, nominativlik, kommunikativlik, til tizimi, kognitiv-pragmatik yondashuv.*

KIRISH.

Tilshunoslikda so‘nggi yillarda nutqiy birliklarning kommunikativ, pragmatik va antropotsentrik jihatdan o‘rganilishi alohida ilmiy yo‘nalishga aylandi. Inson omilini markazga qo‘ygan bu yondashuv til hodisalarini nafaqat grammatik tuzilma sifatida, balki nutqiy faoliyatning kommunikativ vositasi sifatida tahlil etishni taqozo etadi. Shu nuqtai nazardan, so‘z-gaplar va to‘liqsiz gaplar masalasi zamonaviy sintaksisning eng muhim, ammo murakkab mavzularidan biri hisoblanadi.

Tilshunoslikda inson hissiyotlari, emotsional kechinmalari va ruhiy holatini ifodalovchi vositalar qadimdan o‘rganib kelinadi. Bu borada undov so‘zlar (interjections) alohida lingvistik kategoriya sifatida ajralib turadi. Undovlar til tizimining eng qadimiy, tabiiy va hissiy qatlamiga mansub bo‘lib, ular inson nutqida bevosita hayrat, qo‘rquv, g‘azab, quvonch, achinish, hayajon kabi kechinmalarni ifodalashda xizmat qiladi. Shu

jihatdan undovlar so‘zlovchining ichki dunyosini, ruhiy kechinmalarini va muloqotdagi subyektiv munosabatini ifoda etuvchi o‘ziga xos kommunikativ vositadir.

Ingliz tilshunosligida undov so‘zlarning o‘rganilishi uzoq tarixga ega. Manbalarda qayd etilishicha, milodiy I asrda yashagan Rim olimi Remni Palemon undovlarni alohida so‘z turkumi sifatida ajratgan. Keyingi asrlarda G‘arb tilshunosligi doirasida bu birliklarga nisbatan turli nazariy yondashuvlar shakllandi. Umuman olganda, ingliz tilshunoslari undovlarni so‘z tizimining bir qismi, ammo sintaktik jihatdan mustaqil bo‘lmagan, semantik jihatdan to‘liq birlik sifatida ko‘radilar.

Ingliz tilida “so‘z-gap” (word-sentence) atamasi mustaqil termin sifatida mavjud emas. Biroq o‘zbek tilidagi ko‘plab so‘z-gaplar ingliz tilida “interjections” tushunchasi ostida o‘rganiladi. Masalan, o‘zbek tilidagi *ha, yo‘q, voy, afsus, rahmat, xo‘p* kabi so‘z-gaplar ingliz tilida *yes, no, oh, alas, thanks, ok* kabi undovlar orqali ifodalanadi. Bu esa, mazmunan o‘xshash birliklarning turli tillarda farqli terminologik talqin qilinishidan dalolat beradi.

Undovlarning kelib chiqishiga oid qarashlar ham turlicha. Ba’zi manbalarda ularning paydo bo‘lishi insoniyatning ibtidoiy hayoti, hattoki hayvonlarning tovushlariga taqlid bilan bog‘lanadi. J. G. Herder fikriga ko‘ra, ibtidoiy odamlar hayvonlarning tovushlarini kuzatib, ularni o‘z hissiyotlarini ifodalash uchun qo‘llay boshlaganlar. Shu bois, undovlar inson nutqining tabiiy, instinktiv shakli hisoblanadi.

Ingliz tilshunosligida undovlarga berilgan ta’riflar xilma-xil. Masalan, E. Sapir undovlarni “tilning dekorativ, lekin funktsional jihatdan ikkinchi darajali qismlari” deb baholagan bo‘lsa, R. Jakobson ularni “tilning sof emotsional qobig‘i” deb ataydi. L. Bloomfield undovlarni “kuchli psixologik turtki natijasida yuzaga keladigan tovush ifodalari” sifatida talqin qiladi. R. Trask esa undovlarni “hissiyot ifodalovchi, lekin leksik shaklda mavjud bo‘lishi mumkin bo‘lgan birliklar” deb izohlaydi.

Zamonaviy tadqiqotchilar orasida T. Varton undovlarni “til va noverbal aloqa oralig‘idagi birliklar” deb ko‘radi. Unga ko‘ra, undovlar nafaqat so‘zlovchining hissiy holatini, balki nutqning pragmatik yo‘nalishini ham ifodalaydi. F. Ameka va D. Vilkins tomonidan berilgan ta’riflarda undovlar “morfo-sintaktik jihatdan mustaqil bo‘lmagan, ammo kontekstga bog‘liq holda ma’no ifodalaydigan lingvistik birliklar” sifatida talqin qilinadi.

F. Ameka ingliz tilidagi undovlarni birlamchi (primary interjections) va ikkinchi darajali (secondary interjections) turlarga ajratadi. Birlamchi undovlar mustaqil leksik ma’noga ega bo‘lmagan, sof tovushlardan iborat (masalan, *Oh!*, *Wow!*, *Oops!*, *Ow!*, *Gee!*), ikkinchi darajali undovlar esa boshqa so‘z turkumlariga mansub bo‘lib, emotsional vazifada ishlatilganda undovlik ma’no kasb etadi (masalan, *God!*, *Shame!*, *Heavens!*).

Ingliz tilshunosligida undovlarning funksional tasnifi ham ishlab chiqilgan. Ular quyidagi turlarga bo‘linadi:

1. Emotiv undovlar – so‘zlovchining ichki hissiyotini (hayrat, qo‘rquv, g‘azab, quvonch va h.k.) bildiradi (*Oh!*, *Wow!*, *Ugh!*, *Damn!*);
2. Chaqiriq undovlari – tinglovchiga murojaat qiluvchi birliklar (*Hey!*, *Yoohoo!*, *Shh!*);
3. Reaksiya undovlari – so‘zlovchi fikrini davom ettirish yoki tasdiqlash uchun ishlatiladi (*Huh?*, *Hmm*, *Uh-huh*);
4. Tasdiq va inkor undovlari – muloqotda rozi yoki norozi holatni ifodalaydi (*Yes*, *No*, *Okay*);
5. Munosabat bildiruvchi undovlar – so‘zlovchining baho yoki modal munosabatini bildiradi (*Well!*, *Indeed!*, *Really?*).

Bu tasnif o‘zbek tilidagi so‘z-gaplar (masalan, “ha”, “yo‘q”, “xo‘p”, “voy”, “afsus”, “barakalla”) bilan ma’no jihatdan muayyan o‘xshashliklarga ega. Shu sababli, ingliz tilidagi undovlarni o‘zbek tilidagi so‘z-gaplar bilan qiyoslash, ularning semantik-pragmatik tabiatini ochish imkonini beradi.

Bundan tashqari, ingliz tilida ayrim undovlar boshqa so‘z turkumlarini hosil qilishda ham ishtirok etadi. Masalan, *wow* so‘zi *She wowed them during the talk* shaklida fe’lga aylanadi; *yum* so‘zi *yummy* sifat shaklini hosil qiladi. Bu holat undovlarning nutqda faol o‘zgaruvchan, dinamik birliklar ekanligini ko‘rsatadi.

P. G. Montes va F. Ameka tadqiqotlarida undovlarning ijtimoiy va pragmatik xususiyatlari ham yoritiladi. Ularning fikricha, undovlar so‘zlovchining muloqotdagi intonatsiyasi, ijtimoiy maqomi va nutqdagi

xushmuomalalik darajasini ham ifoda etadi. Masalan, *Oh!* yoki *Wow!* kabi undovlarning qo‘llanish chastotasi va ohangi vaziyat, adresat va kontekstga qarab o‘zgaradi.

Ular nafaqat struktura-semantik xususiyatlari bilan, balki funksional-kommunikativ jihatlari bilan ham ajralib turadi.

E. Goffman uchun “response cry” deganda asosan *ouch*, *oops*, *yuk*, *wow*, *eh*, *ah*, *aha*, *oh* kabi ifodalar tushuniladi. Ularni u so‘z emas (non-word) deb ataydi, chunki “so‘z bo‘lmagan birliklar lingvistik ma’noda produktiv emas, ularning tildagi o‘rni — undov sifatida ishlatilishidangina iborat... shuning uchun ularni to‘liq til tarkibiga kiritib bo‘lmaydi”.

Shu bilan birga, E. Goffman ayrim istisnolarni tan oladi: bunday tovushlar turli tillarda uchrashi va barqaror shakllarga ega bo‘lishi sababli, ularni semiword (“yarim so‘z”) deb atash mumkinligini bildiradi. So‘kinish so‘zlari esa, albatta, morfologik jihatdan faolroq va til tizimida barqarorroq o‘rin egallaydi. Shu bois ularni ham response cry toifasidan butunlay chiqarib tashlash mumkin emas — ular ko‘rsatish (display) va lingvistik ifoda (linguistic item) o‘rtasidagi uzluksizlikda joylashgan.

Konseptualistlar va E. Goffman qarashlarida ikki umumiy nuqta mavjud:

1. Undovlar o‘zlari mustaqil gap sifatida qo‘llanilishi mumkin va bu to‘liq, ellipsisiz (ya’ni, qisqartirilmagan) ifoda shaklidir.
2. Undovlar hissiy yoki ruhiy holat bilan bog‘liqdir.

Olim ushbu ikki mezonni undovlarni aniqlash uchun ishchi tavsif sifatida qabul qiladi. Shuningdek, u konseptualistlarning birlamchi/ikkilamchi ajratishini saqlagan holda, asosan birlamchi undovlarga e’tibor qaratadi, chunki bunday undovlarning boshqa sintaktik kategoriyalarda muqobili yo‘q.

So‘nggi 30 yilda tilshunoslar va faylasuflar har doim til ma’nosi faqat deskriptiv emasligini o‘rganishgan.Masalan, Searle va Austinning nutq aktlari nazariyasi (speech-act theory) haqiqat-shartli bo‘lmagan ma’nolarni ham tahlil qiladi.

So‘z-gaplar zamonaviy rus tilining sintaksi tizimida o‘ziga xos, kontekstga bog‘liq sintaktik birlik sifatida qaraladi va ularning tadqiqi lingvistika fanida katta e’tibor qozonmoqda. Ular nafaqat struktura-semantik xususiyatlari bilan, balki funksional-kommunikativ jihatlari bilan ham ajralib turadi

Rus tilshunosligida tarixiy jihatdan so‘z-gaplar uch bosqichda rivojlandi: XVIII–XX asr boshidagi dastlabki nazariy qarashlar, V. V. Vinogradovning o‘rta XX asrdagi to‘liq grammatik konsepsiyasi, va 1970-yillardan hozirgi kungacha bo‘lgan zamonaviy tadqiqotlar.

So‘z-gaplar nutq jarayonida to‘liq gapning vazifasini bajaruvchi, ammo struktur jihatdan oddiy so‘z shaklida namoyon bo‘luvchi birliklardir. Ular grammatik jihatdan bo‘linmaydigan, leksik-morfologik tarkibi jihatidan partikllar, modal va undov so‘zlar orqali ifodalanadigan, butun bir fikr, hissiyot yoki iroda ifodasini bildiruvchi sintaktik hodisadir. Rus tilshunoslaridan N. S. Kovalev, V. V. Babaytseva, O. V. Prussova kabi olimlarning tadqiqotlarida so‘z-gaplar inson hissiyotini, munosabatini, bahosini ifodalovchi mustaqil kommunikativ birlik sifatida talqin etiladi. N.S.Kovalev ularni, xususan, virtual muloqot sharoitida ham faol ishlatiluvchi, hissiy-pragmatik ma’noga ega nutqiy birlik sifatida ko‘rsatadi.

V. V. Vinogradovning tadqiqotlari so‘z-gaplarning kategoriyaviy statusini aniqlashda asos bo‘lib xizmat qilgan va ularning modalligi, kontekstual bog‘liqligi va emosional ifodasi til tizimida alohida o‘rinni egallashini ko‘rsatadi.

N. S. Kovalev fikricha, zamonaviy tadqiqotlarda so‘z-gaplarning lingvistik va antropogen potensiali keng o‘rganilmoqda. U ta’kidlaydiki, internet va virtual kommunikatsiya so‘z-gaplarning shakl va mazmunini o‘zgartirib, ularni yangi kommunikativ vazifalarni bajaradigan mustaqil birliklarga aylantirmoqda. Masalan, «фэйспалм», «Адвокааат!» kabi internet-memlardan kelib chiqqan so‘z-gaplarning virtual muloqotda mustaqil kommunikativ birlik sifatida ishlatilishini namoyon qiladi. Shu bilan birga, so‘z-gapning modallik va aksiologik qiymati nutqiy individualizatsiya va kontekstual sharoitga bog‘liq bo‘lib, ular til foydalanuvchisining lingvokognitiv va kommunikativ kompetentsiyasini ifodalaydi.

N.S.Kovalevning ishlarida so‘z-gapning struktura-semantik va funksional-pragmatik resurslari, ularning derivatsion, tarqatilish, kombinatsion va noverbal transformatsiyalari, shuningdek, kommunikativ-pragmatik

zonalaridagi sinxronik va diaxronik o‘zgarishlar batafsil tahlil qilingan. Masalan, «Ничего!» → «Ничего себе!» yoki «Спасибо!» → «Спасибище!» kabi transformatsiyalar so‘z-gapning izomorfik va modallik xususiyatlarini ko‘rsatadi, bunda shakl o‘zgarishi nutqiy ma’no va modallikni ham o‘zgartiradi.

Shu asosda, N.S. Kovalev so‘z-gapning semantikasini ikki asosiy element — funktsional va aksiologik (baholovchi) komponentlardan iborat deb hisoblaydi.

Tilshunoslikda so‘z-gaplar masalasi ko‘plab rus olimlari tomonidan tadqiq etilgan bo‘lib, ulardan biri V. V. Babaytseva bu birliklarni maxsus turdagi sodda gap sifatida baholaydi. Uning ta’kidlashicha, barcha oliy ta’lim darsliklarida “so‘z-gap” deb ataluvchi birliklar alohida o‘rganiladi; ular “Да”, “Нет”, “Конечно”, “Ну!” kabi butun fikrni ifodalovchi, hissiy va irodaviy ma’noga ega bo‘lgan ifodalar shaklida namoyon bo‘ladi. Olima so‘z-gaplarni aniqlashda yagona yondashuvning yo‘qligini, ularning tasnifida chalkashliklar mavjudligini qayd etadi.

V. V. Babaytseva fikricha, so‘z-gaplarni boshqa gap turlaridan farqlovchi asosiy belgilar — bu ularning struktur jihatdan bo‘linmasligi (neraschlenenost’) va o‘ziga xos leksiko-morfologik tarkibidir. Aynan shu ikki belgi — sintaktik va morfologik xususiyatlar — ushbu birliklarning o‘ziga xos tabiati va grammatik maqomini belgilaydi. V .V. Babaytseva go‘yasiga ko‘ra, so‘z-gaplar sodda gaplarning o‘ziga xos turlaridan biri sifatida emotsional, irodaviy yoki modal ma’noni ifodalovchi butun kommunikativ birlik hisoblanadi.

N. S. Valginaning ta’kidlashicha, so‘z-gaplar — bu shaklan bitta so‘zdan yoki ajralmas bo‘lakdan iborat, lekin butun mazmunli fikrni ifodalovchi mustaqil gaplardir. Ular oddiy gaplar tizimida alohida o‘rin egallaydi va na ikki bo‘lakli, na bir bo‘lakli gaplar tarkibiga kiritiladi, chunki ular grammatik jihatdan bo‘laklarga ajralmaydi va nominativ vazifani bajarmaydi.

N. S. Valgina so‘z-gaplarni ularning nutqdagi vazifasiga ko‘ra bir necha turga ajratadi:

1.Tasdiqlovchi so‘z-gaplar – *Ha, To‘g‘ri, Albatta, Yaxshi, Mayli* kabi birliklar orqali fikrni tasdiqlash, rozi bo‘lish yoki ma’qullash ma’nosi ifodalanadi.

2.Inkor so‘z-gaplar – *Yo‘q, To‘g‘ri emas, Aslo yo‘q* kabi shakllar fikrni rad etish yoki inkor etish uchun xizmat qiladi.

3.So‘roq so‘z-gaplar – *Ha?, Nima?, Rostmi?, Shundaymi?* kabi qisqa birliklar so‘rov, ajablanish yoki tekshiruv ma’nosini bildiradi.

4.Emotsional baholovchi so‘z-gaplar – *Voy!, Obbo!, Xudo haqqi!, Eh!, Tfu!* kabi undov shakllar orqali kuchli hissiy holat — hayrat, afsus, g‘azab yoki quvonch ifodalanadi.

5.Buyruq ohangli so‘z-gaplar – *Tss!, Jim!, Hoy!* singari birliklar orqali buyruq, ogohlantirish yoki e’tibor chaqirish ma’nosi hosil qilinadi.

N. S. Valginaning fikricha, so‘z-gaplar asosan dialogik nutqda, ya’ni jonli so‘zlashuv jarayonida qo‘llanadi va so‘zlashuv uslubiga xos bo‘ladi. Ular emotsional-ekspressiv ma’noni ifodalashda, suhbatdoshlar o‘rtasida kommunikativ aloqani ta’minlashda muhim vosita sifatida xizmat qiladi. Shu bilan birga, bu birliklar lisoniy jihatdan ixcham, lekin semantik jihatdan to‘liq kommunikativ yukni ko‘taradi.

XULOSA

So‘z-gap va to‘liqsiz gaplar tildagi ifoda ixchamligi, emotsional yuklama va kommunikativ maqsadni mujassamlashtirgan sintaktik birliklardir. Ular insonning hissiy holatini, bahosini va fikrini qisqa, ammo mazmunan to‘liq tarzda yetkazish imkonini beradi.

A. A. Shaxmatov to‘liqsiz gaplarni muloqot jarayonida shakllanadigan, lekin mazmunan to‘liq fikr ifodalovchi birliklar sifatida izohlagan. V.V. Vinogradov esa so‘z-gaplarni modallik va ekspressivlik markazi sifatida ajratgan. N.S. Kovalev ularni kommunikativ-pragmatik va antropogen resurs deb ta’riflab, so‘z-gaplarning zamonaviy, ayniqsa virtual nutqda shaxsning emotsional va aksiologik holatini ifodalashdagi ahamiyatini asoslagan.

V. V. Babaytseva va O. V. Prussova so‘z-gaplarni sodda gaplarning o‘ziga xos turi sifatida talqin qiladi. Ular emotsional, irodaviy va modal ma’noni ifodalovchi mustaqil kommunikativ birlik bo‘lib, nutqning baholovchi va interaktiv funksiyalarini bajaradi.Xorijiy olimlar — F. Ameka va D. Vilkins esa interjektsiyalarni

his-tuyg‘ularni ifodalovchi universal nutq birliklari deb e’tirof etgan bo‘lib, bu hodisa so‘z-gaplarning semantik tabiatiga yaqin turadi.

V. V. Babaytseva,L. Yu. Maksimovlarning “Современный русский язык”asarida keltirilishicha, to‘liqsiz gaplar muammosini ishlab chiqishda katta ahamiyatga ega maqola I. A. Popovaning «Zamonaviy rus tilida to‘liqsiz gaplar» bo‘lib, u bu murakkab hodisaga e’tiborni jalb qildi va ko‘p yillik munozarani ochdi, unda to‘liqsiz gaplarning struktura va semantik xususiyatlari turlicha baholandi. Munozarali savollardan biri shundan iborat: to‘liqsiz gaplarni to‘liq gaplar bilan “taqqoslash” mumkinmi?.

An’anaviy tilshunoslikda to‘liqsiz gaplar turli gap bo’laklari yetishmay qolgan to‘liq gaplarning variantlari sifatida baholangan. A.M. Peshkovskiy bejiz aytmagan: “…to‘liqsiz gaplar, ularning og‘zaki nutqda, shubhasiz, to‘liq gaplardan ancha ko‘p bo‘lsa-da, ongimizda har doim to‘liqlar bilan tenglashtiriladi”.

I. A. Popova qayd etganidek, to‘liqsiz gaplarni to‘liq gaplar bilan tenglashtirib bo‘lmaydi, chunki ba’zi gap bo’laklarini qo‘shish ba’zan nafaqat kerak emas, balki mumkin emas, chunki bu gapni sezilarli darajada o‘zgartirishi mumkin. Ushbu fikr bir qator tadqiqotlarda rivojlantirildi, natijada ko‘plab struktura jihatdan to‘liqsiz gaplar to‘liq gaplar sifatida baholana boshladi, chunki ma’noda ular yetarlicha to‘liq hisoblanadi, faqat gapning informativ semantikasi tomoni hisobga olinadi. To‘liqlik va to‘liqsizlik muammosini muhokama qilish to‘liqsiz gaplarning xususiyatlarini, xususan elliptik turlarini, tushunishga imkon berdi. Shunday qilib, «To‘liqsiz gaplarni to‘liq gaplar bilan tenglashtirish mumkinmi?» degan savolga qat’iy («ha» yoki «yo‘q») javob berib bo‘lmaydi, chunki javob berishda to‘liqsiz gaplarning ko‘p qirrali xususiyatini hisobga olish, ularning strukturasini farqlash zarur.

Demak, so‘z-gap va to‘liqsiz gaplar zamonaviy til tizimida bir-birini to‘ldiruvchi, ammo turli sintaktik funksiyalarga ega hodisalardir. Ular tildagi ixchamlik, emotsional ekspressivlik va antropotsentrik yondashuvni ifodalaydi hamda bugungi badiiy, og‘zaki va virtual nutqda inson shaxsining kommunikativ imkoniyatlarini keng namoyon etadi.

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THE SOCIOCULTURAL FUNCTION OF ANTHROPONYMS IN THE MODERN WORLD

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Abstract. *This article examines the sociocultural function of anthroponyms (personal names) in contemporary society. Names are not only linguistic signs but also cultural markers that reflect social values, traditions, and collective memory. By analyzing the historical roots, semantic layers, and cultural meanings of personal names, the study highlights their role in identity formation, social interaction, and cultural continuity. The paper also considers the influence of globalization, migration, and digital communication on anthroponymic practices in the modern world.*

Keywords: *anthroponyms, sociocultural function, identity, globalization, cultural heritage, naming practices.*

INTRODUCTION.

Anthroponyms as Markers of Identity

Personal names are crucial elements of identity. They link individuals to their families, ethnic groups, and nations. For example, in many cultures, surnames denote kinship and lineage, while given names reflect parental expectations or religious beliefs. In Islamic societies, names such as *Abdullah* or *Fatima* express religious devotion, whereas in Western societies, names like *Elizabeth* or *George* may indicate royal or historical associations. Cultural and Symbolic Functions of Names. Names carry symbolic meanings that reflect cultural values. In many Asian cultures, parents choose names that embody wishes for health, prosperity, or wisdom. In African traditions, names may be linked to circumstances of birth or ancestral memory. In Slavic countries, names like *Vladimir* ("ruler of peace") or *Svetlana* ("light") carry meanings that connect individuals to cultural ideals. Thus, anthroponyms serve as vehicles of collective symbolism.

Social Interaction and Power Relations Anthroponyms also function in the dynamics of social interaction. The way names are used—formal or informal, with titles or without—reflects social hierarchies and cultural etiquette. For example, in Japan, the use of honorific suffixes (*-san, -kun, -sama*) marks respect and social distance. In Western contexts, the shift from using surnames to first names often signals informality or equality.

The Impact of Globalization on Naming Practices Globalization has reshaped naming systems worldwide. Cross-cultural influences have led to the adoption of international names such as *Alex, Sophia, Daniel,* or *Amina*. Migration introduces new naming patterns into host societies, producing hybrid forms or modified spellings. Moreover, global media and popular culture (movies, celebrities, social media influencers) increasingly shape naming trends, particularly among younger generations.

Digital Communication and Personal Names

In the digital age, anthroponyms function not only as identifiers in real life but also as virtual markers in online platforms. Usernames, pseudonyms, and digital identities coexist with official names, influencing how individuals present themselves in cyberspace. This duality creates new dimensions of personal and social identity.

Preservation of Cultural Heritage through Names

Despite globalization, personal names remain a stronghold of cultural continuity. Revival of traditional names is often associated with national identity and cultural pride. For instance, in post-Soviet countries, there has been a return to indigenous names as symbols of independence and cultural revival. In many societies, anthroponyms thus play an essential role in preserving intangible cultural heritage.

As a conclusion anthroponyms in the modern world serve complex sociocultural functions. They are not only tools of individual identification but also cultural symbols that transmit traditions, values, and social norms. In the context of globalization and digitalization, names are both preserved and transformed, reflecting the dynamic interplay between tradition and modernity. Understanding the sociocultural function of anthroponyms provides valuable insights into identity, heritage, and cultural interaction in contemporary society.

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ASPEKTUAL MA’NOLARNING PUBLITSISTIK USLUBDAGI IFODALANISH XUSUSIYATLARI

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Annotatsiya. *Ushbu maqolada aspektual ma’nolar lingvistik kategoriya sifatida ko‘rib chiqiladi va ularning publitsistik uslubdagi ifodalanish o‘ziga xosliklari lingvopragmatik nuqtayi nazardan tahlil qilinadi. Aspektual ma’nolarning joriy voqelikni ta’kidlash, davomiylik, takroriylik, natijalilik hamda yangilik effektini yaratishdagi funksional yuklamalari misollar yordamida yoritiladi. Publitsistik matnlarda fe’l kategoriyasining kommunikativ ta’sirchanlikni oshirishdagi stilistik imkoniyatlari o‘rganiladi. Tadqiqot natijalari publitsistik diskursda aspektual ma’nolar nutqning ekspressivligi va ta'sirchanligini ta'minlashda muhim vosita ekanligini ko‘rsatadi.*

Kalit so‘zlar: *aspektual ma’no, publitsistik uslub, fe’l kategoriyasi, zamon, davomiylik, natijalilik, ekspressivlik, pragmatika.*

KIRISH.

Hozirgi davr publitsistik nutqi, ommaviy axborot vositalaridagi matnlar hamda mediadiskurs tilshunoslikning dolzarb tadqiqot yo‘nalishlaridan biriga aylandi. Bunday matnlarda nafaqat voqea-hodisalar bayon qilinadi, balki muayyan ijtimoiy fikr shakllantiriladi, ta’sirchanlik, ishonchlilik va emotsionallik darajasi oshiriladi. Ushbu funksional vazifani amalga oshirishda fe’lning aspektual ma’nolari muhim stilistik-pragmatik vosita hisoblanadi. Aspektual ma’nolar nutqning dinamik xarakterini ifodalaydi, fikrning zamon, davomiylik, natija yoki takroriylik kabi semantik xususiyatlarini belgilaydi.

Tilning funksional uslublari orasida publitsistik uslub alohida kommunikativ-pragmatik yuklama bilan ajralib turadi. Bu uslubning asosiy vazifasi ijtimoiy-siyosiy, iqtisodiy, madaniy va dolzarb voqea-hodisalarni keng ommaga tezkor, ta’sirchan va aniq shaklda yetkazishdan iboratdir. Shuning uchun ham publitsistik matnlar semantik jihatdan yuqori darajada dinamik bo‘lib, unda voqea va jarayonlarning vaqt bo‘yicha rivoji, ularning boshlanishi, davomiyligi yoki yakunlanishiga doir ma’lumotlar muhim kommunikativ ahamiyat kasb etadi. Mazkur jarayonning lisoniy ifodasida esa aspektual ma’nolar markaziy o‘rinni egallaydi.

Aspektual ma’nolarning publitsistik nutqda qanday vositalar orqali ifodalanishi, ularning turli uslubiy kontekstlarda o‘zgarishi, shuningdek, harakatning vaqtga nisbatan modellashtirilishida qanday lingvistik birliklar ishtirok etishi zamonaviy lingvistika uchun dolzarb tadqiqot yo‘nalishlaridan biridir. Chunki publitsistik matnlarda fe’lning zamon-aspekt shakllari, yordamchi fe’llar, tasviriy birliklar, leksik markerlar va kontekstual indikatsiya vositalari o‘zaro integratsiyalashgan holda aspektual mazmunni yuzaga keltiradi.

Mazkur maqolaning maqsadi publitsistik uslubdagi aspektual ma’nolarning ifodalanish mexanizmlarini tahlil qilish, ularning ekspressivlikka xizmat qiluvchi lingvopragmatik funksiyalarini aniqlashdan iborat.

Aspektual ma’nolarning lingvistik tabiati

Aspektual ma’no tilshunoslikning eng muhim kategoriyalaridan bo‘lib, u harakatning ichki tuzilishi, davomiyligi, chegaralanganligi, takrorlanuvchanligi, boshlanishi yoki yakunlanishining til sistemasida qanday ifodalanishini o‘rganadi. Mazkur kategoriya semantik, morfologik va sintaktik darajalarning o‘zaro munosabatida shakllanib, voqelikdagi dinamik jarayonlarning til vositalarida aks etishini ta’minlaydi. Aspektual ma’nolarni o‘rganish turli tillarda harakatning vaqtga nisbatan qanday modellashtirilishini anglash imkonini beradi.

Aspektual vaziyat tushunchasi gap tarkibida lisoniy va ekstralingvistik omillar orqali namoyon bo‘ladigan aspektual mazmunlarni — ya’ni harakatning boshlanish bosqichi, yakuniy nuqtaga yo‘nalishi,

jarayonning davomiy oqimi yoki harakatning tugallanishi kabi xususiyatlarni o‘z ichiga oladi [8]. Shunday ekan, jumlada mavjud bo‘lgan turli xil lingvistik (leksik, morfologik, sintaktik) birliklar, shuningdek, nolisoniy komponentlar va aspektual jihatdan muhim bo‘lgan barcha vositalarning o‘zaro uyg‘unlashuvi aspektual vaziyatning shakllanishiga xizmat qiladi.

Ushbu yondashuv doirasida G‘. Mirsanov aspektual vaziyatlarning bir qator turlarini tizimlashtirib beradi. Olim harakatning boshlanish bosqichini “inxoativ aspektual vaziyat”, takroran sodir bo‘ladigan harakatni “iterativ aspektual vaziyat”, jarayonning o‘rtasida kechayotgan holatni “protsessual aspektual vaziyat”, harakatning yakuniy nuqtaga yetishini “terminativ aspektual vaziyat”, shuningdek, harakatning tugashi natijasida ma’lum bir holatning yuzaga kelishini “natijaviy aspektual vaziyat” sifatida tavsiflaydi [5].

Aspektning lingvistik tabiati, avvalo, uning kategoriya va funksiya sifatida ikki qavatli tuzilishga egaligi bilan izohlanadi. Kategoriya sifatida aspekt umumiy grammatik ma’no — harakatning xarakteri, davomiyligi va chegarasini ifodalasa, funksiya sifatida u kontekstual sharoit bilan bog‘liq holda aniq holat, jarayon yoki natijani ko‘rsatadi. Shu boisdan aspektual ma’no ko‘pincha morfologik shakllar (fe’l nisbatlari, zamon shakllari, yordamchi fe’llar) va sintaktik konstruktsiyalar bilan birgalikda voqelanadi. Zamon (vaqt) konseptining voqelikni anglash va o‘zlashtirilgan ma’lumotni yetkazish jarayonidagi ahamiyati shundaki, inson ongida kechayotgan barcha hodisalar vaqt mezoni orqali idrok etiladi. Maslova ta’kidlaganidek, biz atrof-muhitda ro‘y berayotgan voqea-hodisalarni aql-idrokimizga bo‘ysunadigan tarzda, avvalo, zamon nuqtai nazaridan tushunamiz [7].

Turli tillarda aspektual ma’nolarni ifodalash usullari o‘ziga xos. Masalan, ingliz tilida aspektual kategoriya asosan progressive va perfect shakllar orqali belgilansa, o‘zbek tilida harakatning davomiyligi yoki yakuniyligi ko‘pincha fe’lning leksik-semantik guruhlari, forsmorfologik affikslar (“-ib”, “-ar”, “-gan”), hamda yordamchi fe’llar (“turmoq”, “yotmoq”, “yurmoq”, “bo‘lmoq”) orqali ifodalanadi. Bu holat aspektning universalligini, ammo uning tilga xos realizatsiyasi farqliligini ko‘rsatadi.

Aspektual ma’nolarning mohiyati va turlari

Aspektual ma’no fe’lning zamon, davomiylik, takroriylik va natijalilik kabi jarayonning ichki tuzilishini ifodalovchi semantik kategoriya bo‘lib, u voqeaning qanday tarzda kechayotganini bildiradi. Tilshunoslikda aspektual ma’nolar quyidagi turlarga bo‘linadi:

1. Inxoativ aspekt (harakatning boshlanishi) publitsistik matnda

Inxoativ ma’no voqea-hodisaga turtki berilgan ilk bosqichni ko‘rsatadi va publitsistik matnda jarayonning yangiligi, keskin boshlanishi yoki dolzarbligini ta’kidlaydi.

Masalan: *“Yangi islohotlar natijasida mamlakatda iqtisodiy faollik sezilarli darajada oshib, yangi loyihalar jadal boshlanmoqda.”*

Bu yerda *"boshlanmoqda"* fe’li inxoativ-protsessual ma’noni ifodalaydi: harakat endi boshlangan va davom etmoqda. Publitsistik uslub uchun xos bo‘lgan jarayonning yangiligi va tezkorligi urg‘ulanadi.

2. Protsessual aspekt (davom etayotgan jarayon)

Protsessual ma’no voqeaning ayni damda kechayotganligini bildiradi va publitsistik matnda jarayonning izchil rivojlanishiga diqqatni qaratadi.

Masalan:*“Ayni paytda suv ta’minoti bo‘yicha muammolarni hal etish borasidagi ishlar davom etmoqda.”*

"Davom etmoqda" shakli harakatning uzluksizligiga urg‘u berib, jarayonning muhimligi va hozirgi zamonda sodir bo‘layotganini ko‘rsatadi. Bu publitsistik uslubning dolzarblik tamoyiliga mos keladi.

3. Iterativ aspekt (takrorlanuvchi harakat)

Takroriylik publitsistik matnda an’anaviy holatlarni, doimiy muammolarni yoki muntazam davom etadigan jarayonlarni ifodalashda qo‘llanadi.

Masalan: *“Har yili minglab yoshlar ushbu tanlovda qatnashib, o‘z iqtidorini namoyon etmoqda.”*

"Har yili" va *"qatnashib"* komponentlari iterativ ma’noni yuzaga keltiradi. Matn jarayonning muntazamligi va ijtimoiy ahamiyatini ta’kidlab, o‘quvchini umumiy holat bilan tanishtirishga xizmat qiladi.

4. Terminativ aspekt (yakun topgan harakat)

Publitsistik uslubda terminativ ma’no muayyan voqea, loyiha yoki jarayonning rasman yoki mantiqan nihoyasiga yetganligini ko‘rsatadi.

Masalan: *“Qurilish ishlari rejadan oldin yakunlandi va obyekt foydalanishga topshirildi.”*

"Yakunlandi" va *"topshirildi"* fe’llari harakatning to‘liq tugallanganini ifodalaydi. Bu, odatda, rasmiy axborot, statistika yoki hisobot janriga xos bo‘lgan semantik yuklamadir.

5. Natijaviy aspekt (yakuniy natijaga erishish)

Natijaviy aspekt publitsistik matnda voqeaning oqibatini ko‘rsatish orqali argumentativ kuchni oshiradi.

Masalan:*“Ko‘rilgan choralar tufayli hududdagi is gazlari darajasi keskin kamaygan.”*

"Kamaygan" fe’li natijaviylikni bildiradi: harakat yakunlangan va uning real natijasi mavjud. Bunday konstruktsiyalar publitsistik nutqda isbotlovchi dalil vazifasini bajaradi.

Publitsistik uslubda aspektual ma’nolarning ifodalanishi

Publitsistik uslubda aspektual ma’nolar matnning dinamikasi, voqea va jarayonlarning vaqt bo‘yicha rivojini aniq va ta’sirchan ko‘rsatish bilan bog‘liq bo‘lib, axborotni ommaga yetkazishning muhim semantik va stilistik vositalaridan biri hisoblanadi. Aspektual ma’nolar publitsistik matnda jarayonlarning dolzarbligini, tezkorligini, o‘zgaruvchanligini, davomiyligini yoki yakunlanganligini yoritishda faol qo‘llanadi. Shu bois, publitsistik uslubning kommunikativ-pragmatik xususiyatlari aspektual kategoriyaning keng grammatik-semantik imkoniyatlarini ishga solishni talab etadi.

Publitsistik diskursda aspektual mazmun bir necha turdagi lisoniy vositalar orqali yuzaga chiqadi. Birinchidan, morfologik vositalar — fe’lning zamon-aspekt shakllari, ayniqsa *-moqda, -yapti, -gan, -di* kabi affikslar jarayonning davomiyligi, yakunlanganligi yoki sodir bo‘layotganligini belgilab beradi: *“Hozirda qurilish ishlari jadal davom etmoqda”, “Tahlil natijalari e’lon qilindi”*. Ushbu shakllar publitsistik matnga aniq vaqt referensiyasi va ob’ektivlik bag‘ishlaydi [4].

Ikkinchidan, leksik vositalar — boshlamoq, avj olmoqda, sekinlashmoqda, yakunlandi, qayta boshlandi singari fe’llar ham aspektual ma’noni ochishda muhim rol o‘ynaydi. Ular voqeaning qaysi bosqichda kechayotganini ko‘rsatib, matnning semantik yukini kuchaytiradi: *“Norozilik namoyishlari yana avj olmoqda”, “Yangi loyiha ishga tushdi”*. Bunday birliklar publitsistik matnga hissiy dinamika va ta’sirchanlik beradi.

Uchinchidan, kontekstual va sintaktik vositalar — vaqt ko‘rsatkichlari (*hozirda, kecha, so‘ngra, bir necha marotaba*), takror lovchi birliklar, hamda sabab-oqibat konstruksiyalari aspektual mazmunning shakllanishida faol ishtirok etadi. Masalan: *“So‘nggi oylar davomida narxlar muntazam oshib bormoqda”*. Bu kabi konstruksiyalar iterativ, protsessual yoki natijaviy aspektni yuzaga chiqaradi.

Publitsistik uslubning ta’sirchanlik va tezkor axborot yetkazish tamoyili aspektual ma’nolarning uslubiy funksiyalarini ham belgilaydi. Jarayonlarning davomiy yoki avj olgan shaklda tasvirlanishi o‘quvchini voqea markaziga jalb etadi, urg‘u berilgan yakuniy natija esa argumentativ kuchni oshiradi. Natijaviy aspekt publitsistik matnda dalillovchi, isbotlovchi vosita sifatida keng qo‘llaniladi: *“Ko‘rilgan choralar natijasida hududdagi muammolar keskin kamaygan”*.

XULOSA.

Publitsistik uslubda aspektual ma’nolarning ifodalanishi matnning dinamikasi, informativligi va ta’sirchanligini ta’minlovchi muhim lingvistik omillardan biridir. Aspektual kategoriya publik axborotning real vaqt chizig‘idagi harakatini tasvirlash, voqea-hodisalarning boshlanishi, davomiyligi, takroriyligi yoki yakunlanganligini aniq ko‘rsatish orqali publitsistik nutqning asosiy kommunikativ vazifalarini samarali bajarishga xizmat qiladi. Fe’lning zamon-aspekt shakllari, leksik markerlar, yordamchi fe’llar, kontekstual ko‘rsatkichlar va sintaktik qurilmalar aspektual ma’nolarning ushbu uslubdagi asosiy realizatorlari sifatida namoyon bo‘ladi.

Tahlillar shuni ko‘rsatadiki, publitsistik matnlarda aspektual ma’nolar nafaqat voqeani bayon etish, balki o‘quvchi ongida jarayonning izchil va jonli manzarasini yaratish, matnning stilistik ekspressivligini oshirish, uning argumentativ kuchini mustahkamlash kabi vazifalarni ham bajaradi. Jarayonning avj olishi, tezkorligi yoki tugallanishining urg‘ulanib berilishi publitsistik uslubga xos operativ va ta’sirchan nutq modelini shakllantiradi. Demak, publitsistik uslubda aspektual ma’nolarning qo‘llanish xususiyatlari tilning funksional

imkoniyatlarini kengaytirib, matnning semantik hamda pragmatik qiymatini belgilovchi omil sifatida alohida ilmiy ahamiyatga ega.

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DENDROKOMPONENTLI LEKSEMALARNING STRUKTUR-SEMANTIK TAHLILI

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Annotatsiya: *Mazkur maqolada o‘zbek va nemis tillarida uchraydigan dendrokomponentli leksemalar (ya’ni tarkibida daraxt yoki o‘simlik nomi bo‘lgan so‘zlar va birikmalar) struktur-semantik jihatdan tahlil qilinadi. Leksemalarning tuzilishi, hosil bo‘lish usullari va semantik motivatsiyasi ko‘rib chiqiladi. Shuningdek, ularning lingvomadaniy xususiyatlari ham ta’kidlanadi.*

Kalit so‘zlar: *dendrokomponent, leksik-semantika, struktura, kompozitsiya, metafora, nominatsiya.*

KIRISH.

Tilshunoslikda leksema tushunchasi ma’lum bir lisoniy birlik — so‘z yoki so‘z birikmasi — sifatida muhim ahamiyat kasb etadi. Tarkibida daraxt yoki o‘simlik nomi qatnashgan so‘zlar dendrokomponentli leksemalar deb ataladi. Masalan, o‘zbek tilida olmazor, tolbo‘y, bodomgul, nemis tilida esa Apfelbaum, Lindenallee, Eichenwald kabi birliklar shular jumlasidandir.

Ularning shakllanishi tilning morfologik imkoniyatlari, semantik asoslari va xalqning dunyoqarashi bilan chambarchas bog‘liqdir. Shu bois dendrokomponentli leksemalarning struktur-semantik tahlili nafaqat tilshunoslik, balki etnolingvistika va madaniyatshunoslik uchun ham muhimdir.

O’rganishlar davomida biz dendrokomponentli leksemalarning struktur xususiyatlari va ularning tuzilishiga ham ahamyat qaratdik.

• ***Kompozitsiya:*** O‘zbek tilida olma daraxti, bodom gul, nemis tilida Apfelbaum, Kirschgarten.

• ***Affiksatsiya***: O‘zbek tilida olmazor (-zor), uzumzor, bodomli (-li). Nemis tilida esa affiksdan ko‘ra kompozitsiya faol.

• ***Analitik birikmalar***: O‘zbek tilida olma daraxti, qarag‘ay o‘rmoni. Nemis tilida Wald der Eichen (dub o‘rmoni).

Dendrokomponentli leksemalar semantik jihatdan ko‘p hollarda metafora yoki metonimiya asosida shakllanadi:

• ***Metafora:*** Tolbo‘y (baland bo‘yli odamni tol daraxtiga o‘xshatish); nemis tilida Eichenherz (dub qalb — mustahkamlik ramzi).

• ***Metonimiya***: Chinor ostida uchrashdik — daraxt orqali joyni ifodalash; nemis tilida unter der Linde (lipaning ostida — ramziy uchrashuv joyi).

O‘zbek tilida olma farovonlik va baraka ramzi bo‘lsa, tol sabr-toqatni anglatadi. Nemis madaniyatida esa Eiche (dub) mustahkamlik va kuch, Linde (lipa) esa muhabbat va sadoqat timsoli sifatida qabul qilingan. Shu bois dendrokomponentli leksemalar xalq dunyoqarashi va qadriyatlarini o‘zida mujassamlashtiradi.

Ushbu tahlilda biz ikki tildagi dendronimlarning tuzulmasini ko’rib chiqdik.

O‘zbek tilida:

• Olmazor (olma + -zor)
• Tolbo‘y (tol + bo‘y)
• Bodomgul (bodom + gul)

Nemis tilida:

• Apfelbaum (apfel + baum)
• Lindenallee (linde + allee)
• Eichenwald (eiche + wald)

Xulosa qilib aytadigan bo’lsak dendrokomponentli leksemalar tilning struktur va semantik boyligini ko‘rsatadi. O‘zbek tilida ular ko‘proq qo‘shimchalar va birikmalar orqali, nemis tilida esa kompozitsiya asosida yaratiladi. Semantik jihatdan ular metafora va metonimiya asosida shakllanadi hamda xalq madaniyatidagi qadriyatlarni ifodalaydi. Shu bois dendrokomponentli leksemalarni tahlil qilish tilning lingvokulturologik mazmunini ochishda muhim vosita bo‘lib xizmat qiladi.

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UNDERSTANDING ARGUMENTATION THEORY: FROM CLASSICAL RHETORIC TO MODERN DISCOURSE

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Abstract *Argumentation theory examines how individuals use reasoning and discourse to justify claims, persuade audiences, and resolve differences of opinion. Rooted in classical rhetoric, it has evolved into an interdisciplinary field bridging philosophy, linguistics, communication, and artificial intelligence. This paper explores the historical foundations of argumentation—from Aristotle's rhetorical triad to modern frameworks such as Toulmin's model of practical reasoning, Perelman and Olbrechts-Tyteca's New Rhetoric, Habermas's theory of communicative action, and the pragma-dialectical approach of van Eemeren and Grootendorst. Emphasis is placed on the linguistic and pragmatic dimensions of argumentative discourse, highlighting how language functions as both a medium and a tool for persuasion. Ultimately, argumentation theory provides essential insights into rational discourse, critical thinking, and democratic dialogue in contemporary society.*

Keywords: *Argumentation theory, rhetoric, critical thinking, discourse analysis, pragma-dialectics, Toulmin model, communicative rationality.*

INTRODUCTION.

Argumentation theory, often situated at the intersection of philosophy, communication studies, and linguistics, seeks to explain how reasoning, persuasion, and discourse interact in the process of constructing and evaluating arguments. It provides a framework for analyzing the ways individuals and groups use reasons to justify claims, resolve differences of opinion, and advance knowledge (van Eemeren & Grootendorst, 2004). In both everyday life and professional communication, argumentation is central to decision-making, critical thinking, and the negotiation of meaning. As societies increasingly rely on dialogue, whether in political debate, academic research, or online interaction, the importance of understanding argumentation theory continues to grow.

This article explores the historical development, major models, linguistic dimensions, pedagogical implications, and emerging trends in argumentation theory, emphasizing its interdisciplinary nature and its relevance for both theoretical and practical contexts.

Historical Development of Argumentation Theory

The roots of argumentation theory can be traced back to classical rhetoric. Aristotle's Rhetoric laid the groundwork for understanding persuasion as a rational and ethical activity based on ethos, pathos, and logos (Aristotle, trans. 2007). The Aristotelian model emphasized logical reasoning (logos) as the core of argumentation, complemented by credibility (ethos) and emotional appeal (pathos). This triadic framework influenced subsequent rhetorical traditions in Europe for centuries. During the Middle Ages, argumentation took a scholastic turn, focusing on dialectical disputation as a method for resolving theological and philosophical disagreements. However, the modern concept of argumentation began to emerge in the 20th century as scholars challenged formal logic's adequacy in analyzing real-life discourse (Perelman & Olbrechts-Tyteca, 1969). Their New Rhetoric proposed that argumentation should be studied as a social and linguistic process rather than as purely formal reasoning. This view redefined argumentation as audience-centered and context-dependent.

In parallel, Stephen Toulmin (1958) introduced a model that bridged philosophy and practical reasoning, providing an analytical structure to understand how people construct and defend arguments in non-formal contexts. Later developments by Habermas (1984) and van Eemeren and Grootendorst (1984) solidified

argumentation theory as a distinct discipline, integrating insights from pragmatics, communication studies, and critical discourse analysis.

Major Models and Frameworks

1. The Toulmin Model

Toulmin’s model remains one of the most influential analytical tools in argumentation theory. It divides an argument into six key components: claim, data, warrant, backing, qualifier, and rebuttal (Toulmin, 1958). Unlike formal logic, which focuses on deductive validity, the Toulmin model emphasizes practical reasoning—how people justify their beliefs in real contexts. The model is particularly effective in educational and rhetorical analysis, as it illustrates the implicit assumptions (warrants) linking evidence to conclusions (Freeman, 2011).

2. The Pragma-Dialectical Approach

Developed by van Eemeren and Grootendorst (2004), the pragma-dialectical model views argumentation as a critical discussion aimed at resolving differences of opinion through reasonable dialogue. It combines pragmatic analysis (how language functions in context) with dialectical norms (rules for rational discussion). The model identifies four stages of argumentative discourse—confrontation, opening, argumentation, and conclusion—and prescribes rules for maintaining reasonableness, such as avoiding fallacies and respecting the burden of proof. This approach has been widely applied in discourse studies, education, and legal reasoning (Eemeren, 2018).

3. Habermas’s Theory of Communicative Action

Habermas (1984) advanced a broader sociophilosophical view by embedding argumentation within communicative rationality. According to this theory, argumentation aims to achieve understanding (Verständigung) through the free exchange of valid claims. Rational discourse, in Habermas’s view, depends on the fulfillment of validity claims—truth, rightness, and sincerity—which participants must justify when challenged. This framework highlights the ethical dimension of argumentation as a democratic process oriented toward consensus (Rehg, 2009).

4. The New Rhetoric

Perelman and Olbrechts-Tyteca’s New Rhetoric (1969) reframed argumentation as an art of persuasion directed at an audience’s reason rather than as a method of proof. They distinguished between demonstration (formal logic) and argumentation (practical reasoning) and emphasized the role of values, audience adaptation, and rhetorical techniques. This model influenced later research on discourse analysis, intercultural communication, and the ethics of persuasion (Tindale, 2004)

Linguistic and Pragmatic Dimensions

Modern argumentation theory increasingly recognizes the linguistic realization of arguments in discourse. Pragmatic theories, particularly speech act theory, have expanded the analysis from propositional logic to communicative acts. Arguments are viewed as sequences of illocutionary acts (asserting, questioning, refuting) embedded in context (Walton, 2008).

Moreover, linguistic argumentation focuses on markers of stance, modality, and coherence that reveal an arguer’s strategic positioning (Hyland, 2005). For instance, connectives such as because, therefore, and however signal argumentative relations, while hedges and boosters express degrees of certainty and engagement. The pragma-dialectical approach integrates these insights by analyzing how participants use language strategically to balance persuasion and reasonableness (van Eemeren & Houtlosser, 2002). Thus, language serves not only as a medium but as a constitutive element of argumentative activity.

Argumentation theory has profound implications for education, particularly in developing critical thinking, academic writing, and dialogic learning. Research in educational linguistics shows that teaching argumentation enhances students’ reasoning, metacognition, and civic literacy (Kuhn, 1991; Andrews, 2010). Through argument-based learning, students learn to justify claims, consider counterarguments, and evaluate evidence critically.

A central concern of argumentation theory is maintaining reasonableness and ethics in discourse. The pragma-dialectical model introduces the concept of “critical discussion” governed by rules that prevent fallacies

and manipulation (van Eemeren & Grootendorst, 2004). Violations of these rules—such as attacking the person rather than the argument or distorting the opponent's position—are identified as fallacies, which hinder rational resolution.

Recent developments in argumentation theory reflect a convergence of cognitive, computational, and discursive approaches. Cognitive argumentation research explores how people process reasons and counterarguments, integrating findings from psychology and neuroscience (Mercier & Sperber, 2017). This perspective challenges the traditional view of argumentation as purely rational, showing that reasoning often serves social and epistemic functions.

Conclusion

Argumentation theory has evolved from its classical rhetorical roots into a sophisticated interdisciplinary field that examines reasoning, persuasion, and communication in diverse contexts. Through foundational models such as those of Toulmin, Perelman, Habermas, and van Eemeren, scholars have provided tools to analyze how humans justify claims and negotiate meaning. The theory's applications—ranging from education and intercultural communication to AI and digital discourse—demonstrate its enduring relevance. Ultimately, argumentation is not merely a technique of persuasion but a cornerstone of rational and ethical interaction. In an age of information overload and polarized debate, the principles of sound argumentation remain vital for fostering critical thinking, mutual understanding, and democratic deliberation.

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LEXICAL BORROWING IN ENGLISH: MODERN TRENDS AND CULTURAL INFLUENCE

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Abstract: *This paper explores the phenomenon of lexical borrowing in modern English with a focus on contemporary trends and the cultural forces that motivate the incorporation of foreign words. English has historically absorbed vocabulary from numerous languages, but globalization, technology, migration, and media have accelerated borrowing in unprecedented ways. Recent studies highlight how modern English adopts culturally loaded words from Chinese, Japanese, Albanian, Serbian, and other speech communities as a result of international communication and sociolinguistic exchange. Drawing on previous research, this paper analyzes new borrowing patterns, their semantic transformations, and the cultural prestige behind them. The findings demonstrate that lexical borrowing today is both a linguistic and cultural process, shaped by identity, globalization, and transnational interaction.*

Keywords: *lexical borrowing; globalization; cultural influence; loanwords; English linguistics; language contact.*

INTRODUCTION.

Lexical borrowing refers to the integration of words from one language into another as a result of cultural contact, communication, and social interaction. English, which has historically expanded through colonization, trade, and international influence, has developed a rich vocabulary composed of words from numerous linguistic sources. Crystal (2003) emphasizes that the global spread of English has reinforced constant contact with other cultures, making borrowing a central mechanism in the growth of the language.

In the 21st century, globalization has transformed the nature of borrowing. Mass media, international entertainment, online communication, migration flows, and technological development have made the English language more receptive to foreign lexical items than ever before. Scholars such as Spahiu and Nuredini (2023) argue that borrowing today is faster, more dynamic, and often culturally motivated rather than purely structural or communicative

This study examines modern patterns of lexical borrowing in English and the cultural influences that accelerate this process. It aims to (1) identify contemporary borrowing trends, (2) explore how cultural prestige and global media shape borrowing, and (3) analyze selected examples from recent linguistic research. The study relies on previous findings from works on Chinese loanwords (Gao, 2025), Anglicisms in European languages (Hasani, 2018; Rizaj, 2016), and broader sociolinguistic perspectives (Poplack & Tagliamonte, 2017).

1. Theoretical Perspectives on Lexical Borrowing.

Lexical borrowing is defined as the adoption of foreign lexical units into a receiving language due to contact between speech communities. Poplack and Tagliamonte (2017) highlight that borrowing is deeply rooted in sociolinguistic interaction, identity formation, and communicative necessity.

They note that the incorporation of new lexicon is not merely a linguistic exchange but a reflection of cultural relationships and social dynamics. Historically, English borrowed extensively from French, Latin, Greek, Arabic, Hindi, and numerous other languages. These borrowings entered primarily through political, religious, and scientific interactions. However, modern borrowings differ significantly in motivation, speed, and

cultural context. As Ljung (2013) and Popović (2015) note, borrowed terms today often undergo phonological and semantic adaptation as they become integrated into daily usage.

2. Modern Trends in English Lexical Borrowing

In contemporary English, borrowing is driven mostly by technology, global entertainment, internet culture, and international cuisine. According to Spahiu and Nuredini (2023), modern borrowing reflects rapid social changes: terms from pop culture, social media, gaming, and Asian cultural exports have entered English at an unprecedented rate.

One major trend is the rise of Asian loanwords, especially from Japanese, Korean, and Chinese:

sushi, ramen, anime, manga, karaoke (Japanese)

kimchi, oppa, unnie, k-drama (Korean)

feng shui, kung fu, tofu, dim sum (Chinese)

Gao (2025) explains that Chinese loanwords in English illustrate not only linguistic borrowing but also the cultural prestige and global influence of East Asian culture. Another important trend is digital borrowing. Internet-based expressions like emoji, avatar, meme, cosplay, and spam show how online culture shapes modern vocabulary. Many of these words trace their origins to Japanese or technological jargon.Finally, borrowing is strongly observed in the domain of global food culture, where terms from Arabic, Hindi, Spanish, and Mediterranean languages enter English due to the international popularity of cuisine.

3. Cultural Influence and Sociolinguistic Factors

Borrowing is never purely linguistic; it is primarily a cultural process. Mateo (2010) states that the adoption of foreign words reflects power dynamics, prestige, identity, and cultural desirability. For example, Japanese terms like anime or otaku gained widespread use not because English lacked equivalents, but because Japanese pop culture carries global cultural prestige.

Studies on Albanian and Serbian languages by Hasani (2018), Rizaj (2016), Popović (2015), and Nuhiu (2013) show that media exposure increases borrowing. Although these works discuss how English influences other languages, their findings work in reverse as well: English increasingly borrows culturally rich terms from other languages due to media, migration, fashion, and digital culture.

Overall, cultural influence today is more powerful than historical, political, or structural factors. Borrowing occurs because speakers admire, consume, or participate in another culture—making the process deeply tied to identity and globalization.

The literature demonstrates that lexical borrowing in modern English is shaped by cultural forces more than by linguistic necessity. Globalization, technological connectivity, and international media have created an environment where English rapidly absorbs vocabulary from diverse cultures. Modern borrowings often originate from Asian languages, digital communities, and global cuisine, reflecting contemporary cultural trends and identities. Scholars agree that lexical borrowing today is faster, more culturally motivated, and more socially visible than in previous periods. As English continues to function as a global lingua franca, the incorporation of culturally loaded loanwords is expected to grow, reinforcing the dynamic and multicultural nature of the language.

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CROSS-LINGUISTIC PATTERNS OF NEGATION: A COMPARATIVE ANALYSIS OF UZBEK, TURKISH, AND ENGLISH

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Abstract: *This article compares negation structures in Uzbek, Turkish, and English. The study examines syntactic, morphological, and semantic features, highlighting cross-linguistic similarities and differences. The results demonstrate both universal and language-specific negation strategies.*

Keywords: *negation, syntax, morphology, semantics, cross-linguistic, comparative analysis, particles.*

INTRODUCTION.

Negation is a fundamental aspect of human language that allows speakers to deny, contradict, or express the absence of an action or state. While the concept of negation exists in all languages, its realization varies across linguistic systems. Uzbek and Turkish are agglutinative languages, sharing some typological traits, whereas English, a Germanic language, exhibits different morphological and syntactic strategies. Understanding cross-linguistic patterns of negation not only illuminates structural universals but also aids in second language acquisition and translation studies.

This study employs a comparative-descriptive approach to examine negation patterns in Uzbek, Turkish, and English. Data were collected from multiple sources, including contemporary written texts, recorded spoken corpora, academic articles, and literary materials, to ensure a representative sample of each language. The analysis focused on both verbal and nominal negation, exploring morphological markers, syntactic position, and semantic scope. Comparative tables and textual examples were used to highlight cross-linguistic similarities and differences. This methodological approach allows for a systematic evaluation of how negation functions in typologically diverse languages, providing insights into both universal patterns and language-specific strategies. The approach also supports practical applications in second language acquisition, translation studies, and computational linguistics, emphasizing the interplay between morphology, syntax, and semantics in expressing negation.

Morphological Negation: Morphological negation refers to expressing negation by modifying the verb itself, often through suffixes or affixes. Both Uzbek and Turkish, as agglutinative languages, make extensive use of suffixation to indicate negation. In Uzbek, verbs are negated by adding the suffix -ma/-me to the verb stem. For example:

bormayman – "I do not go" (bor = go, -mayman = negative + 1st person singular)

qilmaydi – "He/She does not do" (qil = do, -maydi = negative + 3rd person singular)

In Turkish, a similar pattern occurs with the negative suffix -me/-ma:

gitmem – "I do not go" (git = go, -mem = negative + 1st person singular)

yapmaz – "He/She does not do" (yap = do, -maz = negative + 3rd person singular)

In contrast, English does not employ morphological negation. Negation is expressed through auxiliary verbs and negative particles, as in:

I do not go

He does not do

Thus, Uzbek and Turkish share a strong morphological strategy for negation, while English relies on separate words (analytic strategy). This difference illustrates a fundamental typological contrast between agglutinative and analytic languages.

Syntactic Negation: Syntactic negation concerns how negation is structured at the sentence or clause level. In Uzbek and Turkish, negation can be expressed both morphologically and syntactically. For instance, the auxiliary-like particles “emas” (Uzbek) and “değil” (Turkish) are used to negate adjectives and nominal predicates:

Uzbek: U yaxshi emas – “He/She is not good”

Turkish: O iyi değil – “He/She is not good”

English uses a strictly analytic structure, requiring an auxiliary verb and the negative particle “not”:

He is not good.

They do not like it.

The position of the negative particle is also important. In English, “not” typically follows the auxiliary verb, while in Turkic languages, negation particles follow the adjective or verb being negated. These syntactic differences demonstrate how word order and sentence structure interact with negation across languages.

Lexical Negation: Lexical negation involves the use of inherently negative words, such as pronouns, adverbs, or determiners. All three languages employ lexical negators, though the forms and usage vary.

Uzbek: hech kim, hech narsa, hech qachon;

Turkish: hiç kimse, hiçbir şey, asla;

English: nobody, nothing, never, nowhere;

While Uzbek and Turkish lexical negators are morphologically consistent with the language’s agglutinative nature, English negators are standalone words. Additionally, the co-occurrence of lexical and morphological negation is more flexible in Turkic languages. For example, in Uzbek:

Hech kim kelmadi – “Nobody came”

English avoids such redundancy: Nobody did not come is ungrammatical.

Double Negation: Double negation refers to using two negative markers in the same clause. This phenomenon behaves differently across languages:

Uzbek: Double negation is grammatical and often reinforces the negative meaning.

Hech kim hech narsa qilmagan – “Nobody did anything”

Turkish: Similarly acceptable.

Hiç kimse hiçbir şey yapmadı – “Nobody did anything”

English: Double negation is usually ungrammatical or implies a positive meaning in standard English.

Nobody didn’t come

This contrast illustrates how typological differences influence the interpretation and acceptability of negative constructions. Turkic languages allow additive negation for emphasis, while English relies on strict single negation rules.

The comparative analysis of negation in Uzbek, Turkish, and English reveals both typological similarities and significant differences that shed light on how languages structure denial. Uzbek and Turkish, as agglutinative languages, rely heavily on morphological markers attached to verbs to indicate negation. In Uzbek, verbal negation typically uses the suffix -ma, while Turkish employs -me/-ma. These suffixes allow speakers to convey negation concisely within the verb itself, often without additional auxiliary verbs. Nominal negation in these languages is achieved through particles such as emas in Uzbek and değil in Turkish, which follow the noun and maintain a relatively flexible word order. This morphological and syntactic approach provides clarity and efficiency, particularly in spoken language, and demonstrates how agglutinative structures facilitate compact expression of negation.

In contrast, English, as an analytic language, relies on auxiliary verbs and separate particles to express negation. Verbal negation typically requires the auxiliary do combine with not (do not/does not/did not), while nominal negation uses not alongside the copula (is not/are not). Unlike Uzbek and Turkish, English cannot mark

negation through verb inflection alone, highlighting the language’s dependence on word order and auxiliary structures. This difference affects both language processing and second language acquisition, as learners must adjust to using separate syntactic elements rather than suffixes.

In conclusion, negation exhibits both universal and language-specific characteristics across Uzbek, Turkish, and English. Uzbek and Turkish rely on morphological suffixes and particles to express verbal and nominal negation, whereas English depends on auxiliary verbs and separate negative particles. Despite structural differences, all three languages ensure that negation clearly precedes or accompanies the main verb or copula, preserving semantic clarity. Understanding these patterns provides valuable insights for second language learning, translation, and cross-linguistic studies. It highlights the ways languages balance morphological compactness and syntactic clarity in expressing denial, emphasizing both diversity and underlying universality in human language.

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INGLIZ VA O‘ZBEK TILLARIDA SINONIMLIK VA ANTONIMLIK HODISALARINING QIYOSIY-SEMANTIK TAHLILI

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Annotatsiya: *Ushbu ilmiy maqola ingliz va o‘zbek tillarida sinonimlik va antonimlik hodisalarining shakllanishi, ularning semantik, stilistik, lug‘aviy va funksional xususiyatlarini chuqur o‘rganishga bag‘ishlangan.Tadqiqotda Normatova Mahliyo tomonidan keltirilgan nazariy qarashlar hamda tilshunoslikdagi zamonaviy ilmiy yondashuvlar asosida ikki tilning o‘xshash va farqli jihatlari keng tahlil qilinadi.Sinonim va antonimlarning badiiy va ilmiy matnlarda tutgan o‘rni alohida izohlanadi.*

Kalit so‘zlar: *sinonim, antonim, qiyosiy tahlil, semantika, stilistika.*

KIRISH.

Tilning lug‘aviy boyligi va ma’no qatlamlarining shakllanishida sinonimlar va antonimlar alohida ahamiyatga ega. Sinonimlar fikrning eng nozik semantik farqlarini ifodalashga xizmat qiladi; antonimlar esa qarama-qarshilik asosida mantiqiy kontrastni yuzaga chiqaradi. Ingliz va o‘zbek tillarida ushbu hodisalar nafaqat leksik birliklar sifatida, balki milliy tafakkur, madaniyat va ijtimoiy ongning tilga aks etgan ko‘rinishlari sifatida namoyon bo‘ladi.Shu bois, sinonimlik va antonimlikni qiyosiy tahlil qilish ikki tilning:

— semantik tizimini,

— stilistik imkoniyatlarini, — milliy-madaniy ko‘lamdagi farqlarni, — tasviriy ifodalash imkoniyatlarini yanada chuqurroq anglashga yordam beradi.Bugungi ilmiy tilshunoslikda ushbu munosabatlarni alohida tizim sifatida o‘rganish zarur. Chunki har bir sinonimik qator yoki antonimik juftlik matnni mazmunan boyitadi, fikrning lo‘ndaligini oshiradi, nutqqa obrazlilik va ekspressivlik bag‘ishlaydi. Ingliz tilining xalqaro nufuzi, o‘zbek tilining milliy-lisoniy o‘ziga xosligi ushbu tahlilning ilmiy ahamiyatini yanada oshiradi.

SINONIMIYANING NAZARIY ASOSLARI

Sinonimlar — bir xil tushunchani turli darajada, turlicha uslubiy bo‘yoq orqali ifodalovchi leksik birliklar bo‘lib, ular tilning obrazlilik va aniqlik darajasini belgilaydi. Tilshunoslar fikriga ko‘ra, sinonimlar uch asosiy mezon asosida shakllanadi:

1) semantik yaqinlik, 2) uslubiy farqlanish, 3) qo‘llanish jarayonidagi kontekstual moslik. Ingliz tilida sinonimlar ko‘pincha tarixiy-etimologik qatlamga ko‘ra farqlanadi. Masalan:

ask (germancha) – request (romancha),

• fire (germancha) – dismiss (romancha), Bu hol ingliz sinonimiyasining boyligiga sabab bo‘lgan.O‘zbek tilida esa sinonimlarning shakllanishi ko‘proq:

• milliy madaniyat,

•xalq og‘zaki ijodi,

• turkiy ildizli so‘zlar va arabcha, forscha qatlamlar bilan bog‘liq.

Masalan:

• ko‘ngil – dil – qalb,

• chiroyli – go‘zal – maftunkor. Sinonimlarning yana bir muhim jihati — **darajalanish**. Har bir sinonimik qatorda dominanta (asosiy, neytral) so‘z mavjud bo‘ladi. Bu so‘z boshqa so‘zlarga nisbatan uslubiy jihatdan neytraldir. Misollar: O‘zbek tilida:

• katta – ulkan – beqiyos – buyuk,
• yomon – salbiy – zararli – halokatli.
Ingliz tilida:
• happy – glad – delighted – thrilled,
• small – tiny – miniature – minuscule.
SINONIMLARNING AMALIY QO‘LLANILISHI
Sinonimlarning qo‘llanilishi matnning uslubiga bevosita ta’sir qiladi. Ular badiiy, ilmiy, rasmiy va publitsistik uslublarda turlicha maqsadlarda ishlatiladi. Shermamatovaning fikriga ko‘ra, sinonimlarning kontekstdagi tanlovi nutqning emotsional-psixologik fonini aniqlaydi. O‘zbek tili misollari:
• jilmaymoq — neytral,
• iljaymoq — yumshoq kulgu,
• tirjaymoq — istehzoli, salbiy,
• ishshaymoq — zo‘rma-zo‘raki kulgi.
Ingliz tili misollari:
• smile — jilmayish,
• grin — irjayish,
• smirk — istehzoli jilmayish,
• beam — keng kulish. Sinonimlarning matndagi vazifalari: — takrorni oldini olish, — mazmunni aniqlashtirish, — emotsional kuch berish,
— obraz yaratish,
— ilmiy matnlarda aniq termin tanlash.
ANTONIMLIK HODISASINING NAZARIY ASOSLARI VA AMALIY QO‘LLANILISHI
1. Antonimlikning nazariy asoslari
Antonimlik — tilning leksik-semantik tizimida ikki yoki undan ortiq so‘zlarning bir-biriga semantik jihatdan zid bo‘lishi bilan tavsiflanadi. Antonimlar ma’nosi qarama-qarshi bo‘lgan birliklardir. Tilning mantiqiy tizimi, kategorial qarashlar, madaniy tasavvurlar va ijtimoiy ong antonimlarning shakllanishida asosiy omil bo‘lib xizmat qiladi.
Tilshunoslikda antonimlar odatda quyidagi turlarga ajratiladi:
1) Gradual antonimlar
Ma’no darajasi bosqichma-bosqich o‘zgaradigan, “nuqta” emas, “shkala” asosida qarama-qarshilanadigan birliklar.
Misollar:
— issiq – iliq – salqin – sovuq
— hot – warm – cool – cold
Bu antonimlar o‘zaro darajalanadi va oraliq ma’nolarga ega bo‘ladi.
2) Komplementar antonimlar
Birining mavjudligi boshqasining butunlay yo‘qligini bildiradigan antonimlar. Bu turdagi antonimlarda oraliq ma’no bo‘lmaydi.
Misollar:
— bor – yo‘q
— tirik – o‘lik
— alive – dead
— true – false
Bu turdagi antonimlar mantiqiy qarama-qarshilikka asoslanadi.
3) Vektor (yo‘nalish) antonimlari
Harakatning ikki qarama-qarshi yo‘nalishini ifodalaydi.
Misollar:
— kir – chiq

— ko‘tarilmoq – tushmoq
— come – go
— enter – exit
4) Ingliz va o‘zbek antonim tizimlarining qiyosiy xususiyatlari
O‘xshashliklar:
Har ikki tilda antonimlar semantik ziddiyatga asoslanadi.
Gradual, komplementar va vektor antonimlar mavjud.
Badiiy nutqda antonimlarning tasviriy kuchi yuqori.
Farqlar:
Ingliz tilida antonimlar ko‘pincha prefikslar orqali yasaladi.
O‘zbek tilida antonimlar ko‘proq madaniy-tasavvurlarga tayangan holda shakllanadi.
Ingliz tilidagi antonimlar mantiqiy va grammatik jihatdan tizimli;
O‘zbek tilida esa semantik va obrazlilik ustun turadi.

Ingliz va o‘zbek tillarida sinonimlik va antonimlik hodisalarining qiyosiy tahlili shuni ko‘rsatadiki, har ikki tilning leksik-semantik tizimi murakkab, ko‘p qatlamli va boy lingvistik imkoniyatlarga ega. Sinonimlar fikrning nozik semantik ranglarini ifodalash, badiiy tasvirni kuchaytirish, nutqni boyitish va emotsional ta’sirchanlikni oshirishga xizmat qilsa, antonimlar matnda mantiqiy kontrast yaratish, dramatik qarama-qarshilikni kuchaytirish va tushunchalar o‘rtasidagi chegaralarni aniq belgilashda muhim rol o‘ynaydi.

Tahlil natijalari ingliz tilida sinonimlar ko‘pincha germancha va romancha ildizli so‘zlarning bir qatorda qo‘llanishi orqali shakllanishini, antonimlar esa aksariyat hollarda prefikslar yordamida yasalishini ko‘rsatadi. Bu ingliz tilining tarixiy taraqqiyoti va grammatik imkoniyatlari bilan bog‘liq. O‘zbek tilida esa sinonim va antonimlarning ko‘pchiligi leksik yo‘l bilan, ya’ni milliy madaniyat, xalqona tasavvurlar, turkiy ildizlar, arabcha va forscha qo‘shimcha qatlamlar orqali shakllanadi. Shu tufayli, o‘zbek sinonimlari ko‘proq obrazli va emotsional bo‘lsa, antonimlari ma’naviy-axloqiy mazmun bilan boyigan.

Har ikki tilning sinonimik qatorlari va antonimik juftliklarining tahlili nutqning stilistik darajasi, ma’no aniqligi, obrazlilik, emotsionallik va mantiqiy izchillikni ta’minlashda bunday birliklarning alohida o‘rni borligini ko‘rsatdi. Ingliz tilining tizimli, grammatik yasovchan antonimlari bilan o‘zbek tilining ma’naviy-ruhiy zaminida shakllangan antonimlari qiyosiy tilshunoslikda o‘ziga xos ilmiy qimmat kasb etadi.

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KOREYS TILIDA 아/ 어 보다 (-B,-IB KO‘RMOQ KO‘MAKCHIFE’LINING MA’NO KO‘LAMI

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Annotatsiya: *Zamonaviy koreys tilshunosligida “아/어 보다” (-b, -ib ko‘rmoq) ko‘makchi fe’li koreys tili ta’limi uchun asosiy grammatik vosita bo‘lib, koreys tili darsliklarida va alohida grammatikaga asoslangan kitoblarda salmoqli ahamiyatga ega bo‘lgan grammatika shakllaridan biri sanaladi. Ushbu “아/어 보다” ko‘makchi fe’li fe’l hamda sifat so‘z turkumiga qo‘shilib, so‘zlovchining gapga bo‘lgan tushunchasi va munosabatini, shuningdek, so‘zlovchining suhbat ishtirokchisi bo‘lgan tinglovchiga semantik munosabatini ifodalaydi.*

Kalit so‘zlar: *Ko‘makchi fe’l, nutq akti, semantik vazifa, semantik imkoniyat, pragmatik foydalanish, semantic munosabat.*

KIRISH.

Zamonaviy koreys tilshunosligida “아/어 보다” (-b, -ib ko‘rmoq) ko‘makchi fe’li koreys tili ta’limi uchun asosiy grammatik element bo‘lib, koreys tili grammatik kitoblarida yoki koreys tili darsliklarida faol ahamiyatga ega bo'lgan grammatika shakllaridan biri sanaladi. Ushbu ko'makchi fe'l “아/어 보다” fe’l hamda sifat so‘z turkumiga qo‘shilib, so‘zlovchining gapga bo‘lgan tushunchasi va munosabatini, shuningdek, so‘zlovchining suhbat ishtirokchisi bo‘lgan tinglovchiga munosabatini ifodalaydi. Qolaversa, “아/어 보다” ko‘makchi fe’lini o‘rgatish va o‘rganish biroz qiyinchilik tug‘diradi, chunki u keng qo‘llanish doirasiga ega grammatik shakl bo‘lib, nafaqat shaxsiy (individual) nutqda, balki ommaviy (jamoa) nutqida ham keng qo’llaniladi.Biroq, aksariyat koreys tili darsliklarida boshlang‘ich darajadagi guruhlar uchun “아/어 보다” ko‘makchi fe'lidan ma'lum miqdorda cheklangan darajada foydalanishga qaratilgan. Ushbu holatda “아/어 보다” Grammatik shakl bo‘lib qolmasdan, gap birligining ma’no vazifasinigina emas, balki nutq birligida dialog akti vazifasini ham bajaradi.Shuning uchun ham koreys nutqi hamjamiyati bilan muvaffaqiyatli muloqot qilish uchun “아/어 보다” grammatik shaklidan umumiy foydalanishni o‘rgatish va o‘rganish kerak. Ushbu maqolada, avvalo, koreys olimlarining oldingi maqolalarga asoslanib, “아/어 보다” grammatik shaklining ma’nosi va vazifasini har tomonlama keng miqiyosda o‘rganilib, “아/어 보다” grammatik shaklining ma’nosi va umumiy qo‘llanilishi umumlashtiriladi. Demak, “아/어 보다” ning ma’nosi va hozirgi holatini tahlil qilamiz. Koreys tili darsliklaridagi og‘zaki matnni tahlil qilib, grammatika tavsifida tavsiya etilgan “아/어 보다” ning qo‘llanilishi va matndagi realizatsiya jihatini solishtirgandan so‘ng, “아/어 보다” ko‘makchi fe’li haqida umumiy to'xtamga kelish mumkin. 아/어 보다 asosiy fe'lga qo'shiladigan yordamchi fe'l bo‘lib, bir qator koreys tilshunos olimlari tomonidan 아/어 보다 ning ma’nosi va nutqdagi vazifasiga qaratilgan tadqiqotlar olib borildi.

Semantik jihatdan “아/어 보다” “urinish”, “sinov” (차현실, 1983: 우형식, 1986: 이기동, 1988: 장미선, 1994: 손세모돌, 1996: 박선옥, 1998: : 호광수, 1999: 유혜령, 2010: 정연희, 2017), " tajriba" (우형식, 1986: 이기동, 1988: 장미선, 1994: 손세모돌, 1996: 호광수, 1999: 정연희, 2017) " tasavvur" (장미선, 1994: 손세모돌, 1996: 호광수, 1999 “tasdiqlash”, “qaror”, “hushmuomalalik” (장미선, 1994: 손세모돌, 1996) ma’nolarini yuzaga chiqarib shakl va sintaktik birikmaning ma’nosini ochib beradi. Yordamchi fe’l sifatida ishlatilganda “-아/ 어보다” harakat ma’nosida ishlatiladi hamda u faqat harakat fe’li bilan birikishi mumkin.

a)이번 기회에 스타일을 한번 바꿔 보세요

a) Ushbu imkoniyatdan foydalanib, uslubingizni o'zgartirib ko'ring.

b) 집에 가서 읽어 볼게요

b) Men uyga borib, buni o'qib ko'raman.

d) 어디서 많이 들어 본 노래인데.

d) Qo‘shiqni qayerdadir ko‘p bora eshitgansiz?

e) 나도 아파 봐서 잘 알아.

e) Men buni yaxshi bilaman, chunki men ham kasal bo'lib ko'rganman.

(1.a), (1.b) -아/ 어 보다 “urinish”, “sinab ko'rish” degan ma’noni yuzaga chiqarayotgan bo‘lsa-da, (1.a) dagi vaziyat o‘z uslubini almashtirib ko‘rishni sinab ko‘rish, tajriba qilib ko‘rish, ya’ni ilk bor amalga oshirilayotgan harakat bo‘lsa, (1.b) holatida esa haqiqatda uyga borib aniq bajariladigan ish-harakatni ifodalab kelgan. “-아/ 어 보다” ko‘makchi fe’li umumiy olganda “sinov”, “tajriba qilish” ma’nolarini yuzaga chiqaradi. Lekin 호광수 (1999) ning fikricha ushbu ko‘makchi fe’l nafaqat "tajriba qilish" balki “haqiqatda amalga oshirish” ma’nosini ham yuzaga chiqaradi. “-아/ 어 보다” ma’nosini anglash ba’zan cheklangan. Biroq, agar u predikat turi yoki fe’lning semantik xususiyatlari bilan cheklanmagan bo‘lsa uning ma'nosi kontekst bilan belgilanadi. 아/어 보다 ning ma’nosi gapning qaysi zamonda ifodalanayotganiga ko‘ra ham bir muncha farqlidir. 손세모돌 (1996) ning fikricha 아/어 보다 “tajriba” ma’nosini yuzaga chiqarayotganda asosan o‘tgan zamonda ishlatiladi. 조영보 (2020) ning tadqiqotida esa 아/어 보다 hozirgi va kelasi zamonda “sinov”, “urinib ko‘rish”, o‘tgan zamonda esa “tajriba” ma’nosini yuzaga chiqaradi. Shuningdek 손세모돌(1996) da buyruq va taklif mazmunidagi gaplarda ham “sinov”, “urinib ko‘rish” ma’nosi ochib beradi.

a) 이번 방학에는 이것저것 많이 해 볼 거예요.

a) Shu kelayotgan ta’tilda u- bu ishlarni qilib ko‘rmoqchiman.

b)이것저것 많이 해 보는데 아직 제 적성에 맞는 게 뭔지 모르겠어요.

b) U bu ishlarni ko‘p qilib ko‘rdim lekin o‘zimga mos keladigan ish nimaligini haligacha topa olmadim.

d) 대학생 때 이것저것 많이 해 봤어요.

d) Talabalik paytimda u bu ishlarni juda ko‘p qilib ko‘rganman.

(2.a) dagi misolda sinov tariqasida biror ishni qilib ko‘rishi nazarda tutilayotgan bo‘lsa, (2.b) da esa ish harakat allaqchon tajriba qilib ko‘rilganligiga guvoh bo‘lamiz. (2.d) dagi holat esa o‘tgan zamonda bir ish-harakatni ko‘p marotaba bajarish ma’nosidan ko‘ra shu haraktni boshidan kechirganligi, tajriba qilinganiligini

ko‘ramiz. 아/어 보다 “tasavvur”, “faraz”, “istak” ma’nosini ham yuzaga chiqarib, gapning shakliy va sintaktik xususiyatini belgilaydi.

a) 돈만 많아 봐.인생이 확 달라질걸.

a) Faqat pul bo'lsa edi. Hayotim butunlay o'zgarib ketar edi.

b) 이게 커피여 봐.

b) Kofe bo'lsa edi.

(3.a) va (3.b) da berilgan misollarda 아/어 보다 sifat va ot so‘z turkumi bilan ifodalanib “tajriba” yoki “sinov” mazmunini emas, balki “pul bo‘lsa”, “kofe bo'lsa” kabi “faraz”, “istak” ma’nosini bildirayapti. 아/어 보다 jumlaning mazmunidan kelib chiqqan holda “hurmat” ma’nosini ham yuzaga chiqaradi.

a) 기다리지만 말고 먼저 연락해 보세요.

a*) 기다리지 말고 먼저 연락하세요.

b) 먼저 가 보겠습니다.

b*) 먼저 가겠습니다.

(4.a) misolida kutib o‘tirmasdan birinchi bo‘lib bog‘lanishi kerakligi suhbatdoshiga taklif mazmunida yetkazilib hurmat ifodasi yaqqol ko‘zga tashlanadi. 호광수 (1999) ning fikricha (4.a*) ga solishtirganda (4.a) misolida ifodalangan gap suhbatdoshga ko‘proq hurmat ma’nosini yuklaydi. 차현실 (1983) da (4.a) ga o‘xshash buyruq gaplarda 아/ 어 보다dan foydalansak, hurmat ma’nosi yanada kuchliroq ifodalanilib, yuqoridagi buyruq gapdan farqli o‘laroq so‘zlovchining “qaror”, “tasdiq” ini ifodalaydi. Bunday holatda buyruq gapda ifodalanadigan buyirish ohangi yumshab hurmat ma’nosi kuchayadi.Shuningdek, (4.b*) va (4.b) misollari ham birdek “hurmat” ma’nosida. Ammo bu misollar yuqoridagi (4.a) dan farqli nutq so‘zlovchisining “tasdiqlash” fikriga ega emas. Ya’ni (4.b)da so‘zlovchi suhbatdoshiga birinchi borish harakatini aytayotgan holda o‘zinining “qaror” ini yuzaga chiqarayapti.

Xulosa o‘rnida shuni ta’kidlash joizki, 아/어 보다 ko‘makchi fe’li koreys tili ta’limida foydalaniladigam grammatik element sifatida ma’no ko‘lami keng bo‘lib, jiddiy o‘rganishni talab etadi.

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THE USE OF PROPER NOUNS IN ENGLISH FAIRY TALES

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Abstract: *Proper names are fundamental to language and our understanding of the world. Their unique role attracts diverse scholars—from geographers to translators—because names are essential building blocks of both language and human thought.*

Keywords: *fairy-tale, proper names, contexts, cultural, scientists, historians, linguists, semantics, component, analyze.*

INTRODUCTION.

Proper names occupy a significant place in the vocabulary of any language. Specificity of names has always attracted the attention of researchers: geographers, philologists, cultural scientists, historians, linguists, translators. This is primarily due to the fact that proper names are undoubtedly one of the most important components of the linguistics and conceptual picture of the world.

Since personal names of people name an object, they do not attribute any features to it; however, in the fiction text thanks to anthroponyms, the writer hides a certain meaning that reflects the character of the hero. It is thanks to the names of characters, it becomes clear which character is in front of him. Despite the large number of publications on this topic, many questions are only posed, but not resolved. To solve them, active work is done to collect and analyze actual material. In this regard, the names of fiction characters of foreign authors are described and researched, dictionaries of characters are compiled.

Let us consider the most popular names of characters of English fairy tales and trace the history of their occurrence.

The name Jack is one of the most common names in the system British proper names. Basically, this name belongs to fairy-tale contexts to a person of common origin, it becomes unique when a characteristic component is attached to it or, in other words, an individualizing identifier, which in different cases is either in the preposition or in the postposition: Lazy Jack, Jack the Fool, Canny Jack, Jack the Robber, Clever Jack, Daft Jack, Jack the Farmer, etc.

The name of the protagonist of the fairy tale "Jack the Giant-Killer" is semantically related to the verb "kill", which means: "to cause the death of a person or animal". This tale is a story about how a simple guy from a peasant family dealt with a giant Cormoran, who kept the entire population at bay.

Jack killed Cormoran by hitting him with an ax on the head. In addition to the ransomed riches of Cormoran, which Jack was promised as a reward, he gets a nickname, as a result of the addition of the words giant and kill, which was attached to the real proper name we get Jack the Giant-Killer.

Motivated proper names can be classified as follows:

- nicknames make up the most significant part of such proper names (Тогп the Thumb, Jack the Fool, Jack the Farmer, Lazy Jack, Silly Billy, Nosey, Cap O'Rushes, Cat skin, Tatter coats, etc.);
- toponyms (Mother Shipton's Cave (the cave where the hero named Shipton lived), Knucker Hole (the pond where the dragon Knucker lived), x1 (the bridge that was as thin as hair));
- zoonymy (Titty Mouse, Tatty Mouse, Jump);
- naming of fantastic creatures (Hedley Kow (creature instilled in cows and making various jokes about the owners of these animals in such a guise), Red Jacket (creature who constantly wore a red jacket)).

Among the personal names, one can single out an insignificant group of names, the semantics of which are difficult to explain in the context of the folklore work.

Such name, for example, is the name of the character of the fairy tale “Old Lightowler”. The first component of the name Old tells us about the character's age, and as for the second component, it has absolutely no relation to the plot of the fairy tale in which the old boat maker made a bet with the buyer that he would dance a step on the deck of the boat all the way to the destination.

Understanding the semantics of this fabulous name, we decomposed the second component of the name into two parts. This allowed us to see that the name of the main character consists of two words: light and owler, but then in the context of a fairy tale, their meanings (light - “light” and owler - “person (or vessel engaged in the illegal export of wool or sheep”) have no special meaning. You can suggest that the name of the hero is derived from the word owl-lighter - "gloomy (gloomy) man." However, this nickname does not fit the hero with a cheerful behavior dancing throughout the tale at all.

From the above, it becomes clear that most often the name of the fairy-tale character consists either of one characterizing component, or of two or three components, among which the characterizing component is necessarily present.

Among the names, nicknames, also belonging to the category of anthroponyms, there is also a division into singular and plural. For example, the anthroponym name with the attached nickname William the Conqueror refers to single nicknames.

However, the majority of fabulous nicknames fall into the category of multiple ones due to their reference, which operates within one sometimes several fairy tales: Nosey, Cap O'Rushes, Daddy, Tom Thumb, Jack the Fool, Lazy Jack, Jack the farmer, Mr. And Mrs. Vinegar, Kate Cracker nuts, Cat skin, Tatter coat, Thunderdell.

Popular characters in English fairy tales are goblins, witches, elves and talking animals found in fairy tales and domestic fairy tales. Many fairy tales use talking names and surnames. In some cases, names and surnames help to create character images through the creation of associative and contrasting connections.

Throughout the tale, the name may vary, changing its shape. This expresses the attitude of the people to the heroes of the fairy tale (The prince / kings son).

Proper names in English fairy tales are presented in the following categories: real names; fictitious names; proper names with addition.

Nomination in English fairy tales contain an indication of the nature of the character; on the profession and position; on social status and financial situation; on features of appearance; as well as an indication of the genetic connection of the name with the heroes of myths and legends (the origin of the name of the character associated with the world of flora and fauna; with the household sphere).

The proper names of English fairy tales are characterized by the predominance of male proper names over female, a large number of social and official proper names, which reflect the ideas of narrators and listeners of the fairytale.

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INGLIZ TILINI O‘QITISHDA ESHITISH MAHORATINI OSHIRISH UCHUN BROADCASTLARDAN FOYDALANISH

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Annotatsiya: *Mazkur maqolada ingliz tilini o‘rganishda eshitish ko‘nikmalarini rivojlantirishda broadcast va kinofilm materiallaridan samarali foydalanish imkoniyatlarini o‘rganadi. Maqolada real nutq kontekstidagi vizual va auditoriya elementlariga boy materiallar talabalarning tinglab tushunish ko‘nikmalarini tez va samarali rivojlantiradi, talaffuz va intonatsiyani yaxshilaydi, leksik boylikni oshiradi. Shuningdek, metodik yondashuv orqali kinofilm va broadcast materiallari til o‘qitish jarayonini interaktiv va motivatsion qiladi.*

Kalit so‘zlar: *Ingliz tili, eshitish ko‘nikmasi, broadcast, kinofilm, til o‘qitish, pedagogik metod, tinglab tushunish, multimodal materiallar.*

KIRISH.

Ingliz tilini o‘rganishda tinglab tushunish ko‘nikmasi asosiy til ko‘nikmalaridan biri bo‘lib, til o‘rganuvchilarning nutqni tushunish, muloqotda ishtirok etish va real hayotdagi vaziyatlarda samarali aloqa qilish qobiliyatini shakllantiradi. Zamonaviy globalizatsiya va axborot kommunikatsiyasining rivojlanishi natijasida talabalar nafaqat akademik nutqni, balki kundalik muloqot, professional suhbatlar va madaniy kontekstlarni tushunish imkoniyatiga ega bo‘lishlari zarur. Shu jihatdan, ingliz tilini o‘qitishda eshitish ko‘nikmalarini rivojlantirishga yo‘naltirilgan samarali metodlar dolzarb hisoblanadi.

Broadcast materiallari, xususan kinofilmlar, talabalarga tilni tabiiy kontekstda o‘rganish imkonini beradi. Kinofilmlar yordamida talabalar talaffuz, intonatsiya, leksik va frazeologik birliklarni amaliy vaziyatda o‘zlashtiradi, shuningdek, turli muloqot janrlarida ishlatiladigan nutqning real ritm va urg‘usini anglashga o‘rganadi.[1] Bundan tashqari, vizual va auditoriya elementlariga boy materiallar talabaning motivatsiyasini oshiradi, tinglab tushunish jarayonini interaktiv va qiziqarli qiladi.

Eshitish ko‘nikmasi nafaqat so‘zlarni tushunish, balki fonologik, sintaktik va pragmatik jihatlarni ham o‘z ichiga oladi. Kinofilm va broadcast materiallari esa bu jihatlarni bir vaqtda rivojlantirishga yordam beradi, chunki ular real nutq kontekstini taqdim etadi va talabani turli tilli vaziyatlarga tayyorlaydi. Shu sababli, bunday materiallarni o‘qitishda tizimli va metodik yondashuv asosida qo‘llash til o‘rganish jarayonining samaradorligini oshiradi.

Eshitish ko‘nikmasini rivojlantirish til o‘qitishda eng murakkab, ammo eng muhim komponentlardan biri hisoblanadi. Bu ko‘nikma nafaqat nutqni tinglab tushunish, balki kontekstni anglash, talaffuzni eslab qolish va nutqning intonatsiyasini tan olishni o‘z ichiga oladi. Til o‘rganishda an’anaviy metodlar, masalan, darslikdagi mashqlar yoki audio materiallar, foydali bo‘lsa-da, ular talabalarni real hayotdagi muloqot jarayonlariga yetarlicha tayyorlamaydi.[2] Shu nuqtai nazardan, kinofilm va broadcast materiallarining pedagogik ahamiyati oshadi, chunki ular tilni tabiiy kontekstda, turli muloqot vaziyatlarida o‘zlashtirish imkonini beradi.

Kinofilmlar va broadcastlar talabalarga nutqning tabiiy ritmi va urg‘usini o‘rganishga yordam beradi. Real suhbatlarda talaffuzning va intonatsiyaning o‘zgaruvchanligi ko‘p hollarda so‘zlarni tushunishda qiyinchilik tug‘diradi. Shu bois, kino va televizion materiallar orqali talabalar turli lahjalar, urg‘ular va nutq modullarini o‘rganadilar.[3] Masalan, biror filmda sodir bo‘layotgan sahna orqali talabalar nafaqat so‘z

ma’nosini tushunish, balki situatsiyaga mos muloqot strategiyasini ham o‘zlashtiradi. Bu esa ularning eshitish va tushunish ko‘nikmalarini sezilarli darajada rivojlantiradi.

Shuningdek, kinofilm va broadcast materiallari vizual va auditoriya elementlarini o‘z ichiga oladi, bu esa til o‘rganish jarayonini interaktiv qiladi. Talabalar sahnadagi harakatlar, mimika, tovushlar va fon effektlarini kuzatish orqali nutq ma’nosini to‘liq tushunishga o‘rganadilar. Tadqiqotlar shuni ko‘rsatadiki, multimodal materiallardan foydalangan holda eshitish mashqlari talabalarni motivatsiya qiladi va ularning tilga bo‘lgan qiziqishini oshiradi. Shu bilan birga, vizual kontekst orqali so‘zlarning ma’nosi va ishlatilish joyi aniqroq tushuniladi, bu esa so‘z boyligini samarali rivojlantirishga yordam beradi.

Metodik jihatdan, kinofilm va broadcast materiallarini o‘qitishda tizimli yondashuv muhimdir. Materialni tanlashda talabalar darajasi, til maqsadi va pedagogik vazifalar hisobga olinishi lozim. Masalan, boshlang‘ich darajadagi talabalar uchun qisqa sahnalar va sodda dialoglar, ilg‘or darajadagilar uchun esa uzun metrajli filmlar va murakkab nutq strukturasi samarali bo‘ladi. Mashg‘ulot jarayonida talabalar nutqni bir necha bosqichda tinglashlari, eshitganlarini qayta aytishlari va savollar orqali tushunish darajasini baholashlari mumkin. Shu yondashuv talabalarga eshitish ko‘nikmalarini bosqichma-bosqich rivojlantirish imkonini beradi.

Amaliy tajriba shuni ko‘rsatadiki, kinofilm va broadcast materiallaridan foydalangan holda o'tkazilgan mashg‘ulotlarda talabalar so‘z boyligi, talaffuz va tinglab tushunish ko‘nikmalarini an’anaviy metodlarga qaraganda tezroq rivojlantiradi. Bundan tashqari, real hayotiy kontekstni o‘z ichiga olgan materiallar nutqni tushunishni qiyinlashtiruvchi noaniqliklarni yumshatadi va talabalarni murakkab til vaziyatlariga tayyorlaydi. Shu bois, metodik jihatdan kinofilm va broadcast materiallari faqat qiziqarli vosita sifatida emas, balki samarali pedagogik strategiya sifatida qo‘llanilishi muhimdir.

Kinofilm va broadcast materiallarining ingliz tilini o‘rganishda eshitish ko‘nikmalarini rivojlantirishdagi roli katta. Ular talabalarni real nutq kontekstiga moslashtiradi, talaffuz va intonatsiyani yaxshilaydi, leksik boylikni oshiradi va interaktiv mashqlar orqali motivatsiyani ta’minlaydi. Shu bilan birga, metodik jihatdan materiallarni tizimli tanlash va bosqichma-bosqich mashq jarayonini tashkil etish talabalar uchun samarali natija beradi. Bu esa zamonaviy til o‘qitish amaliyotida broadcast va kinofilm materiallarining pedagogik ahamiyatini yanada oshiradi.

Ingliz tilini o‘rganishda eshitish ko‘nikmalarini rivojlantirishda kinofilm va broadcast materiallarining pedagogik ahamiyati katta. Ular talabalarni real nutq kontekstiga moslashtiradi, talaffuz, intonatsiya va nutq ritmini tushunishni yaxshilaydi, shuningdek, leksik va frazeologik boylikni samarali o‘zlashtirish imkonini beradi. Multimodal yondashuv — vizual va auditoriya elementlarini o‘z ichiga olgan mashg‘ulotlar — talabaning diqqatini oshiradi va eshitilgan ma’lumotni tezroq tushunishga yordam beradi.

Metodik jihatdan tizimli tanlangan kinofilm va broadcast materiallari talabalarni motivatsiya qiladi va ularning eshitish ko‘nikmalarini an’anaviy metodlarga nisbatan samaraliroq rivojlantiradi. Materialni darajaga moslash, bosqichma-bosqich mashqlarni tashkil etish va interaktiv faoliyatlarni qo‘llash natijasida talabalar murakkab nutq vaziyatlarini osonroq tushunadi va muloqotda o‘zini ishonchli his qiladi.

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ГЕНДЕРНЫЕ АСПЕКТЫ РЕЧИ В СОВРЕМЕННОМ РУССКОМ ОБЩЕСТВЕ

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Аннотация: *В статье рассматриваются гендерные аспекты речи в современном русском обществе. Анализируются лексические, грамматические и прагматические особенности речевого поведения мужчин и женщин, а также влияние социальных трансформаций на языковые модели. Особое внимание уделено изменению гендерных стереотипов и формированию новых коммуникативных стратегий в условиях современности.*

Ключевые слова: *гендерная лингвистика, речевое поведение, коммуникация, гендерные различия, современное общество.*

ВВЕДЕНИЕ.

Проблема гендерных различий в языке продолжает оставаться одной из наиболее актуальных областей исследования в современной лингвистике. Российское общество переживает существенные социальные и культурные изменения, затрагивающие модели поведения, систему ценностей и коммуникативные нормы. Эти процессы непосредственно отражаются в языке — универсальном инструменте передачи и формирования социальных значений.

Гендерная лингвистика как научное направление изучает взаимодействие языка и социального пола, рассматривая речь как механизм воспроизводства гендерных ролей и социальных ожиданий (Кирилина, 2000). В современных условиях она приобретает особое значение, поскольку гендерные стереотипы трансформируются, а коммуникативные модели становятся более гибкими и вариативными.

1. Теоретико-методологические основы гендерной лингвистики

Гендерная лингвистика оформилась как самостоятельная дисциплина во второй половине XX века под влиянием работ Р. Лакофф, Д. Таннен, О. Есперсена, которые впервые систематизировали различия мужской и женской речи. В России данное направление активно развивается с конца 1990-х годов (Кирилина, Боброва, Шейгал).

Основные положения гендерной лингвистики включают:

1. Язык как социальная практика. Речь отражает не биологический пол, а социально сконструированные роли.
2. Гендерная маркированность. Языковые единицы могут кодировать ожидания общества относительно поведения мужчин и женщин.
3. Вариативность. Гендерные различия проявляются не только на уровне структуры языка, но и в коммуникативных стратегиях.

Лингвисты рассматривают гендерный анализ как междисциплинарный подход, соединяющий языкознание, социологию, психологию и теорию коммуникации.

2. Лексико-семантические особенности мужской и женской речи

Наиболее очевидные гендерные различия проявляются на уровне лексики:

2.1. Женская речь

Исследователи отмечают такие характеристики:

• более высокая эмоционально-оценочная насыщенность [Лакофф, 1975];

• использование уменьшительно-ласкательных суффиксов: домик, платьице, зайчик;

• частое применение модальных слов, выражающих сомнение или корректность (может быть, наверное, как бы);

• ярко выраженные стратегии поддержания диалога: да, конечно, понимаю, правда?

2.2. Мужская речь

Её особенности включают:

• большую прямолинейность, лаконичность;

• использование нейтральной или сниженной лексики;

• речевую экономию;

• ориентацию на результат, а не на процесс общения.

Лексические различия не являются абсолютными, однако статистически фиксируются в разных социолингвистических исследованиях [Таннен, 1990; Кирилина, 2000].

3. Грамматические особенности и синтаксические предпочтения

Женская речь, согласно наблюдениям, характеризуется:

• использованием более сложных синтаксических конструкций;

• высокой частотой вводных слов (кажется, по-моему, как известно);

• большим количеством придаточных предложений;

• риторическими вопросами.

Мужская речь чаще опирается на:

• простые предложения;

• жесткую логическую структуру;

• прямые утверждения;

• меньшую вариативность модальных частей речи.

Эти особенности частично обусловлены социальными ролями и моделями воспитания.

4. Прагматические различия и стратегии общения

Гендерные различия наиболее ярко проявляются в прагматике — выборе стратегий и тактик взаимодействия.

4.1. Женские коммуникативные стратегии

• стремление к установлению гармонии;

• поддержка собеседника;

• эмпатия;

• избегание конфликтов;

• ориентация на диалог и совместность.

4.2. Мужские стратегии

• доминирование в разговоре;

• стремление к утверждению собственного статуса;

• конкурентность;

• ориентация на информацию, а не на отношения;

• использование прямых директив.

Эти отличия подробно исследованы в трудах Д. Таннен, которая описывает мужскую речь как "речь статуса", а женскую — как "речь близости".

5. Гендерные трансформации в современном обществе

Общество XXI века переживает фундаментальные изменения:

• рост гендерного равноправия;

• активное участие женщин в профессиональной сфере;

• цифровизация и влияние интернет-коммуникаций;

• расширение гендерно-нейтрального словаря.

Эти процессы приводят к:

1. Нивелированию традиционных отличий:

— женщины всё чаще используют прямые стратегии,
— мужчины — эмоционально окрашенную лексику.

2. Появлению гендерно-нейтральной речи:

— активное использование нейтральных форм (автор, директор, специалист).

3. Формированию гибридных цифровых коммуникативных практик:

— онлайн-речь менее привязана к гендеру, чем офлайн.

Гендерные аспекты речи в современном русском обществе представляют собой сложное, динамично развивающееся направление исследования. Несмотря на наличие устойчивых различий в речи мужчин и женщин, современные социальные условия приводят к постепенному стиранию границ и возникновению новых языковых моделей. Гендерная лингвистика продолжает активно развиваться, фиксируя изменения, влияющие не только на язык, но и на само понимание гендерной идентичности.

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ПРИЧИНЫ И СЛЕДСТВИЯ ИСПОЛЬЗОВАНИЯ ЗООНИМОВ ВО ФРАЗЕОЛОГИЗМАХ В РУССКИХ И УЗБЕКСКИХ ЯЗЫКАХ

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Аннотация: *В статье рассматриваются фразеологические единицы, содержащие зоонимы, в русском и узбекском языках. Цель исследования: выявить чем обусловлены причины возникновения зоонимов во ФЕ и определить какую роль играют в национальных лингвокультурах. Сопоставительный анализ показывает, что использование наименований животных во фразеологизмах отражает мировосприятие, ценности и традиции каждого народа по-своему, показывая интерпретацию того или иного животного в человеческом мышлении.*

Ключевые слова: *зооним, фразеологизм, образ животного, русский язык, узбекский язык, лингвокультура, сравнение.*

ВВЕДЕНИЕ.

Основы фразеологии как науки в русском языкознании были заложены академиком В.В.Виноградовым. Фразеологизмы — важная часть языковой системы, отражающая мировоззрение народа, его культурные и исторические особенности. Особый интерес вызывают фразеологические единицы, содержащие зоонимы (наименования животных), так как именно через образы животных человек с древних времён сравнивал поведение людей, выходки и повадки людей с животными.

В. Н. Телия, один из виднейших современных учёных в области фразеологии, пишет: «Фразеологический состав языка –это зеркало, в котором лингвокультурная общность идентифицирует свое национальное самосознание» [4,196]. Я. П. Игнатович в статье «Фразеологические единицы предметного класса в русском и английском языках: сопоставительный аспект утверждает: фразеология – это соль языка, его душа, это зеркало истории и культуры его носителя. ФЕ передаются из уст в уста, от поколения к поколению. Знакомство с фразеологией позволяет глубже понять историю народа, его отношение к человеческим достоинствам и недостаткам, особенности его мировоззрения.

Сравнительное изучение русских и узбекских фразеологизмов с зоонимами актуально, поскольку позволяет выявить общие и национально-специфические черты мышления и культуры двух народов. Цель данной работы — определить причины использования зоонимов во фразеологизмах и проанализировать их смысловые следствия.

Теоретические основы

Понятие зооним (от греч. zoon — «животное» и onoma— «имя») обозначает лексическую единицу, называющую животное. Фразеологизм — это устойчивое словосочетание с неделимым переносным значением [1,14].

Фразеологические единицы с зоонимами широко распространены во всех языках. Они часто отражают народные представления о характере человека через сравниванение с животными. В русской традиции большую роль сыграли фольклор, пословицы и сказки, а в узбекской — народная мудрость, связанная с кочевым бытом и наблюдениями за природой. Фразеологизмы русского и узбекского языков могут быть как полностью эквивалентными, так и частично совпадающими по смыслу. Например, выражение «делать из мухи слона» соответствует узбекскому « pashadan fil yasash» [5, 56] - оба фразеологизма означают «преувеличивать» [5, 67].

Образ таких животных леса, например лиса - в обеих культурах имеет негативную характеристику. Лиса считается символом- лукавости и расчетливости. К примеру, фразеологизм «Хитрая как лиса» - узбекский аналог «tulkidek ayyor».

Оба фразеологизма идентичны по смыслу. Далее образ волка также имеет схожее значение. Возьмем фразеологизм «Волк в овечьей шкуре»- лицемер, злой человек под видом доброго. В узбекском языке также имеется фразеологизм с таким же значением- «qõy terisidagi bõri», характеризующий человека злобного, но притворяющегося добрым. Также есть абсолютно идентичные варианты фразеологизмов в русском и узбекском языках с образом зайца. «Убить двух зайцев одним выстрелом» что означает «Достичь сразу двух результатов или получить двойную выгоду от одного поступка». В узбекском языке этот фразеологизм дан в следующем виде: Bir õq bilan ikki quyonni urmoq”, или “ Bir õq bilan ikki qushni urmoq”. Иногда вместо слова «õq» встречается слово «kesak» [3,44], но несмотря на незначительную трансформацию, значение остаётся то же.

Далее рассмотрим фразеологизмы с домашними животными. Например, кошка, как один из самых любимых питомцев человека, характеризуется как символ ласки и заботы. Примером может послужить устойчивое выражение - «ластиться как кошка» (разговорное). Это выражение используется для человека, который хочет проявлять ласку, нежность. В узбекском языке оно звучит примерно так «mushukdek suykalmoq».

Есть не менее интересный фразеологизм «жить как кошка с собакой» [5,294] используется, чтобы обозначить недружелюбные отношения между людьми. Быть в постоянных ссорах и конфликтах. Выражение основано на традиционном представлении о том, что кошки и собаки враждуют между собой. И для сравнения можно взять узбекский фразеологизм «it bilan mushukdek». Что в разговорной речи часто употребляются для описания недружественных отношений между людьми.

В русском языке встречаются фразеологизмы с образами птиц. Например русское: «петушиться» — вести себя задиристо, бросать вызов. В узбекском языке (разговорное): «hõrozlanmoq», которое также обозначает человека зазнавшегося, человек ведёт себя как боевой петух. Или когда зоркому человеку приписывают умение сокола- «соколиный глаз», аналог в узбекском языке «lochin kõzidek õtkir», что совпадает с русским значением.

Известное выражение «мух гонять» означает бездельничать. В узбекском языке встречается в следующем виде «pashsha qõrimoq»- ish bilan shuğullanmaslik [3,206].

Однако не все фразеологизмы русского языка имеют точную аналогию в узбекском языке. К примеру, фразеологизм «постельный клоп» [5, 87] в русском языке имеет переносное значение — так называют:

1. человека ленивого, постоянно лежащего в постели, неактивного,
2. иногда — неопрятного, неприятного человека.

В узбекском языке имеется фразеологизм «kanadek yopishqoq», где «kana» - переводится как клоп, а «yopishqoq» - липкий и значение данной единицы характеризует человека назойливого, навязчивого. Прямого устойчивого фразеологизма с данным насекомым нет, но по смыслу и функции можно подобрать эквиваленты.

Узбекский фразеологизм «kanadek yopishqoq» (рус. липкий как клоп) дословно не переводится на русский. Русский аналог по смыслу этому фразеологизму соответствуют: «Приставучий как банный лист», «Липкий как клей», «Назойливый как муха».

Заключение

В заключение можно провести условное разделение фразеологических единиц с зоонимами на четыре тематические подгруппы:

1. С образами диких животных.
2. Домашних животных.
3. Птиц.
4. Насекомые и пресмыкающиеся.

Проведённый анализ показал, что фразеологизмы с зоонимами выполняют оценочную, эмоциональную и метаязыковую функции в языке. И в русском, и в узбекском языках наблюдаются универсальные образы животных, однако каждая культура придаёт им свои национально-специфические оттенки. Кроме того есть ряд ФЕ с компонентом-зоонимом , свойственные только конкретной лингвокультуре и употребляемые только в одном языке. Изучение таких выражений способствует более глубокому пониманию культурных кодов и особенностей мировосприятия народов.

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AGENTIV SINTAKSEMALARNING TARKIBIY VA FUNKSIONAL XUSUSIYATLARI

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Annotatsiya: *: Ushbu maqolada agentiv sintaksemalarning tarkibiy va funksional xususiyatlari batafsil tahlil qilinadi. Agentivlik sintaktik va semantik strukturalarning murakkabligi, shuningdek, agentiv sintaksemalarning til ichidagi roli va vazifalari o‘rganiladi. Maqolada agentiv sintaksemalarning til tizimidagi o‘rni, ularning tarkibiy elementlari, agentlikning sintaktik va semantik ifodalari, shuningdek, agentiv konstruksiyalarning funksional jihatlari ko‘rib chiqiladi. Shuningdek, agentivlikning tilshunoslikdagi nazariy yondashuvlari va ularning amaliy ahamiyati ham muhokama qilinadi.*

Kalit so‘zlar: *Agentiv sintaksemalar, tarkibiy xususiyatlar, funksional xususiyatlar, agentlik, sintaksis, semantika, agentiv konstruksiyalar, til nazariyasi*

KIRISH.

Agentiv sintaksemalar tilshunoslikda sub’yektning til ichidagi faoliyatini va uning semantik rolini ifodalovchi muhim birlik sifatida qaraladi. Ularning tarkibiy va funksional xususiyatlarini tahlil qilish tilning sintaktik tuzilishi va semantik mazmunini yaxshiroq tushunishga yordam beradi. Agentiv sintaksemalar ko‘p qirrali fenomen bo‘lib, ularning tarkibida agentlikni ifodalovchi turli elementlar mavjud. Ushbu maqolada agentiv sintaksemalarning tarkibiy qismlari, ular qanday tashkil topishi va til ichidagi funksiyalari batafsil yoritiladi.

2. Agentiv sintaksemalarning tarkibiy xususiyatlari

Agentiv sintaksemalarning tarkibiy xususiyatlari ularning ichki tuzilishi bilan bog‘liq. Sintaktik jihatdan agentiv sintaksemalar sub’yekt va predikat orasidagi munosabatni o‘z ichiga oladi. Agent sub’yekt sifatida faol harakatni amalga oshiruvchi element bo‘lib, u ko‘pincha nominativ holatda ifodalanadi (Fillmore, 1968, p. 69). Agentiv sintaksemalarda sub’yektning agentlik roli uning sintaktik pozitsiyasi, gapdagi joylashuvi va morfologik belgilari orqali aniqlanadi. Chomsky (1965) nazariyasida agent sub’yekt sifatida sintaktik daraxtda alohida o‘rin egallaydi, u gapning asosiy harakat boshlovchisi sifatida ko‘riladi. Shuningdek, agentiv konstruksiyalarda sub’yekt ko‘pincha o‘zaro bog‘langan frazalar bilan birga keladi, bu esa uning tarkibiy murakkabligini oshiradi. Misol uchun, “Ali kitob o‘qiyapti” gapida “Ali” sub’yekt, “kitob o‘qiyapti” esa predikat rolini bajaradi. Langacker (1987) kognitiv grammatika nuqtai nazaridan agentiv sintaksemalarning tarkibi agentning kognitiv niyatlari va faoliyatiga mos keladigan tuzilma shaklida ko‘rib chiqiladi. Bu yondashuvda agentivlik faqat sintaktik pozitsiyadan iborat emas, balki uning kognitiv va semantik komponentlari ham hisobga olinadi.

3. Agentiv sintaksemalarning funksional xususiyatlari

Agentiv sintaksemalarning funksional xususiyatlari ularning til ichida bajaradigan vazifalari bilan bog‘liq. Agentiv sintaksemalar tilda faoliyatni amalga oshiruvchi sub’yektni ko‘rsatadi va shu orqali gapning ma’nosini aniqlashda muhim rol o‘ynaydi. Til orqali agentivlikni ifodalash sub’yektning harakatga oid niyatlarini, faoliyatining davomiyligi va natijasini ko‘rsatadi. Fillmore (1968) agentivlikni tilning semantik qatlamida agentlik roli sifatida ko‘rib, uning gapdagi boshqa semantik rollar bilan o‘zaro munosabatini tahlil qiladi.

Agentiv sintaksemalar faoliyatning boshqaruvchisi sifatida sub’yektning nutqdagi ishtirokini ta’kidlaydi, bu esa ularning pragmatik ahamiyatini oshiradi. Talmy (2000) agentiv konstruksiyalarning funksional jihatlarini til va kognitsiya munosabatida o‘rganib, agentivlikni til orqali irodani ifodalash vositasi sifatida ko‘rsatadi. Agentiv sintaksemalar nutqdagi sub’yektning o‘z harakatini nazorat qilish qobiliyatini aks ettiradi.

4. Agentivlikning semantik va sintaktik o‘lchamlari

Agentivlikni sintaktik va semantik o‘lchamda tushunish tilshunoslikda agentiv sintaksemalarning chuqur tahlilini ta’minlaydi. Sintaktik jihatdan agent sub’yekt sifatida gapning boshqaruvchisi hisoblanadi, semantik jihatdan esa faoliyatni amalga oshiruvchi sub’yektning niyatlari va maqsadlari aks etadi. Chomsky (1965) agentlikni sintaktik struktura asosida aniqlasa, Fillmore (1968) uni semantik “case” tizimida ko‘rib chiqadi. Langacker (1987) esa agentlikni kognitiv grammatika nuqtai nazaridan tahlil qiladi, bu esa agentivlikni yanada boy va murakkab tushunishga imkon beradi.

5. Agentiv sintaksemalarning amaliy ahamiyati va tilshunoslikdagi o‘rni

Agentiv sintaksemalar til o‘rganish, tilni o‘rgatish, tabiiy tilni qayta ishlash (NLP) va lingvistik tadqiqotlarda muhim rol o‘ynaydi. Ular orqali tilshunoslar tilning sintaktik va semantik tuzilishini, shuningdek, nutqdagi sub’yektning faoliyatini aniqlash imkoniga ega bo‘ladi. Butler (1997) va Foucault (1980) agentivlikning ijtimoiy va madaniy kontekstlarda qanday namoyon bo‘lishini o‘rgangan bo‘lsalar, Bozorov (2012) O‘zbek tilida agentiv sintaksemalarning xususiyatlarini aniqlagan. Bu tadqiqotlar agentiv sintaksemalarning lingvistik va ijtimoiy funktsiyalarini yanada chuqurroq tushunishga yordam beradi.

Semantik-sintaktik tahlil: Tilshunoslikda semantik rollar — agent (harakat qiluvchi), patient (harakat ta’siriga uchragan), instrument (vosita) va boshqalar — muhim o‘rin egallaydi. Agentiv sintaksema aynan agent rolini ifodalaydi va shu orqali semantik tahlilning markazida turadi.

Grammatika nazariyasi: Agentiv konstruktsiyalar “voice” (aktiv / passiv), valensiya, aksiya tarzidagi tahlillarda muhim. Misol uchun, agentivlik present bo‘lmasa yoki agent ko‘rsatilmasa — bu passiv yoki agentsiz konstruktsiyalarga olib keladi.

Tipologik va qiyosiy tilshunoslik: Turli tillarda agentiv rol qanday ifodalanadi, agent morfologik belgilar bilan yoki sintaktik usullar bilan beriladimi — bularni o‘rganish til tipologiyasida muhim. Masalan, o‘zbek tilida agentni nominativ qo‘shimcha bilan ifodalanishi, ingliz tilida “by” predlogi bilan bo‘lishi misoli bilan.

Korpus tilshunosligi va til texnologiyalari: Agentivlikni aniqlash orqali til korpuslarida gap strukturalarini avtomatik o‘zlashtirish, NLP modellarida semantik rolni tayinlash imkoniyatlari kengayadi.

Nutq va diskurs tahlili: Agentiv birlik nutq strukturasi va axborot taqsimlanishida (tema–rema, markaz–kengaytma) qanday joy egallashini o‘rganish mumkin. Agentiv birlik ko‘pincha gap-judul (“tema”) bo‘lishi mumkin, bu esa kommunikativ vazifani tahlil qilishda yordam beradi.

6. Xulosa

Agentiv sintaksemalar tilning murakkab va ko‘p qirrali fenomenlaridan biri bo‘lib, ularning tarkibiy va funksional xususiyatlari lingvistik tadqiqotlar uchun muhimdir. Tarkibiy jihatdan ular sub’yekt va predikat o‘rtasidagi munosabatni ifodalasa, funksional jihatdan sub’yektning faoliyatini, niyatlarini va til ichidagi rolini ko‘rsatadi. Agentivlikning chuqur o‘rganilishi tilshunoslik nazariyalarini boyitadi va tilning sintaktik, semantik, kognitiv va ijtimoiy jihatlarini yaxshiroq anglash imkonini yaratadi.

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INFLUENCE OF BILINGUAL BACKGROUND ON ENGLISH COMMUNICATIVE SKILLS DEVELOPMENT

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Abstract: *The article examines the influence of a bilingual background on the development of English communicative skills, focusing on linguistic, cognitive, and sociocultural factors. It highlights how bilingual individuals process language differently, how cross-linguistic transfer affects communicative competence, and how bilingual experience shapes vocabulary development, grammatical accuracy, and pragmatic fluency. The study also discusses the advantages and challenges bilingual learners face in English acquisition and evaluates effective pedagogical strategies for enhancing communicative performance.*

Keywords: *bilingualism, communicative competence, cross-linguistic transfer, English acquisition, sociolinguistics, linguistic interaction, bilingual learners, language development.*

INTRODUCTION.

Bilingualism, as a linguistic and cognitive phenomenon, has been the subject of extensive academic discussion due to its profound implications for language acquisition, communicative development, and cognitive functioning. In contemporary linguistics, bilingualism is no longer perceived merely as the ability to use two languages, but rather as a dynamic, multidimensional system shaped by sociocultural, psychological, and interactional factors. Researchers increasingly emphasize that bilingualism develops along a continuum, influenced by linguistic exposure, educational environment, and patterns of language use within the family and community. This expanded view allows scholars to analyze bilingual individuals not simply as users of two distinct linguistic codes, but as speakers who navigate complex communicative contexts and demonstrate unique strategies of meaning-making, language choice, and pragmatic negotiation. [1]

The concept of communicative competence forms the second fundamental theoretical pillar underlying the present study. Moving beyond traditional notions of grammatical proficiency, communicative competence encompasses a wide range of skills necessary for effective language use: linguistic, sociolinguistic, discourse, strategic, and pragmatic components. Hymes, Canale and Swain, and later scholars argue that the successful speaker of a foreign language must not only produce accurate grammatical structures but also interpret social cues, manage interactional conventions, and adapt speech to varying communicative purposes. In the case of bilingual learners, these competencies are shaped simultaneously by the first and second language systems, leading to distinctive patterns of comprehension, expression, and interaction. Consequently, the development of English communicative skills cannot be isolated from the bilingual learner's linguistic background, as cross-linguistic influences, cultural frameworks, and cognitive habits consistently mediate their performance.

A central theoretical mechanism linking bilingualism with communicative competence is cross-linguistic transfer. This phenomenon includes both positive transfer, when the first language facilitates the acquisition of structures in the second language, and negative transfer, which manifests as interference or structural inaccuracies. The extent of this transfer is determined by typological proximity between languages, learner awareness, and the sociolinguistic value assigned to each language. In bilingual contexts, English communicative development therefore emerges as an outcome of continuous interaction between linguistic systems rather than a linear learning process. Moreover, cognitive theories of bilingualism stress that bilingual

individuals often demonstrate enhanced metalinguistic awareness, heightened sensitivity to linguistic form, and more flexible communicative strategies, which may accelerate certain aspects of English acquisition. [2]

A central mechanism emerging from bilingual experience is cross-linguistic transfer, which may manifest positively or negatively depending on the typological distance between the languages and the learner’s metalinguistic awareness. Positive transfer facilitates the acquisition of English structures that are congruent with those in the learner’s known languages, thereby accelerating vocabulary development, syntactic comprehension, and structural prediction during communication. Conversely, negative transfer produces interference, particularly in phonetics, word order, collocation patterns, and pragmatic conventions. For instance, bilingual learners whose first languages lack specific grammatical categories—such as articles or aspectual markers—may experience recurrent difficulties when attempting to maintain accuracy in English communication. At the same time, their bilingual exposure may strengthen cognitive flexibility, attentional control, and the ability to alternate between communicative strategies, ultimately improving overall interactional performance. [3]

Table-1. Key Mechanisms of Bilingual Influence on English Communicative Skills

Mechanism	**Positive Influence**	**Potential Difficulty**
Cross-linguistic transfer	Faster vocabulary growth; easier acquisition of familiar structures	Interference in grammar, phonetics, and lexical choice
Metalinguistic awareness	Better error detection and self-correction	Over-analysis slowing down spontaneous speech
Cognitive flexibility	Enhanced strategy use in communication	Difficulty maintaining consistent linguistic norms
Sociocultural background	Richer pragmatic understanding	Misalignment with English discourse conventions

The table summarizes the principal mechanisms through which bilingual experience affects English communicative development. It shows that bilingualism offers both supportive and challenging conditions: while transfer and metalinguistic awareness contribute to efficient learning, they also generate interference and variability in performance. Cognitive flexibility improves adaptability during communication, yet may complicate the stabilization of English norms. Sociocultural factors enrich pragmatic competence, but can lead to misunderstandings in intercultural interaction.

Taken together, these mechanisms demonstrate that the bilingual learner’s path toward English communicative proficiency is characterized by a dynamic interplay of facilitation and constraint. The bilingual mind constantly negotiates between multiple linguistic systems, reorganizing internal structures while constructing new communicative patterns in English. This process does not merely reproduce elements from the known languages; rather, it reshapes the learner’s entire communicative repertoire. Consequently, the development of English communicative skills in bilingual individuals is best understood as a continuous process of integration, adjustment, and refinement, influenced by cognitive sophistication, linguistic interaction, and sociocultural identity. [4]

Further analysis reveals that bilingual learners’ strengths in English communication are typically associated with their heightened metalinguistic awareness, allowing them to consciously monitor language use, detect inconsistencies, and adjust speech to communicative demands. Classroom-based research demonstrates that such learners often outperform monolingual students in tasks requiring comprehension of implicit meaning, interpretation of discourse markers, or recognition of pragmatic intent. However, the same empirical evidence shows recurring difficulties related to lexical choice and syntactic stability, particularly in spontaneous speech. These difficulties arise from the ongoing competition between linguistic systems, which may temporarily inhibit retrieval or trigger structures from the dominant language. Despite these challenges, bilingual learners show strong potential for rapid improvement when exposed to systematic feedback and interactive, meaning-focused instruction.

From a pedagogical perspective, the findings underscore the need for targeted instructional approaches that leverage bilingual learners' strengths while addressing their specific difficulties. First, educators should incorporate contrastive analysis techniques that explicitly highlight similarities and differences between English and the learners' other languages, thereby minimizing negative transfer. Secondly, communicative tasks should be designed to encourage strategic language use, allowing students to develop fluency while practicing self-monitoring and correction. Empirical evidence suggests that dialogic activities, collaborative problem-solving, and role-play scenarios are particularly effective for enhancing interactional competence among bilingual students. Additionally, integrating authentic audio-visual materials and culturally contextualized communication tasks promotes the development of pragmatic awareness, helping learners adjust their communicative behavior to English-speaking norms. [5]

The pedagogical implications extend beyond classroom practice to broader considerations of curriculum design and educational policy. Programs that incorporate bilingual learners' linguistic resources—rather than suppressing them—are more likely to support sustainable communicative development. Teachers should be trained to recognize bilingualism as an asset, not an obstacle, and to adopt methodologies that encourage transfer of positive linguistic and cognitive skills. Furthermore, assessment practices must evolve to capture the multidimensional nature of bilingual communicative competence, focusing not solely on grammatical accuracy but also on strategic ability, coherence, and pragmatic appropriateness. Ultimately, empirical findings affirm that bilingual learners possess unique capacities that, when adequately supported by informed pedagogical strategies, significantly enhance the quality and depth of English communicative skills.

The analysis conducted in this work demonstrates that a bilingual background plays a significant and multifaceted role in shaping the development of English communicative skills. Theoretical perspectives confirm that bilingualism influences linguistic processing, cognitive flexibility, and pragmatic behavior, creating both advantageous conditions and specific challenges for learners. Empirical observations further reveal that bilingual students possess heightened metalinguistic awareness and a wider repertoire of communicative strategies, which support effective interaction in English. At the same time, issues related to interference, lexical selection, and spontaneous fluency highlight the need for targeted pedagogical support. The study emphasizes that instructional approaches must acknowledge bilingualism not as a barrier but as a valuable resource that enriches communicative development. When properly integrated into teaching practices, the bilingual learner's linguistic experience enhances adaptability, critical thinking, and intercultural competence. Ultimately, understanding bilingual mechanisms allows educators to design more effective methodologies that foster confident and contextually appropriate English communication.

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ENDANGERED NATIVE AMERICAN LANGUAGES: THEORETICAL AND PRACTICAL APPROACHES IN MODERN LINGUISTICS

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Abstract: *This article explores the endangered languages of Native American communities, analyzing the theoretical and practical approaches of modern linguistics to preserve and revitalize them. The study highlights the historical, cultural, and social causes of language endangerment, while focusing on documentation, digital technologies, and community-based revitalization efforts. The findings emphasize the importance of linguistic diversity and the urgent need to support these languages.*

Keywords: *Endangered languages; Native American; modern linguistics; revitalization; documentation; language diversity*

INTRODUCTION.

Language endangerment is one of the most pressing issues in modern linguistics. In the context of Native American communities, hundreds of indigenous languages have disappeared since the arrival of European colonizers, while many others remain critically endangered. The loss of these languages means the loss of cultural heritage, worldview, and traditional knowledge. This paper explores the theoretical foundations and practical measures taken within modern linguistics to preserve and revitalize endangered Native American languages.

Causes of Language Endangerment

Several historical, political, and socio-economic factors have contributed to the decline of Native American languages. Colonial assimilation policies, forced displacement, and boarding schools in the 19th and 20th centuries aimed to erase native identities through language suppression. Today, globalization, urban migration, and the dominance of English in education and media further accelerate language loss.

Modern Linguistic Approaches

Modern linguistics provides both theoretical and practical tools to address the problem of language endangerment. Theoretical approaches emphasize language documentation, classification, and typological analysis. Practical approaches involve revitalization programs, the use of digital technology, and community-based initiatives. Documentation projects, such as audio and video recordings, help preserve the phonological and grammatical structures of endangered languages. Meanwhile, digital platforms provide accessible resources for language learners and teachers.

Case Studies

In North America, several revitalization initiatives have been implemented. The Cherokee and Navajo languages, for instance, have benefited from immersion schools, online courses, and dictionary projects. Although challenges remain, such initiatives demonstrate that endangered languages can be revitalized if local communities, linguists, and governments collaborate effectively.

Conclusion

The study of endangered Native American languages illustrates the crucial role of modern linguistics in preserving linguistic diversity. Both theoretical frameworks and practical revitalization strategies contribute to

maintaining cultural heritage. Future success depends on interdisciplinary cooperation, long-term commitment, and the integration of technology into language preservation.

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ОСОБЕННОСТИ ЛЕКСИЧЕСКИХ ТРАНСФОРМАЦИЙ, ПРИМЕНЯЕМЫХ ПРИ ПЕРЕВОДЕ НАУЧНЫХ ТЕКСТОВ

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Аннотация: *Перевод научных текстов вносит большой вклад в изучение различных научных областей. В данной статье изучаются переводческие трансформации, используемые в научном переводе, и указываются их особенности. В работе показана важность выбора вида лексической трансформации для успешного перевода научных текстов. В связи с этим в данной статье рассматриваются виды лексических трансформаций при переводе научного текста.*

Ключевые слова: *перевод, научный текст, лексическая трансформация, терминология, лексическая единица.*

ВВЕДЕНИЕ.

Наука и многие её виды стремительно развиваются. Работа переводчиков, которые переводят научные тексты, очень важна для того, чтобы перевести недавно разработанные исследования для людей, говорящих на других языках. Каждый год в различных научных областях публикуется множество новых терминов и новых определений специализированных слов.

Перевод научных текстов считается одним из основных направлений переводоведения. При отсутствии соответствующих терминологических эквивалентов в языке перевода, выбор правильной переводческой трансформации влияет на качество перевода текста.

В любом научным тексте формируются определенные синтаксические и морфологические структуры. Самое главное – часто встречаются термины. Термины должны быть переведены эквивалентами, соответствующими их полному значению. Самое главное при переводе — не нарушить целостность текста с точки зрения логической структуры. Поэтому перевод должен быть логически последовательным [1].

Многие учёные, внёсшие большой вклад в науку переводоведения, изучали тему переводческих трансформаций. Тема переводческих трансформаций начала широко изучаться в лингвистике в XX веке и до сих пор остаётся одной из актуальных. Переводческие трансформации позволяют создать в тексте перевода соответствующую версию идеи, переданной в первоначальном тексте. Благодаря использованию различных видов трансформаций первоначальный текст не искажается при переводе, сохраняется основная идея и содержание, и создаётся удачный текст перевода.

В своей книге «Теория перевода (лингвистические аспекты)» В.Н. Комиссаров выделил три вида переводческих трансформаций: лексические, грамматические и лексико-грамматические. Лексические

трансформации В.Н. Комиссаров разделил на следующие виды: калькирование, транслитерацию, транскрипцию, генерализацию, конкретизацию и модуляцию [2].

Лексические трансформации при переводе широко используются, когда лексическая единица, встречающееся в первоначальном тексте, не имеет эквивалента в тексте перевода. Выбранная переводческая трансформация оказывает большое влияние на понимание текста перевода [3].

При переводе научных текстов лексические трансформации часто используются для перевода терминологических слов, специализированной лексики, имён собственных и т.д. Если в языке перевода нет эквивалента к определенному термину, следует использовать лексические трансформации [4].

Жұмабекова А.Қ. в своей книге «Аударма теориясы» выделяет два вида лексических трансформаций: формальные и содержительные. Жұмабекова А.Қ. назвала транскрипцию, транслитерацию и калькирование формальными лексическими трансформациями [5].

Транскрипция — это способ перевода лексической единицы первоначального текста путём передачи её звуковой характеристики с помощью букв языка перевода. Транскрипция основана на передаче произношения лексической единицы, максимально приближенного к оригиналу, с сохранением фонетической формы исходного слова, а не его написания. Транскрипция используется с учетом фонетических и орфоэпических норм языка перевода. Известно, что этот вариант перевода не может в полной мере передать произношение лексической единицы из первоначального текста. Причина этого связана с различием фонетических систем языка оригинала и языка текста перевода [6]. Например: Ohm law – Ом заңы.

Транслитерация — это способ перевода лексической единицы первоначального текста путём сохранения её графической формы с помощью букв языка перевода. Например: motor – мотор.

Калькирование — это вид лексической трансформации, при котором сохраняется морфологическая структура и значение лексической единицы первоначального текста. Калькирование характеризуется как прямой перевод слова или словосочетания. В научных трудах термины, общенаучные слова и словосочетания иногда могут быть переведены с помощью калькирования. Ғ.Қалиев назвал несколько видов калькирования: словообразовательная калька, семантическая калька, фразеологическая калька, частичная калька. Например: electromagnetic induction – электромагниттік индукция.

Словообразовательная калька – перевод иностранных слов по их морфемному составу; семантическая калька – перевод семантического значения слова; фразеологическая калька – точный (дословный) перевод фразеологизма из первоначального текста; частичная калька – частичный перевод слова» [7].

Содержительным лексическим трансформациям относятся конкретизация, генерализация и модуляция.

Конкретизация – лексическая трансформация, осуществляемая путём замены лексической единицы языка первоначального текста с относительно широкого значения в узкое значения на языке перевода. Иногда при переводе возникает сложность в уточнении понятия (когда неясно, о каком конкретном понятии идёт речь в контексте). Этот вид переводческой трансформации применяется, когда слова с широкой семантикой в языке первоначального текста не имеют полноценного эквивалента в языке перевода. В различных словарях предоставляют несколько вариантов иностранных слов и терминов в языке перевода, но поскольку каждый вариант относится только к одной определенной области науки, необходимо рассмотреть их все, чтобы полностью раскрыть значение слова или словосочетания, данное в оригинале. Например: scalar product of two vectors – екі вектордың скаляр көбейтіндісі.

Генерализация – это вид лексической трансформации, который подразумевает замену слова или словосочетания, используемого в узком значении в первоначальном тексте, лексической единицей с широким значением в тексте перевода. Генерализация также иногда применяется, когда в языке перевода нет эквивалента понятий, относящихся к конкретной специальности. Генерализация используется для того, чтобы избежать искажения смысла слова или словосочетания при переводе. Например: Fahrenheit temperature scale – Фарангейт шкаласы.

Модуляция – это вид лексической трансформации, направленный на замену одного понятия другим с сохранением смысла лексической единицы. Для успешного использования этого вида лексической

трансформации необходимо уделять пристальное внимание семантике слов и словосочетаний. Наиболее часто используемыми вариантами модуляции являются: причинно-следственные замены, парафразирование и метонимические замены [8]. Например: average number – орташа мән.

В заключение следует отметить, что лексические единицы научного текста могут быть успешно переведены с помощью лексических трансформаций, не смотря на различия между языком первоначального текста и языком перевода. Знание особенностей переводческих трансформаций необходимо для успешного перевода различных научных текстов. Всё это в значительной степени способствует полному пониманию перевода научного текста читателями.

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“ZAMONAVIY INGLIZ TILIDAGI O‘ZLASHMA SO‘ZLARNING EVOLYUTSIYASI: (IT VA BIZNES LEKSIKASIDAN NAMUNALAR ASOSIDA)”

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Annotatsiya: *Ushbu maqolada zamonaviy ingliz tilidagi o‘zlashmalar evolyutsiyasi ko‘rib chiqilgan, xususan, biznes va axborot texnologiyalari sohalari misolida. Maqolada o‘zlashmalar sabablari, til boyishiga qo‘shgan hissasi, globalizatsiya va kommunikatsiyaga ta’siri tahlil qilingan. Shuningdek, lingvistlar Guy Cook va David Crystalning fikrlari ham inobatga olingan. Tadqiqot shuni ko‘rsatadiki, o‘zlashmalar ingliz tilining leksikasini boyitish bilan birga inson taraqqiyoti va madaniyatlararo muloqotni aks ettiradi.*

Kalit so‘zlar: *o‘zlashma, globalizatsiya, axborot texnologiyalari, biznes terminologiyasi, til rivoji*

KIRISH.

Til — bu doimiy ravishda rivojlanadigan jonli tizim bo‘lib, jamiyat, madaniyat va texnologik o‘zgarishlar ta’sirida shakllanadi. Ingliz tili, xalqaro til sifatida, har doim leksik o‘zlashmalarga ochiq bo‘lgan. Globalizatsiya va raqamli davr bilan birga yangi tushunchalar, ayniqsa IT va biznes sohalaridan, ingliz tiliga kirib kelgan. O‘zlashmalar turli millatlar va madaniyatlarni umumiy terminologiya orqali bog‘laydigan lingvistik ko‘prik vazifasini bajaradi.

Boshqa tildan so‘z yoki iboralarni qabul qilish o‘zlashma deb ataladi. Ingliz tilining grammatikasi, lug‘ati va uslubiy xilma-xilligi tarixiy ravishda lotin, fransuz va yunon tillaridan qilingan o‘zlashmalar bilan sezilarli darajada boyigan. Zamonaviy dunyoda texnologik va tijorat aloqalari sababli yapon, nemis, rus va fransuz tillaridan ham o‘zlashmalar mavjud. Misollar: computer (kompyuter), robot, byte, emoji, program (dastur), startup, marketing, freelancer.

Einar Haugen (1950) ta’kidlaganidek, o‘zlashma nafaqat lingvistik zarurat, balki ijtimoiy ta’sir, obro‘ va madaniy aloqaning natijasidir. Boshqacha qilib aytganda, odamlar ko‘pincha kuch, ijodkorlik yoki taraqqiyot ramzi bo‘lgan tillardan so‘zlarni qabul qiladi. Shu sababli, zamonaviy ingliz tili texnologik rivojlanish va xalqaro muloqotni aks ettiradi.

IT sohasidagi terminlar ingliz tilining rivojlanishida katta rol o‘ynaydi. Misollar: computer, robot, byte, emoji, program, startup, cybersecurity. Ushbu o‘zlashmalar texnologik jarayonlar va yangiliklarni aniq ifodalash imkonini beradi.

Biznes ingliz tili iqtisodiy globalizatsiyaning tilga ta’sirini ko‘rsatadi. Outsourcing, deadline, audit, budget, manager, startup, brand kabi so‘zlar butun dunyo bo‘ylab tarqalgan va ko‘plab tillarda professional lug‘atning bir qismiga aylangan. O‘zlashmalar xalqaro hamkorlikda aniq va samarali muloqot qilishga yordam beradi. Guy Cook (2001) ta’kidlaganidek, “biznes tili bozorlar va g‘oyalar globalizatsiyasini aks ettiradi”, ya’ni til savdo va innovatsiya bilan birga rivojlanadi. Shuningdek, ko‘plab biznes o‘zlashmalari ingliz tilida so‘zlashuvchi iqtisodiyotlar, xususan AQShning tilga ta’sirini ko‘rsatadi.

O‘zlashmalar madaniyatlararo muloqotni aks ettiradi, ingliz tilining ifoda qobiliyatini oshiradi va lug‘atini boyitadi. Ular ilgari tasavvur qilib bo‘lmaydigan jarayonlarni ifodalash imkonini beradi. Masalan, cybersecurity va startup atamalari butun texnologik va ijtimoiy hodisalarni ifodalaydi. Ko‘pchilik lingvistlar o‘zlashmalarni tabiiy va zarur jarayon deb hisoblaydi, garchi ba’zilari ogohlantirsa ham. John Algeo (2010) ta’kidlaganidek,

o‘zlashmalar “tarix oynasi” vazifasini bajaradi va inson madaniyati hamda texnologiyasining evolyutsiyasini kuzatishga imkon beradi.

XXI asrda ingliz tili yangi so‘zlarni ilgari hech qachon bo‘lmagan tezlikda qabul qilmoqda va tarqatmoqda. Bu jarayon global media, internet va ko‘p millatli kompaniyalar tufayli tezlashadi. Ingliz tili o‘zlashmalar orqali boshqa tillarni boyitadi va xalqaro muloqotni osonlashtiradi. Shu tariqa, o‘zlashmalar ingliz tilini rivojlantirish bilan birga, xalqaro kommunikatsiyani ham qo‘llab-quvvatlaydi.

Zamonaviy ingliz tilidagi o‘zlashmalar til jamiyat ehtiyojlariga moslashishini ko‘rsatadi. O‘zlashmalar biznes va IT sohalarida muloqotni tez, aniq va samarali qiladi. Ular ingliz tilining moslashuvchan va doimiy ravishda kengayib borayotgan til ekanligini ko‘rsatadi. O‘zlashmalar tilning zaifligi emas, balki rivojlanish, ijodkorlik va moslashuvchanlik belgisi hisoblanadi. Shu bois, ingliz tili o‘zlashmalar tufayli global kommunikatsiya va texnologiyalar dunyosida universal til sifatida qolmoqda.

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COGNITIVE GRAMMAR: PRINCIPLES, INTERPRETATIONS, AND PSYCHOLINGUISTIC FOUNDATIONS

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Abstract: *Cognitive Grammar (CG), developed by R. Langacker, provides a central framework in cognitive linguistics, integrating linguistic knowledge with general cognitive processes. Unlike formal generative approaches, CG conceptualizes language as part of human cognition, where grammar, lexicon, and meaning are inseparable. This paper presents the key principles of Cognitive Grammar, interprets them in light of contemporary psycholinguistic findings, and evaluates the empirical plausibility of this approach. Emphasis is placed on language units as cognitive routines, usage-based formation of grammatical structures, and the balance between reproductive and operational strategies.*

Keywords: *Cognitive Grammar, R. Langacker, psycholinguistics, usage-based theory, cognitive routines, language acquisition, memory representation.*

INTRODUCTION.

Cognitive Grammar (CG) is a cornerstone of cognitive linguistics, developed by Ronald Langacker. Unlike generative grammar, which treats language as an autonomous formal system, CG conceptualizes it as a component of the human cognitive architecture, intimately linked with mental processes, memory, and knowledge representation [Kubryakova, Shakhnarovich, Sakharniy 1991: 136].

The primary aim of this study is to analyze the core principles of Cognitive Grammar, interpret them in the context of modern research, and justify their psycholinguistic plausibility. This approach offers a coherent framework for understanding how language is stored, processed, and used in real cognitive systems.

2. Methods

This study applies a theoretical and interpretive approach based on the analysis of primary sources (Langacker's foundational works), secondary literature in cognitive linguistics, and psycholinguistic research. Key aspects include:

1. Comparative analysis of Cognitive Grammar principles versus generative approaches;
2. Evaluation of empirical evidence from psycholinguistics and neurolinguistics supporting the storage of linguistic knowledge;
3. Interpretation of language units, frequency effects, and cognitive routines in light of usage-based theories.

The methodological approach integrates conceptual analysis with empirical reasoning, following the cognitive-linguistic tradition.

3. Results

Theoretical Foundations of Cognitive Grammar

Langacker developed Cognitive Grammar in the 1970s, initially as Spatial Grammar, later renamed to reflect a broader cognitive perspective. The foundational works, Foundations of Cognitive Grammar (1987; 1991), formalized principles that distinguish CG from generative grammar. Key divergences include rejection of:

- the autonomy of language as a formal system;
- the separation between grammar and lexicon;
- formal-logical representation of meaning;
- minimal-rule derivation of grammatical structures [Kubryakova 2004: 15].

Maximalist Concept and Cognitive Units

Langacker describes his framework as maximalist, contrasting Chomsky’s minimalist program. In CG, language is not reducible to a minimal set of rules.

The core unit in CG is the cognitive routine, a stored linguistic structure reproduced holistically. These units vary in abstraction:

- Highly abstract (grammatical schemas)
- Moderately general (constructions)
- Concrete and unique (lexemes, high-frequency word forms) [Kubryakova 2004: 38]

Representation of Linguistic Knowledge

Language is stored as a redundant set of units, not as abstract minimal rules:

1. High-frequency word forms (e.g., dogs, trees) are used as ready-made units rather than computed each time [Sakharniy 1991: 121].

2. During acquisition, children initially memorize plural forms before abstract grammatical patterns, and these ready forms remain in memory.

Thus, the mind coexists with memorized units and abstract rules.

Reproductive and Operational Strategies

Following Gasparov [1996: 57]:

- Reproductive strategy: memorize and reproduce full units.
- Operational strategy: construct units according to rules.

Frequency determines which strategy predominates; high-frequency forms favor reproduction, low-frequency forms require operational construction.

Psycholinguistic Plausibility

CG aligns with empirical psycholinguistic data. Langacker emphasizes that linguistic theory should reflect actual cognitive processes, rather than formal logic [Langacker 1988a: 13]. Ladefoged supports the notion that memory stores complex linguistic units rather than minimal primitives [Kubryakova, Shakhnarovich, Sakharniy 1991: 136].

4. Discussion

Each CG unit is a symbol, linking form and meaning, thus integrating grammar and semantics. This approach dissolves the traditional lexicon–grammar dichotomy.

Construal

Construal involves the speaker’s choice of perspective, focus, scale, and specificity, mirroring cognitive interpretation processes [Kubryakova 2004: 32].

Usage-Based Formation

Cognitive Grammar is usage-based: repeated linguistic experience leads to stabilization of units. High-frequency usage enhances the likelihood of forms becoming autonomous units [Kubryakova 2004: 40].

CG treats grammar as a reflection of human knowledge, shaped by conceptual processes such as perception, attention, and categorization. The model is usage-oriented, emphasizing habitual language patterns (usages) as the foundation for grammatical structures.

5. Conclusion

Cognitive Grammar offers a psychologically realistic model of language by demonstrating how humans manage the interaction between reproductive and operational mechanisms in language use. It conceptualizes language not merely as a formal system of rules, but as a structured body of knowledge deeply embedded in cognitive processes. By integrating grammar, semantics, and cognition into a unified framework, Cognitive Grammar provides a coherent account of how linguistic forms are stored, interpreted, and reproduced. This perspective allows for a richer understanding of language as a dynamic cognitive phenomenon and establishes Cognitive Grammar as a highly promising theoretical model within contemporary linguistics.

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TEXT TYPES AND GENRES: A FUNCTIONAL ANALYSIS

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Abstract: *This article explores the relationship between text types and genres through a functional linguistics viewpoint. It examines the structural and communicative characteristics of different text types and explains how genres operate within specific social settings. Practical examples are included to demonstrate how functional analysis can be applied to real text.*

Keywords: *text types, genres, functional linguistics, communicative characteristics, social context, discourse analysis, linguistics classification.*

INTRODUCTION.

Text linguistics plays a crucial role in understanding how meaning is created, organized, and interpreted in real communication. (Beaugrande,R.de,& Dressler,W, 1981).Every text has a purpose, a structure, and certain features and these elements shape the way language is used. Text types describe general patterns such as narration, description, or argumentation, while genres describe real examples of communication like news reports, letters, essays, or advertisements. A functional approach allows us to look at texts not only from their structure but also from the way they communicate meaning in real contexts. This work is useful for students because it helps them analyze texts more critically and understand how language changes depending on the situation. By studying both text types and genres, we can see how communication works in different fields and how writers choose language according to their communicative goals.

Theoretical Framework

Text types and genres are closely connected, but they represent different levels of analysis. Text types describe the universal and repeated patterns found in many kinds of communication. For example, a narrative text type usually includes characters, events, and a sequence of actions. Werlich (1976) explains that narrative text usually presents events in a chronological order, including actors and actions. A descriptive text type focuses on giving details about objects, people, or places often using adjectives and sensory language, while argumentative claims supported by evidence (Hyland, 2004). Thus, argumentative text type presents a claim and supports it with reasons. These text types are general, and they can appear in many different forms of writing or speaking.

Genres, on the other hand, are more specific and socially recognized. They develop within communities and have typical structures and language features. According to Swales (1990), genre in a group of communicative event, the members which share some set of communicative purposes. For instance, a newspaper article has a headline, a lead paragraph, and a body of information. A formal email usually has a greeting, a body message, and a closing. A scientific report includes an introduction, method, results, and discussion. These genres are shaped by the expectations of readers and the traditions of particular fields. According to functional linguistics, every genre serves a particular social purpose, and its structure helps achieve that purpose. For example, instructions guide the reader step by step, while stories entertain or inform through events.

Functional linguists argue that the meaning of a text cannot be separated from the context. Eggins (2004) says that understanding a text requires considering a social roles of the writer and reader as well as the purpose of the communication. This means that to understand a genre, we need to consider who is writing, who is reading, and why the text is being created. In this way, text types give us the basic patterns of communication, while genres

show us how these patterns become real texts used in society. The combination of text types and genres helps readers and writers understand how language functions in different situations.

Case Studies

To understand how text types and genres work in real communication, it is useful to analyze actual examples. Texts can be studied by looking at their structure, purpose, language, and context. Below are several examples from different genres, along with an analysis of their text types and linguistic features.

Example 1: News Article

A news article belongs to the journalism genre and primarily serves to inform the audience about recent events. Its dominant text type is expository, because it presents facts clearly and logically. For instance:

“Heavy rainfall on Monday caused flooding in several districts, according to local authorities. Traffic delays affected major roads throughout the city.”

This text uses short, clear sentences and factual vocabulary such as flooding, districts, and traffic delays. The past tense highlights that the events already happened, and reported speech (according to local authorities) adds credibility. Functional analysis shows that the article fulfills the ideational function by presenting information, the interpersonal function by using neutral language for general readers, and the textual function by organizing sentences logically (Halliday, 1994).

Example 2: Recipe

Recipes are part of the instructional genre. Their main text type is instructive, because they guide the reader through a process. For example:

“Step 1: Preheat the oven to 180°C. Step 2: Mix the flour and sugar in a bowl. Step 3: Add the eggs and stir until smooth.”

The structure is very linear and step-by-step, which is typical for instructional texts. Imperative verbs like preheat, mix, and add directly involve the reader in following the instructions. The textual function is clearly evident because the numbered steps ensure clarity and easy understanding. Additionally, the ideational function is reflected in the concrete nouns and precise measurements, which help achieve the goal of successful cooking.

Example 3: Personal Letter

A personal letter represents the expressive genre and usually contains the expressive or narrative text types. For example:

“Dear Anna, I hope you are doing well. I wanted to tell you about my new job and how exciting it has been. Last week, I attended my first team meeting and learned a lot.”

Here, the letter communicates personal feelings and experiences. The use of first-person pronouns (I) and past tense verbs (attended, learned) reflects the narrative nature. The interpersonal function is prominent because the writer maintains a friendly and polite tone. The textual function is maintained through clear paragraphing and logical sequencing of events. Personal letters often combine narrative and expressive text types depending on the writer’s purpose.

Example 4: Advertisement

Advertisements belong to the persuasive genre, often using argumentative text types because their goal is to convince readers to take action. For example:

“Buy our new smartphone today! Enjoy faster performance, longer battery life, and a stunning display.”

The text uses short, impactful sentences, positive adjectives (faster, longer, stunning), and imperatives (buy) to persuade the audience. The ideational function focuses on the product’s features, while the interpersonal function engages the reader directly, creating urgency. The textual function is evident in the concise and structured format, which makes the message easy to understand and memorable.

Example 5: Scientific Abstract

A scientific abstract belongs to the academic genre and typically combines expository and analytical text types. For example:“This study investigates the impact of temperature on plant growth. The experiment was conducted over four weeks under controlled conditions. Results indicate that higher temperatures accelerate growth rates.”

The abstract provides essential information in a compact form. It uses formal vocabulary and objective tone, which reflects the academic purpose.

The ideational function conveys the research findings, the interpersonal function maintains neutrality, and the textual function organizes information in a clear and logical way. Abstracts follow strict genre conventions to meet the expectations of academic readers (Hyland, 2004).

These examples demonstrate that genres shape how text types are realized in real communication. A single genre may combine multiple text types depending on its purpose. For instance, a news article (genre) is mostly expository (text type) but may include narrative details about events. Recipes are instructive, letters are expressive and narrative, advertisements are persuasive, and scientific abstracts are expository and analytical. Functional analysis allows us to examine not only the content of a text but also how its structure, language, and purpose interact to achieve effective communication (Eggins, 2004; Halliday, 1994).

In conclusion, studying text types and genres helps us understand how language works in real life. Text types show the basic patterns of writing, like telling a story, giving information, or giving instructions, while genres are the actual forms of texts we see every day, such as news articles, letters, recipes, or advertisements. Using a functional approach, we can see how writers choose words, sentences, and structure to achieve their purpose. The examples in this article show that texts are carefully organized to communicate effectively. Understanding text types and genres is useful for reading, writing, and learning language, because it helps us understand how texts are made and why they are written in a certain way.

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LEXICOGRAPHIC ANALYSIS OF ZOONYMIC COMPONENT UNITS IN UZBEK AND ENGLISH"

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Abstract: *This study investigates the lexical, semantic, and cultural characteristics of zoonymic component units in Uzbek and English, with a focus on their lexicographic representation in monolingual and bilingual dictionaries. By employing comparative and descriptive methods, the research examines how animal-based lexemes and phraseological units encode cultural symbolism, metaphorical conceptualization, and social meanings. The study highlights divergences and convergences between the two languages in expressing human traits, behaviors, and evaluative nuances through zoonymic elements. Additionally, it provides recommendations for improving dictionary entries, including the integration of cultural explanations, pragmatic labeling, corpus-based examples, and cross-references, ensuring a more accurate and culturally informed lexicographic representation. The findings contribute to a deeper understanding of metaphorical language, cultural cognition, and phraseological structures in both Uzbek and English.*

Keywords: *zoonym, phraseology, lexicography, metaphor, culture, semantics, Uzbek, English.*

INTRODUCTION.

Zoonymic component units—lexical items containing animal names—represent one of the most culturally rich layers of vocabulary in both Uzbek and English. They are used metaphorically to describe human qualities, social relations, emotional states, and behaviors. Due to their figurative nature, they often present challenges in translation, corpus annotation, and dictionary compilation. Scholars such as A. V. Kunin [1, p.45] emphasize that a majority of phraseological units rely on vivid imagery, which is often rooted in animal-based metaphors. The symbolic and evaluative functions of these expressions reveal how culture shapes language and cognition.

The linguistic notion of the zoonym pertains to words denoting animals and their metaphorical extensions in human contexts. Uzbek scholars, including Sh. Rahmatullayev [2, p. 78] argues that animal terms in Uzbek phraseology reflect the national character, nomadic traditions, agrarian lifestyle, and socio-historical experience. English phraseology, evolving within urban and aristocratic contexts, developed metaphors that often diverge from Uzbek equivalents. Conceptual metaphor theory, proposed by Lakoff and Johnson [3, p.112], provides a framework for understanding how humans systematically map animal characteristics onto human behavior, producing expressions such as "busy as a bee," "stubborn as a mule," or "a dark horse" [1, p.45]. Uzbek counterparts, including "itdek mehnat qilmoq" (to work like a dog), "quyonday chaqqon" (nimble as a deer), or "tulkidek ayyor" (as cunning as a fox) [4, p.58], demonstrate culture-specific metaphorical extensions.

Animal-based lexical units convey subtle evaluative nuances. English expressions such as "dog days," "to go to the dogs," and "a lucky dog" [3, p.112] differ in connotation from their Uzbek analogues, like "itdek charchamoq" (to work tirelessly) or "itday sodiq" (very loyal) [2, p.78], which may express a more intensified or direct evaluative judgment. Cross-linguistic divergences in metaphorical usage reflect cultural cognition: for instance, the fox embodies cunning and intelligence in English, whereas in Uzbek it is more strongly associated with slyness or deceit. In one well-known fable, the Fox flatters the Crow to obtain her cheese, demonstrating cunning used for trickery rather than noble intelligence [5, pp.45–46]. Sheep in English often symbolize

passiveness, whereas in Uzbek they connote innocence or purity, as illustrated by Muhammad Yusuf’s poetic example.

“Ich-ichimdan koʻzimga yosh kelar qalqib,
Baliqday gung, qoʻydek yuvosh oʻzbek xalqi!
Sen ham bunday qomat kerib yursang balki,
Uyingga oʻt ketmasmidi, Fargʻonajon?..”[6, p.94].

The wolf conveys aggression in English, whereas in Uzbek it may symbolize bravery and strength. These divergences highlight the cultural and cognitive differences encoded in language and demonstrate challenges in translation and lexicographic representation.

Lexicographic practices for zoonymic units reveal additional challenges. Many bilingual dictionaries provide literal equivalents but fail to incorporate cultural and pragmatic explanations. Expressions like “a dark horse” [1, p.45] are often translated simply as “noma’lum shaxs”, omitting the hidden talent connotation. Similarly, the Uzbek idiom “ilonning yogʻi” (snake’s oil) [4, p.58] lacks a direct English equivalent, yet dictionaries rarely annotate this semantic gap. The absence of pragmatic labels, stylistic markers, and cross-references reduces dictionary efficacy for learners and translators.

To improve lexicographic representation, dictionaries should integrate:

1. Cultural explanations elucidating figurative meanings, historical origins, and social connotations.
2. Pragmatic and stylistic labels (humorous, formal, offensive).
3. Cross-references among semantically related zoonyms.
4. Literal and figurative distinctions are clearly delineated.
5. Corpus-based usage examples to reflect contemporary language use.

Such measures enhance the accuracy of bilingual dictionaries, facilitate translation, and promote intercultural understanding. They also preserve metaphorical richness, enabling linguists and learners to access deeper cognitive and cultural layers of language.

In conclusion, zoonymic component units in Uzbek and English offer a unique window into cultural traditions, cognitive patterns, and historical experiences. Their study highlights the complex relationship between language, thought, and culture. By examining these units comparatively, we gain insight into how different societies perceive and categorize the natural world, and how these perceptions shape social attitudes and human behavior. The divergences between Uzbek and English metaphorical expressions reflect broader cultural frameworks, illustrating differences in moral evaluation, social norms, and historical experience. Moreover, these expressions demonstrate that language is not only a tool for communication but also a repository of cultural knowledge, metaphorical reasoning, and conceptual mapping. Lexicographic documentation of zoonymic units must therefore go beyond mere translation; it requires capturing semantic nuance, pragmatic function, and culturally embedded meaning. Enhanced lexicographic practices would aid translators, language learners, and researchers in accurately interpreting figurative expressions while preserving their cultural specificity. Ultimately, the systematic analysis and comprehensive lexicographic treatment of zoonymic component units enrich our understanding of both languages, support cross-cultural communication, and underscore the essential role of metaphor and culture in human cognition. This approach encourages ongoing research into phraseological structures, metaphorical language, and cultural semantics, emphasizing their relevance for comparative linguistics, translation studies, and intercultural education. The expanded focus on lexicography ensures that the subtleties of these expressions are adequately represented, contributing to a more nuanced appreciation of linguistic and cultural diversity, and reinforcing the importance of culturally informed lexical resources.

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LES PARTICULARITÉS LINGUISTIQUES DES FABLES DE LA FONTAINE

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Abstract: *This paper examines the linguistic devices in La Fontaine's fables, including antithesis, personification and symbolism, highlighting their educational function and stylistic effectiveness in portraying human characteristics.*

Keywords: *La Fontaine, fable, stylistics, tropes, symbolism, linguistic analysis.*

INTRODUCTION.

Jean de La Fontaine occupe une place essentielle dans la littérature française du XVIIe siècle. Sa maîtrise du langage poétique et sa capacité à transposer les comportements humains à travers des animaux font de ses fables un corpus riche pour l'analyse linguistique. Les œuvres de La Fontaine se distinguent par un usage marqué des tropes, de la personnification, de la comparaison, de l'antithèse et d'un lexique soigneusement choisi. Cette étude vise à analyser les procédés linguistiques employés dans plusieurs fables emblématiques, en mettant l'accent sur leur fonction expressive et éducative.

Dans « La Cigale et la Fourmi », La Fontaine crée une opposition marquée entre les deux personnages à travers l'antithèse (prêteuse / emprunteuse), des rimes expressives et des expressions idiomatiques (crier famine, être en aise). La personnification rend le dialogue plus vivant, tout en renforçant la dimension morale du texte :

La Fourmi n'est pas prêteuse :
C'est là son moindre défaut.
«Que faisiez-vous autemps chaud?
Dit-elle à cette emprunteuse. (1, 19)

Pour obtenir la mélodie dans la fable on a employé les mots rimés. Par exemple «déporvue» et « fut venue»,«morceau» et «vermisseau», «famine» et «voisine», «prêter» et «subsister», «animal» et «principal», «prêteuse» et «emprunteuse», «défaut» et «chaud», «déplaise» et «fort aise», «venant» et «maintenant». Encore il a employé des expressions comme «être en aise» = «être content de», «crier famine» = «se plaindre» etc. Pour exprimer l'humeur de la Cigale La Fontaine a animé leur parole très vivantes.

On peut voir le symbolisme et personnification dans «Le Corbeau et le Renard». Le Renard incarne la ruse et la flatterie, tandis que le Corbeau symbolise la vanité. L'auteur utilise des synonymes nuancés (honteux, confus) et une personnification élaborée, donnant à ces animaux des comportements proprement humains. L'usage des majuscules souligne leur fonction symbolique :

Le Corbeau honteux et confus,
Jura, mais un peu tard, qu'on ne l'y prendroit plus.(1, 21)

L’auteur a décrit les héros comme les personnes, il a fait parler et animer ces animaux. Dans ce cas le fabuliste a utilisé habilement la personnification.

Lui tint à peu près ce langage :

«Hé! Bonjour, Monsieur du Corbeau.

Que vous êtes joli! que vous me semblez beau»

Antithèse et comparaison sociale dans « La Grenouille qui veut se faire aussi grosse que le Bœuf » repose sur l’opposition frappante entre deux animaux disproportionnés. La Fontaine élargit cette antithèse en introduisant une critique sociale : la Grenouille représente la petite bourgeoisie ambitieuse, tandis que le Bœuf symbolise les grands seigneurs. Les rimes régulières renforcent la musicalité du texte. Une Grenouille vit un Bœuf

Qui lui sembla de belle taille.

Elle, qui n’étoit pas grosse en tout comme un œuf,

Envieuse, s’étend, et s’enfle, et se travaille. (1, 26)

Le grand fabuliste a employé la comparaison dans cette fable. Il a comparé le Grenouille et le Bœuf à la bourgeoisie et les tiers d’état. Par ces comparaisons il a ouvert encore une fois le caractèr des personnes de ne pas s’abstenir ce qu’ils ont.

Tout bourgeois veut bâtir comme les grands seigneurs,

Tout petit prince a des ambassadeurs,

Tout marquis veut avoir des pages. (1, 20)

Dans la fable on a les mots rimés, par exemple, travaille et taille, Bœuf et œuf, grosseur et sœur, encore et pécore, sages et pages, seigneurs et ambassadeurs. Par l’utilisation de ces mots la fable a eu la belle mélodie. Il est facile de lire et de comprendre à l’aide de sa langue facile. [3,54]

Lexique et expressivité dans «Les Deux Mulets» sont très variés. Dans cette fable, La Fontaine illustre l’orgueil et la modestie au moyen d’un lexique soigneusement choisi. Les termes associés au premier Mulet (gabelle, glorieux, fisc) suggèrent la vanité, tandis que ceux du second (d’avoine chargé, servir chez un meunier) évoquent la simplicité. Les rimes structurent la fable et ajoutent à son harmonie sonore. Variété des tropes dans « Le Loup et le Chien » se répresente par l’hyperbole (« Un Loup n’avait que les os et la peau ») et la personnification («Qu’est-ce là ? – Peu de chose »). L’antithèse entre la liberté du Loup et le confort soumis du Chien constitue le message central de la fable. Des termes spécialisés (Dogue, Mâtin) apportent une précision réaliste.

Les fables de La Fontaine doivent une grande partie de leur expressivité aux procédés linguistiques et stylistiques que l’auteur maîtrise avec subtilité. Par la personnification, l’antithèse, la comparaison, la rime et le symbolisme, La Fontaine parvient à transmettre des enseignements moraux accessibles à tous les lecteurs. La simplicité apparente de la langue dissimule une grande richesse expressive, qui demeure au cœur de la valeur éducative de ses fables. Son œuvre continue ainsi d’occuper une place importante dans la formation littéraire et morale des lecteurs.

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THE PHONETIC AND MORPHOLOGICAL DEVELOPMENT OF THE VERB HABEN IN OLD HIGH GERMAN

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Abstract: *This research looks at the phonetic change of the nasal sound m > n in Old High German (Althochdeutsch) to determine how it affects the language's morphological structure, specifically with regard to the verb haben. The study demonstrates how this phonetic shift, which mostly affected verb ends and unstressed syllables, helped to stabilise grammatical paradigms. The link between spoken and written Old High German is also examined in this research, demonstrating that the shift initially manifested in speech before being mirrored in writing. It also examines the process of vowel lengthening that took place throughout the change from Middle High German to New High German, as well as the creation of participles (habenti, gihabet). The study comes to the conclusion that the German language's morphological regularisation and phonological simplicity were significantly influenced by the m > n shift and quantitative vowel modifications.*

Keywords: *weak verbs, participles, vowel lengthening, morphological development, Old High German, phonetic change, habēm and habenti.*

INTRODUCTION.

The grammatical and phonological structure of the linguistic system have been greatly impacted by phonetic changes that occur throughout phonetic development. These modifications, which may be seen in a variety of verb forms and tenses, are the outcome of general phonetic development. V.G. Nugaev said that key elements that might be emphasised are as follows: 1. The consonant -m at the end of a syllable without stress was replaced with -n in the eleventh century. This change got ingrained in the language system and is referred to as the m > n phonetic shift. 2. Weak verbs, especially those in the first-person singular present tense forms, were usually affected by this shift. For instance, habem, which means "I have" in Old High German, changed to haben in Modern German (similar changes also happened in other verbs) [V.G. Nugaev 2002:86].

According to Boase-Beier, J. and Lodge, K. R., the morphological structures were often altered as a result of the m > n transition, impacting not just verb forms but also other word forms. The change from -m to -n affected syntactic and semantic structures in addition to morphology due to phonetic development. For example, phonetic alterations and the development of systematic grammatical patterns were both mirrored in verbal modifications. First-person singular present tense verb forms are where this shift is most noticeable. For instance, several verbs underwent the change from habem to haben. Since strong verbs often kept their original forms, they largely appeared in weak verbs [Boase-Beier, J., Lodge, K. R.2003:115].

Literature reviews and methods

B. Tursunov argued that the m > n transition aided in morphological reorganisation in addition to phonetic development. As an instance, the morphological paradigm itself evolved new structural patterns while the first-person present tense verb forms underwent a phonological alteration. This shows that these modifications included morphological and syntactic development in addition to phonetic mechanisms. The m > n shift played a crucial role in the phonetic evolution of Old High German, greatly impacting the language system's structural organisation, especially the present-tense verb forms. Despite being a phonetic phenomenon at first, this

alteration was crucial to the formation of the morphological structure. Both the phonetic and morphological systems of the language evolved as a result of the changes in verb forms [Berdiqul Tursunov 2006:38-40].

Analysis of written and spoken language is crucial in Old High German. The nasal consonant "-m" changed to "-n" mostly in grammatical suffixes, especially in unstressed syllables; the root portions of words were unaffected.

For instance: The ending "-m" in the first-person singular form changed to "-n" in Old High German: habēm → habēn. The decrease in nasal articulation and the weakening of sounds in unstressed syllables were probably the causes of this shift. The majority of linguists who research Old High German use phonological economy or analogy mechanisms to explain this change [Robinson, O. W. 2001: 96].

Results and discussions

Old High German Participle Forms of "haben"

The participle forms of the verb "haben" in Old High German adhered to certain conventions and regulations, especially when it came to the creation of present and past participles. These conventions are demonstrated by the following examples: habenti, the present participle and gihabet, the past participle. Habenti, the present participle : The suffix -enti, or a dialect-specific variation, was appended to the verb stem in Old High German to create the present participle. In English, habenti means "having," "expressing possession," or "an ongoing state." Gihabet, the past participle :The prefix "gi-," which denotes a finished action and is comparable to the English had, was typically added to the verb stem to create the past participle. The prefix "gi-" was frequently used to indicate a finished condition or action and to mark past participles. Old English and other Germanic languages have similar participle structures with Old High German. In Old English, for example, the past participle frequently starts with ge- (e.g., gehabed, "had") while the present participle finishes with -ende (habende, "having"). These participles were crucial for conveying both continuing and finished acts [Jeffrey Ellis 1953: 54].

One of the biggest phonetic changes in the German sound system during the Middle High German to New High German transition was the quantitative shift in vowels. Vowels were either lengthened or shortened in this process, which possessed a number of unique characteristics. During this time, one of the most significant phonetic changes was the lengthening of short vowels. It mostly happened when open syllables had short root vowels, which caused them to change into long vowels. For instance, haben (meaning "to have") in Middle High German.

New High German: haben, which has an extended "a" vowel

Key elements of vowel change:

1. Lengthening of short root vowels: Short root vowels in open syllables, such a, e, i, o, and u, were prolonged in Middle High German. Because it corresponded with consonant changes and made it easier to distinguish between long and short vowels, this process was crucial to phonetic evolution.

2. Conversion of short vowels into long vowels: Short vowels in open syllables were more prominent and emphasised as they extended. This has an impact on word form morphological changes as well as pronunciation.

Example: Haben (Old High German) → haben (New High German): the word's sound was altered by lengthening the short vowel "a."

The German phonetic system was drastically altered by this vowel development. The language's morphological and semantic features, as well as its syntactic and grammatical organisation, were all impacted by the shift in vowel quantity [Bennett, P. R. 1998: 36].

Conclusion

In conclusion, the m > n phonetic transformation, which first appeared in unstressed word endings and reflects a tendency towards phonetic simplification and articulatory ease, evolved into a morphological regularity over time, influencing the structure and stability of verb paradigms like haben, nehmen, and lieben. The analysis of participle forms (habenti, gihabet) further demonstrates that phonetic changes were closely linked to grammatical and morphological reorganisation, which improved morphological uniformity and

semantic clarity within the language system and simplified pronunciation. Other vowel lengthening processes supported these advancements throughout the shift from Middle High German to New High German, helping to modernise German's phonological of structure. Both the vowel lengthening phenomenon and the nasal shift (m > n) show how phonetic evolution drove the morphological and grammatical stabilisation of German. The phonological and morphological system of Modern High German is based on these processes, which demonstrate the close relationship between sound change and grammatical structure.

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BILIMNING NAMOYON BO‘LISH SHAKLLARI

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Annotatsiya: *Ushbu maqolada bilimning namoyon bo‘lish shakllari ilmiy tadqiqot metodologiyasi nuqtai nazaridan tahlil qilinadi. Bilimning nazariy, amaliy, kommunikativ va madaniy shakllari o‘zaro integratsiyalashgan ijtimoiy tizim sifatida yoritilgan. Tadqiqotda Hirstning “bilim shakllari” konsepsiyasi, Nonaka va Takeuchining SECI modeli, Polanyi’nin “tacit knowledge” tushunchasi hamda Habermasning “kommunikativ aql” nazariyasiga tayangan holda bilimning turli ko‘rinishlarda namoyon bo‘lishi asoslab beriladi. Natijalarga ko‘ra, bilim inson tafakkuri, amaliy tajriba, kommunikativ muloqot va madaniy kontekstlar o‘rtasidagi o‘zaro ta’sir mahsuli bo‘lib, uning shakllari yaxlit tizimni tashkil etadi. Maqolada bilim shakllarining zamonaviy ilm-fan va ta’lim jarayonlaridagi ahamiyati, hamda ularni uyg‘unlashtirishning metodologik imkoniyatlari tahlil qilingan.*

Kalit so‘zlar: *bilim, epistemologiya, bilish jarayoni, nazariy bilim, amaliy bilim, kommunikativ bilim, madaniy bilim, integratsiya.*

KIRISH.

Bilim inson faoliyatining eng asosiy kategoriyalaridan biri bo‘lib, u inson tafakkuri, dunyoqarashi va amaliy faoliyatini shakllantiruvchi markaziy omil sifatida namoyon bo‘ladi. Bilish jarayoni faqatgina mantiqiy tafakkur bilan cheklanib qolmay, balki tajriba, muloqot, sezgi, intuitiv idrok va madaniy xotira kabi ko‘plab omillarning o‘zaro ta’siri orqali yuzaga chiqadi. Shu bois bilim ko‘p qatlamli, murakkab va dinamik tizim bo‘lib, uning namoyon bo‘lish shakllarini o‘rganish zamonaviy epistemologiya, kognitiv fanlar, sotsiologiya va ilmiy tadqiqot metodologiyasining eng muhim yo‘nalishlaridan biriga aylangan. XXI asr sharoitida esa mazkur mavzu yanada dolzarblashmoqda, chunki bugungi globallashuv, raqamli transformatsiya, sun’iy intellektning jadal rivojlanishi, bilimlar iqtisodiyotining shakllanishi va innovatsion jarayonlarning tezlashuvi bilimning mohiyati, uning ishlab chiqarilishi va tarqalish mexanizmlarini qayta ko‘rib chiqishni talab etmoqda.

Zamonaviy ilmiy adabiyotlarda bilimning shakllanishi ko‘p omilli jarayon sifatida qaraladi: nazariy bilim insonning konseptual tafakkurini, amaliy bilim tajribaga asoslangan faoliyatni, kommunikativ bilim ijtimoiy muloqotni, madaniy bilim esa tarixiy va ma’naviy merosga tayanadigan qadriyatlar tizimini ifodalaydi. Har bir shakl alohida o‘rganilishi mumkin bo‘lsa-da, amalda ular o‘zaro bog‘liq, bir-birini to‘ldiruvchi va integratsiyalashgan holda faoliyat ko‘rsatadi. Masalan, nazariy bilim amaliyotda sinalmaguncha to‘liq shakllanmaydi; amaliy ko‘nikmalar kommunikatsiya orqali tarqaladi; kommunikativ jarayon esa madaniy kontekstda ma’no kasb etadi.

Shu nuqtai nazardan kelib chiqib, ushbu maqolaning asosiy maqsadi — bilimning nazariy, amaliy, kommunikativ va madaniy shakllarini ilmiy-metodologik yondashuvlar asosida chuqur tahlil qilish, ularning o‘zaro uyg‘unlashuv mexanizmlarini ochib berish hamda bilimning yaxlit, integrativ tizim sifatida qanday faoliyat yuritishini ilmiy asoslashdan iboratdir. Tadqiqot davomida bilimning turli ko‘rinishlari o‘rtasidagi dialektik bog‘liqlik, ularning zamonaviy ta’lim, fan va ijtimoiy amaliyotdagi o‘rni hamda raqamli jamiyat sharoitida namoyon bo‘lish xususiyatlari tahlil qilinadi. Mazkur yondashuv bilim tushunchasiga kengroq, tizimli va interdisiplinar qarash imkonini beradi, bu esa ilmiy izlanishlar samaradorligini oshirish va bilimlarni boshqarishning zamonaviy mexanizmlarini takomillashtirish uchun muhim nazariy hamda amaliy asos bo‘lib xizmat qiladi.

Mavzuga oid adabiyotlar sharhi

Bilimning shakllanishi va namoyon bo‘lishi masalasi falsafa, epistemologiya, kognitiv psixologiya, sotsiologiya va madaniyatshunoslikning markaziy mavzularidan biri bo‘lib, ilmiy manbalarda bu jarayon turli nazariy yondashuvlar orqali chuqur izohlangan. Mazkur bo‘limda ushbu yondashuvlarning eng muhimlari tahlil qilinadi va ular tadqiqotning nazariy-metodologik asosini shakllantiruvchi ilmiy manbalar sifatida yoritiladi.

Birinchi navbatda, P. Hirstning “bilim shakllari” konsepsiyasi (1974) alohida ahamiyatga ega bo‘lib, u bilimni mantiqiy-matematik, empirik-ilmiy, estetik, etik, gumanitar va sotsiologik shakllarga ajratadi. Hirstga ko‘ra, har bir shakl mustaqil intellektual tuzilma bo‘lib, o‘z metodologiyasi, tili va tekshirish mezoniga ega. Bu yondashuv inson tafakkurining ko‘p qirrali rivojlanishini tushunish uchun muhim konseptual asos yaratadi [1].

Ikkinchi muhim nazariya – I. Nonaka va H. Takeuchining SECI modeli bo‘lib, bilimning oshkora (explicit) va yashirin (tacit) ko‘rinishlari o‘rtasidagi aylanish jarayonini Socialization, Externalization, Combination va Internalization bosqichlari orqali izohlaydi. Ushbu model 1995-yilda yaratilgan bo‘lsa-da, 2021–2024-yillarda bilim iqtisodiyoti, innovatsion menejment va raqamli transformatsiya bo‘yicha ko‘plab yangi tadqiqotlarda qayta qo‘llanib, yangicha talqin qilinmoqda [2].

M. Polanyi tomonidan taklif etilgan “tacit knowledge” (yashirin bilim) konsepsiyasi ham zamonaviy ilmiy adabiyotlarda o‘z ahamiyatini yo‘qotmagan. Polanyi ta’kidlaganidek, inson bilimining katta qismi ong ostida shakllanadi va uni verbal ifodalash qiyin. 2022–2024-yillardagi ilmiy tadqiqotlar yashirin bilim ayniqsa raqamli ko‘nikmalar, ustoz-shogird tajribasi va kasbiy kompetensiyalar shakllanishida hal qiluvchi omil ekanini ko‘rsatmoqda [3].

Y. Habermasning “kommunikativ aql” nazariyasi esa bilimning ijtimoiy tabiatini chuqur yoritadi. Habermasga ko‘ra, bilim muloqot, argumentatsiya, bahs-munozara va ijtimoiy kelishuvlar jarayonida shakllanadi. 2021–2024-yillarda olib borilgan zamonaviy tadqiqotlar, xususan, ilmiy hamjamiyatda ochiq ma’lumotlar (open data), ilmiy hamkorlik platformalari va onlayn muhokamalar orqali bilimning legitimlashuvi kuchayganini ko‘rsatmoqda [4].

Yuqoridagi klassik nazariyalardan tashqari, zamonaviy epistemologiyada yangi ilmiy izlanishlar ham faol rivojlanmoqda. Masalan, 2021-yilda J. Sutton va R. Menary tomonidan ishlab chiqilgan “Extended Mind 2.0” modeli tashqi vositalar (raqamli qurilmalar, sun’iy intellekt, platformalar) bilim shakllanishining ajralmas qismiga aylanganini ta’kidlaydi. Bu yondashuv raqamli muhitda yuzaga kelayotgan yangi bilim shakllarini tushunish uchun muhim hisoblanadi [5].

2023-yilda B. Collier va J. Muller tomonidan olib borilgan tadqiqotlarda bilimning ijtimoiy-kognitiv integratsiya modeli taklif etildi. Unga ko‘ra, bilimning namoyon bo‘lishi kognitiv jarayonlar, ijtimoiy muhit va madaniy omillarning birgalikdagi ta’siri natijasida yuz beradi. Model ayniqsa raqamli ta’lim platformalari, masofaviy o‘qitish va onlayn hamkorlik tizimlarini tahlil qilishda samarali bo‘lgani kuzatilgan [6].

Shuningdek, 2024-yilda M. Hafermalz va D. Schmiedehaus tomonidan ishlab chiqilgan “Digital Tacit Knowledge Transfer” modeli raqamli muhitda yashirin bilimni uzatish mexanizmlarini tahlil qiladi. Tadqiqot shuni ko‘rsatadiki, video mentorlik, VR/AR simulyatsiya, raqamli kuzatuv (digital shadowing) kabi texnologiyalar yashirin bilimni uzatish jarayonini an’anaviy ustoz-shogird tizimidan ham samarali shaklga aylantirmoqda [7].

Umuman olganda, ilmiy manbalarning ushbu tahlili bilimning namoyon bo‘lishi murakkab, ko‘p omilli va integratsiyalashgan jarayon ekanini ko‘rsatadi. Mazkur nazariy yondashuvlar tadqiqotning konseptual asosini yaratadi, bilimning turli shakllarini chuqur o‘rganish hamda ularning o‘zaro bog‘liqligini aniqlash imkonini beradi.

Tadqiqot metodologiyasi

Ushbu tadqiqot bilimning namoyon bo‘lish shakllarini kompleks o‘rganish maqsadida bir nechta metodologik yondashuvlarga tayandi. Avvalo, tizimli yondashuv qo‘llanib, bilimning nazariy, amaliy, kommunikativ va madaniy shakllari o‘zaro bog‘liq bo‘lgan yaxlit tizim sifatida tahlil qilindi. Kognitiv yondashuv doirasida bilish jarayoni, idrok, tafakkur va ong faoliyatining shakllanish mexanizmlari o‘rganildi. Sotsiologik yondashuv bilimning jamiyatdagi shakllanishi, ijtimoiy amaliyotlar va kommunikativ jarayonlarning rolini aniqlashga xizmat qildi. Aksiologik yondashuv esa bilimning qadriyatlar tizimidagi o‘rnini va madaniy kontekst bilan bog‘liqligini baholash imkonini berdi. Tadqiqot davomida kontent tahlili, taqqoslash, mantiqiy tahlil va konseptual modellash kabi metodlar qo‘llanildi.

Tahlil va natijalar

Tadqiqot natijalari bilimning namoyon bo‘lishi ko‘p omilli, o‘zaro bog‘langan va uzviy integratsiyalashgan jarayon ekanini ko‘rsatdi. Avvalambor, nazariy bilim inson tafakkurining eng yuksak shakli sifatida abstrakt fikrlash, mantiqiy tahlil, qonuniyatlar va konseptual kategoriyalarning shakllanishiga asoslanadi. Nazariy bilim insonning ilmiy dunyoqarashini, konseptual tizimlarini va umumlashmalarni yaratadi; ilmiy izlanishning har qanday bosqichi uchun yo‘nalish beruvchi intellektual poydevor vazifasini bajaradi. U real borliqni tushuntirish, voqelikdagi sabab–oqibat bog‘lanishlarini aniqlash, umumiy qoidalar va ilmiy nazariyalarni yaratish orqali amaliy faoliyatni yo‘naltiradi. Bu shaklning eng muhim jihati – uning universalligi va barqarorligidir, chunki nazariy bilim ko‘pincha turli sohalar, fanlararo integratsiya va konseptual modellar uchun metodologik asos bo‘lib xizmat qiladi.

1-jadval

Bilimning namoyon bo‘lish shakllari

№	Bilim shakli	Asosiy mazmuni	Namoyon bo‘lish xususiyatlari	Ilmiy manbalar bilan bog‘liqligi
1	**Nazariy bilim**	Abstrakt tafakkur, tushunchalar, qonuniyatlar, ilmiy nazariyalar	– Mantiqiy fikrlash asosida shakllanadi– Fan va ilmiy izlanishning poydevori– Amaliy faoliyat uchun konseptual asos yaratadi	Hirstning “knowledge forms” konsepsiyasi; ilmiy nazariyalar
2	**Amaliy bilim**	Tajriba, ko‘nikma, amaliy faoliyat orqali shakllanadigan bilim	– “Qilish” jarayonida namoyon bo‘ladi– Dinamik va tajribaga asoslangan– Yashirin (tacit) bilimni o‘z ichiga oladi	Polanyi – “tacit knowledge” g‘oyasi; tajriba asosidagi bilish
3	**Kommunikativ bilim**	Muloqot, fikr almashish, kelishuv, argumentatsiya natijasida shakllanuvchi bilim	– Ijtimoiy muhokama jarayonida paydo bo‘ladi– Bilimning ijtimoiy legitimatsiyasini ta’minlaydi– Nutqiy jarayonlar orqali mustahkamlanadi	Habermas – “kommunikativ aql”; diskursiv bilim
4	**Madaniy bilim**	Qadriyatlar, an’ana, til, tarixiy xotira va madaniy merosga asoslangan bilim	– Avloddan avlodga o‘tadi– Eng barqaror bilim shakli– Identitet va dunyoqarashni shakllantiradi	Madaniyatshunoslik, sotsiologiya va antropologiya nazariyalari
5	**Bilim shakllarining integratsiyasi**	Bilimning barcha shakllari o‘zaro bog‘langan yagona tizimni tashkil qiladi	– Nazariy bilim amaliyotda tasdiqlanadi– Amaliy bilim kommunikativ jarayon orqali tarqaladi– Kommunikativ bilim madaniy kontekstda ma’no kasb etadi– Madaniy bilim boshqa shakllar uchun asos yaratadi	SECI modeli (Nonaka & Takeuchi); tizimli yondashuv

Bundan farqli ravishda, amaliy bilim insonning real faoliyat jarayonida, tajriba, ko‘nikma va faol harakat natijasida shakllanadi. Amaliy bilimning mohiyati – “bilaman” emas, balki “qila olaman” qobiliyatida namoyon bo‘ladi. U bevosita faoliyat bilan bog‘liqligi tufayli dinamik, moslashuvchan va tajribaga tayangan holda takomillashib boradi. Amaliy bilim ko‘pincha so‘z bilan ifodalash qiyin bo‘lgan yashirin (tacit) bilimni o‘z ichiga oladi. Polanyi ta’riflaganidek, inson amaliyot davomida ong ostida shakllanuvchi bilimni ko‘proq harakatlar, sezgi, ko‘nikma va tajriba orqali ifodalaydi. Amaliy bilimning namoyon bo‘lishi kasbiy tajriba, ustoz-shogird an’analari, sinov–xato metodi, mehnat operatsiyalari va malaka orttirish jarayonlarida yaqqol kuzatiladi.

Tadqiqotda aniqlanishicha, kommunikativ bilim bilimning ijtimoiy tabiatini eng to‘liq aks ettiradi. Ushbu shakl insonlar o‘rtasidagi muloqot, fikr almashinuvi, munozara, argumentatsiya, kelishuv va ijtimoiy interaksiya jarayonlarida shakllanadi. Habermasning “kommunikativ aql” konsepsiyasiga ko‘ra, bilimning ijtimoiy tan olinishi yoki rad etilishi ijtimoiy muloqot maydonida sodir bo‘ladi. Demak, har qanday ilmiy g‘oya uning kommunikativ jarayonda tasdiqlanishi, baholanishi va legitimatsiya jarayonidan o‘tishi bilan to‘la ilmiy qimmat kasb etadi. Kommunikativ bilim ta’lim jarayonida – o‘qituvchi va talaba o‘rtasidagi muloqotda, ilmiy hamjamiyatda – tadqiqotchilar o‘rtasidagi muhokama va munozaralarda, hamda jamiyatda – ommaviy axborot vositalari, madaniy maydon va jamoaviy diskurslar orqali shakllanadi.

Bilimning yana bir muhim ko‘rinishi – madaniy bilim bo‘lib, u jamiyatning tarixiy tajribasi, qadriyatlari, an’analari, til, san’at, rasm-rusumlar va ma’naviy meros orqali avloddan-avlodga o‘tadi. Madaniy bilim insonning identitetini shakllantiradi, dunyoqarashini belgilaydi, ma’nolar tizimini yaratadi va ijtimoiy xulq-atvor uchun mezon rolini bajaradi. Ushbu bilim shakli barqarorligi, tarixiy davomiyligi va ma’naviy boylikni saqlashi bilan ajralib turadi. Madaniy bilim faqat an’anaviy merosni emas, balki zamonaviy madaniy jarayonlar, ijtimoiy qadriyatlar o‘zgarishi va globallashuv ta’sirida shakllanayotgan yangi madaniy hodisalarni ham o‘z ichiga oladi. Shuningdek, madaniy bilim boshqa bilim shakllarining mazmunini belgilashda muhim omil sifatida ishtirok etadi.

Umumiy tahlil natijalari shuni ko‘rsatadiki, bilimning mazkur shakllari hech qachon yakka, mustaqil holda mavjud bo‘lmaydi. Aksincha, ular o‘zaro doimiy ta’sirda bo‘ladi: nazariy bilim amaliy tajribada tasdiqlanadi va ma’nodorlashadi; amaliy bilim kommunikativ jarayonlar orqali tarqaladi va yangi mazmun kasb etadi; kommunikativ bilim madaniy kontekstda shakllanadi va madaniy xotira bilan mustahkamlanadi; madaniy bilim esa nazariy tafakkur va amaliy tajribaga ta’sir ko‘rsatib, ularni ma’noga to‘ldiradi. Bu jarayon natijasida bilimning barcha shakllari yaxlit, integratsiyalashgan va dinamik tizimni tashkil etadi.

Shunday qilib, tadqiqot ilmiy nuqtai nazardan bilimning namoyon bo‘lishi ko‘p qatlamli, ko‘p komponentli va o‘zaro chambarchas bog‘langan tizim ekanini isbotlab berdi. Mazkur natijalar ta’lim, ilmiy izlanishlar, menejment, innovatsion faoliyat va madaniy siyosat kabi sohalarda bilimni boshqarish va rivojlantirish uchun muhim metodologik asos bo‘lib xizmat qiladi.

Xulosa va takliflar

Tadqiqot natijalari bilimning namoyon bo‘lishi murakkab, ko‘p qirrali va uzviy bog‘langan jarayon ekanini ko‘rsatdi. Bilimning nazariy, amaliy, kommunikativ va madaniy shakllari o‘zaro bir-birini to‘ldiruvchi yagona tizim sifatida faoliyat yuritadi. Nazariy bilim amaliyot uchun konseptual asos yaratadi, amaliy bilim esa tajriba orqali nazariy tushunchalarni tasdiqlaydi va boyitadi. Kommunikativ bilim ilmiy g‘oyalar va tajribalarni jamiyatda tarqatish, baholash va ijtimoiy tan olishga xizmat qiladi. Madaniy bilim esa mazkur jarayonlarning barchasini umumiy ma’naviy kontekstga joylashtiradi, avloddan-avlodga o‘tadigan qadriyatlar va madaniy xotira orqali barqarorlashtiradi. Shuningdek, SECI modeli asosida yashirin (tacit) va oshkora (explicit) bilimning aylanishi bilimning rivojlanishi, almashinuvi va takomillashuvining asosiy mexanizmi ekanini yana bir bor tasdiqladi. Bu esa bilimning namoyon bo‘lishi faqat individual jarayon emas, balki ijtimoiy, madaniy va kognitiv omillar uyg‘unligida ro‘y berishini ko‘rsatadi.

Yuqoridagi xulosalardan kelib chiqib, tadqiqot asosida bir qator takliflar ishlab chiqildi. Avvalo, ta’lim jarayonida nazariy va amaliy bilimni birlashtiruvchi interfaol yondashuvlarni keng joriy etish zarur. Bu jarayonda loyihaviy ta’lim, amaliy mashg‘ulotlar, laboratoriya ishlari va real holatlar asosidagi tahliliy metodlar asosiy vosita bo‘lib xizmat qiladi. Shuningdek, talabalarda kommunikativ bilimni rivojlantirish uchun munozara, debat, jamoaviy loyiha, taqdimot va ilmiy muhokama kabi samarali metodlarni qo‘llash maqsadga muvofiqdir. Bu nafaqat muloqot madaniyatini, balki tanqidiy fikrlashni, ilmiy dalillash ko‘nikmalarini ham mustahkamlaydi.

Bundan tashqari, milliy madaniy merosga asoslangan o‘quv dasturlarini shakllantirish, madaniy bilimni mustahkamlash va yosh avlodda milliy identitetni rivojlantirish uchun muhim yo‘nalishlardan biri hisoblanadi. Bu orqali ilmiy bilimning madaniy kontekst bilan uyg‘unlashuvi ta’minlanadi. Tashkilotlar miqyosida esa yashirin bilimni aniqlash, tizimlashtirish va jamoaviy tarzda tarqatish mexanizmlarini kuchaytirish lozim. SECI

modeliga asoslangan bilim almashinuvi tizimlari, mentorlik dasturlari, korporativ treninglar va bilimlar bazasi yaratish kabi chora-tadbirlar bunda muhim rol o‘ynaydi.

Umuman olganda, bilimning turli shakllarini integratsiyalashgan holda o‘rganish va rivojlantirish zamonaviy ta’lim, ilmiy faoliyat va boshqaruv tizimlarining sifatini oshirishda asosiy omillardan biri bo‘lib qoladi.

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PHRASELOGY AND ITS IMPORTANCE IN TRANSLATION STUDIES

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Abstract: *This paper discusses the importance of phraseology in translation studies and examines the complexity of idiomatic meaning based on V.N. Komissarov's classification of five semantic aspects. Through English–Uzbek comparative examples, the paper highlights how idioms reflect not only linguistic features but also emotional, stylistic, and national-cultural identity. It emphasizes that successful translation of phraseological units requires both linguistic competence and cultural awareness to preserve expressiveness, aesthetic impact, and functional equivalence.*

Keywords: *phraseological unit, idiom, translation studies, figurative meaning, emotive character, stylistic register, national colouring, equivalence, culture.*

INTRODUCTION.

At the language level, the main unit that performs the nominative function is the word. However, it is not the only unit at this level, at the same time, there are also units that are stored in a ready-made form which are equal in structure to a word combination or a sentence, semantically equivalent to a single word. Such units are called phraseological units. A phraseological unit is formed when two or more lexemes are semantically interconnected and create a generalized figurative meaning. Such units have an important role to play in human communication. They produce a considerable expressive effect, besides conveying information, they appeal to the reader's emotions, his aesthetic perception, his literary and cultural associations.

It is possible to determine whether particular phraseological units in translation correspond to the meaning and stylistic function of those in the original text only through a scientific and textual analysis. Like lexical units, phraseological expressions are also polysemantic and multifunctional; therefore, even semantically similar units in two languages do not always replace each other in translation. Phraseological equivalents or alternative variants that can easily substitute one another in a certain textual context may, in another case, differ in meaning or stylistic function.

Methods: Phraseological expressions are highly characteristic of literary works, as they frequently appear both in the author's language and in the speech of the characters depicted in the work. E.S. Aznaurova –says that translating a phraseological unit depends on several factors: different combinability of words, homonymy, polysemy, synonymy of phraseological units and presence of falsely identical units, which makes it necessary to take into account of the context. Besides, a large number of phraseological units have a stylistic – expressive component in meaning, which usually has a specific national feature.

According to the scientist V.N. Komissarov idiom's semantics is complex entity and there are 5 aspects of its meaning that will influence the translator's choice of an equivalent in the target language. They are:

1) the idiom's figurative meaning,
2) its literal sense,
3) emotive character,
4) stylistic register
5) national colouring.

Results and Discussion. Figurative meaning refers to the non-literal interpretation of words and phrases, where the intended meaning goes beyond the direct, dictionary definitions. For instance, " To spill the beans"

— means to reveal a secret but in literal translation (Uzbek/Russian): “Donni to‘kmoq”— makes no sense in the target language. Correct equivalent in these languages are“Sirni oshkor qilmoq”

Although idioms usually have figurative meanings, they also possess a literal image — the picture or situation their words describe. Even if the idiom is not meant literally, this image often contributes to its expressiveness, humor, or cultural flavor. When translating, a good translator must decide whether to preserve, adapt, or ignore the literal sense, depending on how well it works in the target language. For example “Let the cat out of the bag” word by word translation is releasing a cat from a bag, while its figurative meaning is “to reveal a secret”. We can find equivalent in Uzbek translation: “Misi chiqdi(siri hammaga oshkor bo‘ldi) .”The literal sense cannot be preserved because it would sound strange in Uzbek.

The emotive character of an idiom refers to its emotional colouring — the feelings, attitudes, or expressive tone it conveys in addition to its basic meaning.

It shows whether the idiom expresses approval, disapproval, irony, sympathy, admiration, annoyance, or any other emotional attitude .When translating idioms, it is important not only to convey their semantic meaning, but also to preserve their emotional impact. Otherwise, the translation may sound flat, neutral, or stylistically inappropriate. English idiom“Over the moon” means very positive, joyful, expressive. Uzbek translation: “Boshi osmonga yetmoq.”preserves the same excitement and intensity of emotion. The next phraseological unit “when the pigs fly” expresses little humoristic impact. Uzbek for this idiom is “tuyaning dumi yerga tekkanda” for translating idioms translators aim for functional equivalence — keeping the effect and humor, not necessarily the same words.

The stylistic register of an idiom refers to the level of formality, tone, and social context in which it is used. It shows how and where the idiom sounds natural — whether it belongs to formal, neutral, colloquial, slang, poetic, or literary language. When translating idioms, it is essential to preserve the stylistic level of the original. Even if the meaning is correct, the translation may sound too formal or too casual, breaking the style or atmosphere of the text. For instance, the English idiom “kick the bucket” means “to die”, but it has a colloquial and humorous tone. Translating it as “vafot etmoq” (a formal Uzbek term for “to die”) would convey the meaning correctly but lose the idiom’s informal and playful character. A better stylistic equivalent would be “asfalisofilinga jo‘nadi”, which maintains the same casual and expressive register. Similarly, the idiom “to depart this life” is formal and euphemistic, so its Uzbek equivalent “olamdan o‘tdi” accurately matches both the meaning and the register of the original.

In translation, preserving the stylistic register is essential because it reflects the speaker’s attitude, the situation of communication, and the overall stylistic harmony of the text. If a formal idiom is translated into a slang expression, or vice versa, the pragmatic balance and stylistic authenticity of the text may be lost.

National colouring (or national-cultural specificity) refers to the cultural, historical, or traditional background reflected in an idiom. An idiom often includes images, symbols, or references that are unique to one nation’s culture — such as food, customs, historical events, or geographical realities. These features make idioms rich and expressive, but also difficult to translate, because the literal image may not exist or make sense in the target culture. For example “Carry coals to Newcastle” To do something unnecessary, redundant, (Newcastle was famous for coal — so bringing more coal there is pointless) Uzbek equivalents include 'quyoshga chiroq yoqmoq' or 'baxorga paxta olib borish,' both expressing the same meaning through culturally familiar images. When translating idioms with strong national colouring, the translator must try to preserve both the semantic content and the cultural flavor of the idiom as much as possible.

Conclusion

Phraseology plays a crucial role in translation studies because idioms embody not only linguistic but also cultural, emotional, and stylistic values of a language. Translating them requires not just lexical substitution but a deep understanding of semantic nuance, cultural background, and stylistic appropriateness to achieve full communicative equivalence between the source and target texts.

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THEORETICAL BACKGROUND OF FIGURATIVE (ARTISTIC) LANGUAGE DEVICES

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Abstract: *This paper examines the linguistic foundations of artistic or figurative language devices used in literary discourse. Elements such as metaphor, metonymy, symbolism, epithet, irony, and hyperbole form the basis of expressive and imaginative language. The study outlines their semantic, cognitive, and stylistic functions and traces major historical perspectives on their interpretation. By analyzing classical and modern linguistic theories, the article highlights the complex and layered nature of figurative language and its contribution to the creation of artistic meaning.*

Keywords: *artistic means of expression, metaphor, epithet, personification, linguopoetics, artistic text, imagery, stylistics.*

INTRODUCTION.

Figurative language devices also known as stylistic or rhetorical devices play a crucial role in literary communication. They enrich verbal expression by adding imagery, emotional nuance, and aesthetic qualities. Throughout history, their interpretation has been closely connected with rhetoric, literary theory, and stylistics. In contemporary linguistics, however, their scope extends further, involving semantics, cognitive science, pragmatics, and discourse studies.

The importance of figurative expression lies in its capacity to convey meanings that surpass direct, literal interpretation. Through metaphorical extensions, symbolic representations, and stylistic modifications, language becomes multilayered, enabling deeper conceptual and cultural insights.

Historical and Linguistic Development of Figurative Devices. The roots of figurative language studies originate from ancient rhetorical traditions. Aristotle's analyses in Rhetoric and Poetics introduced foundational classifications of tropes, especially metaphor. Roman scholars like Cicero and Quintilian later refined rhetorical systems by exploring the communicative and aesthetic functions of such devices.

In the 20th century, new linguistic approaches emerged. Structuralists and post-structuralists Roman Jakobson I.A. Richards, Max Black, V.V.Vinogradov significantly expanded the theoretical understanding of figurative meaning.

Jakobson emphasized the poetic function and structural patterns of language.

Richards and Black argued that metaphor results from interaction between conceptual domains.

Vinogradov highlighted stylistic roles of figurative expressions in literary texts.

Today, figurative devices are studied through cognitive linguistics (e.g., Lakoff & Johnson), discourse analysis, and cultural linguistics, offering broader interdisciplinary insights.

Types of Artistic (Figurative) Language Devices. A metaphor explains one idea by relating it to another based on conceptual similarity. Example: "Time steals everything"

Metonymy Meaning is transferred based on association or physical proximity. Example: "The crown declared a new law."

Synecdoche A subtype of metonymy in which a part represents the whole or vice versa. Example: "We need more hands on the project."

Epithet A descriptive expression that highlights an attribute of a noun.

Example: "The silent hills."

Hyperbole A deliberate exaggeration used for emphasis or emotional impact.

Litotes A form of understatement often created through negation.

Irony An expression in which the intended meaning is opposite to the literal one.

Symbol and Allegory Symbols communicate broader cultural associations, while allegory extends symbolic meaning throughout a narrative.

Theoretical Perspectives

Semantic and Stylistic Approaches Classical semantics views figurative language as deviations from literal meaning. Stylistic theory, by contrast, treats these devices as techniques that increase expressiveness and aesthetic depth.

Cognitive Linguistic Approach Lakoff and Johnson’s conceptual metaphor theory demonstrates that metaphors are embedded in human cognition, influencing how people understand the world.

Examples: life is a journey ideas are food

Thus, figurative language reflects mental organization and conceptual mapping.

Pragmatic and Discourse Approaches. Pragmatic analysis emphasizes the role of speaker intent, context, and inferential processes. For instance, irony cannot be understood without contextual interpretation. Discourse analysis explores how figurative expressions shape narrative flow, emotional tone, and ideological perspectives.

The Function of Figurative Devices in Artistic Expression. The effectiveness of literary communication depends largely on the aesthetic qualities that figurative devices create. These devices: establish vivid imagery, convey emotional and psychological states, reveal character traits, express cultural values, guide the reader toward deeper interpretation.

Because of these functions, figurative language allows authors to articulate nuanced meanings unavailable through literal expression.

Conclusion. The theoretical basis of figurative language involves multiple linguistic frameworks, including stylistics, semantics, cognitive science, and discourse studies. Figurative devices are essential for communicating complex ideas, emotional subtleties, and cultural meanings. As linguistics continues to evolve, figurative language remains a key area for understanding how humans conceptualize and aesthetically shape their experiences.

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ILOVA KONSTRUKSIYASIDA SINTAKTIK ALOQANING SHAKLLANISHI

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Annotatsiya: *Maqolada ilova konstruktsiyalarining sintaktik va semantik xususiyatlari, ularning gap mazmunini kengaytirish, aniqlashtirish va nutqqa ekspressivlik berishdagi roli ilmiy asosda tahlil qilinadi.*

Kalit so’zlar: *ilova konstruksiyasi, ilova elementi, asosiy ifoda.*

KIRISH.

Til birliklarining samarali ishlashi va ma’no uzluksizligini ta’minlashda ilova konstruksiyalari muhim o‘rin tutadi. Ilova konstruktsiyasi – bu gap ichidagi mustaqil yoki yarim mustaqil element bo‘lib, u bosh gap bilan turli darajada sintaktik va semantik aloqada bo‘ladi. Ayniqsa, ilova konstruktsiyasida sintaktik aloqaning shakllanishi gapning ichki tuzilishi va uning semantik yuki bilan chambarchas bog‘liqdir.

Ilova elementi bosh gapga turli yo‘llar bilan ulanadi: u gap mazmunini aniqlashtiradi, to‘ldiradi yoki unga ekspressiv va kommunikativ urg‘u beradi. Shu jihatdan, ilova konstruktsiyasi sintaktik aloqaning shakllanishida ham vosita, ham mexanizm sifatida qaraladi. Ilovaning gap tuzilishidagi pozitsiyasi, uning bog‘lanish uslubi va semantik funktsiyalari sintaktik aloqaning turlicha modellari va variantlarini yuzaga chiqaradi.

Shu bilan birga, ilova konstruktsiyalari yordamida til foydalanuvchisi gapning asosiy mazmunini ta’kidlashi, yetishmaydigan axborotni qo‘shishi va nutqni yanada aniq, boy va ekspressiv qilish imkoniyatiga ega bo‘ladi. Shu nuqtai nazardan, ilova konstruktsiyasida sintaktik aloqaning shakllanishi nafaqat grammatik, balki kommunikativ va stilistik jihatlarni ham o‘rganish uchun muhim tadqiqot obyekti hisoblanadi.

Ilova tushunchasining ilmiy sintaktik jihatdan keng qo‘llanilishi tilshunoslikda ko‘plab tadqiqotchilar – L. V. Shcherba [4], V. V. Vinogradov [1] va S. E. Kryuchkovlarning [2] asarlariga bog‘liq. Ularning fikricha, ilova konstruktsiyalari gap ichidagi sintaktik aloqaning o‘ziga xos turini ifodalaydi va quyidagi asosiy belgilar bilan tavsiflanadi:

1. “Ixtiyorsizlik”ning psixologik belgisi. Ilovadagi aloqaning shakli teng bog‘lanishdan farqli ravishda yuzaga keladi: u bosh elementdan keyin yoki gap aytilgan paytda paydo bo‘ladigan ikkinchi element sifatida shakllanadi. Bu belgining ahamiyati shundaki, ilova konstruktsiyalari mustaqil semantik birlik sifatida, lekin bosh gap bilan bog‘lanish davomida yuzaga keladi.
2. Ekspressiv-semantik xususiyat. Ilova konstruktsiyalari qismlari semantik jihatdan bosh gap elementlariga to‘liq mos kelmasligi mumkin, natijada ular mantig‘i murakkab, lekin yaxlit ifodaga birlashgan tuzilma hosil qiladi. Bu jarayonda subyektiv motivlar, ekspressiv shakllardagi ma’nolar o‘zgaradi va sintaktik harakatlarning odatiy mantig‘i o‘zgartiriladi. Shu bilan birga, sintaktik shakllarning normal ma’nolari va ularning uslubiy qo‘llanilishi o‘rtasida bo‘shliqlar va nomuvofiqliklar yuzaga keladi.
3. Semantik xususiyat. Ilova konstruktsiyasi g‘oyatda “qo‘shimcha hukm” vazifasini bajaradi. Ya’ni, gap aytilish jarayonida ongda qo‘shimcha fikr sifatida shakllanadi va bosh gap mazmunini boyitadi, aniqlik kiritadi hamda kommunikativ funksiyani kengaytiradi.

Shu jihatlar ilova konstruktsiyalarining nafaqat sintaktik aloqaning shakllanishida, balki gapning ekspressiv va stilistik o‘lchamlarida ham muhim rol o‘ynashini ko‘rsatadi. Ilova yordamida gapning asosiy mazmuni kengaytiriladi, yetishmaydigan ma’lumotlar qo‘shiladi va nutqning kommunikativ samaradorligi oshiriladi.

L. V. Shcherba va V. V. Vinogradov tomonidan ilgari surilgan ilovaning belgilari nutq voqeligining ko‘plab faktlarini umumlashtirishga qaratilgan. Biroq, ko‘plab olimlar tomonidan bu belgilar o‘ziga xos shartlar

hisobga olinmagan holda qo‘llanilgan, shuning uchun sintaksisda aniq belgilangan ilovali aloqa kategoriyasini ajratib ko‘rsatish uchun yetarli asos bo‘la olmadi.

Buning sababi shundaki, L. V. Shcherba ilova hodisasi haqida o‘z xulosalarini bildirarkan, asosan jonli nutq yoki og‘zaki nutqni nazarda tutgan. Shu sababli, uning me’zonlari tadqiqotchilarni o‘z sohasida faqat og‘zaki nutqdagi ma’lum bir guruh faktlarni tahlil qilishga yo‘naltiradi. Amalda, ilova muammosiga bag‘ishlangan ko‘plab ilmiy tadqiqotlarda L. V. Shcherbaning me’zonlari olimlar tomonidan adabiy tilning butun sohasiga, xususan kitobiy til sohasiga kengaytirib qo‘llanilishiga intilish kuzatilmoqda.

Natijada, ilova hodisasini tahlil qilishda ham jonli, ham yozma nutq materiallari birlashtirilib, ilovaning funksional va ekspressiv jihatlarini aniqlash imkoniyati oshadi. Shu bilan birga, bu yondashuv L. V. Shcherba va V. V. Vinogradov tomonidan ilgari surilgan ilmiy asoslarni kengaytirish va sintaktik aloqaning turli shakllarini yanada chuqurroq o‘rganish imkonini beradi.

Qo‘shimcha xabar yoki qo‘shimcha hukmning semantik me’zonlari o‘z-o‘zidan ancha keng va noaniq bo‘lib, bu hol tilshunoslar orasida uni ilovali elementning “semantik ikkilamchi ahamiyati, pastligi” sifatida talqin qilishga sabab bo‘lgan [3; 275-b.]. Natijada, uning yondashuvi ilova kategoriyasining chegaralarini haddan tashqari kengaytirishga olib kelmasdan, aniq va strukturaviy jihatdan belgilangan asos yaratadi.

Ilova konstruktsiyasi sifatida, ushbu ishidagi gaplar turli bog‘lovchi va bog‘lovchi birikmalari bilan bog‘langan bo‘laklarni o‘z ichiga oladi. Shu bilan birga, teng va tobe bog‘lovchili murakkab gaplar, shuningdek, bo‘laklari bog‘lovchisiz bog‘langan gaplar ham tahlil qilinadi. Masalan:

“He reminded me to have a bowl and a shave. And shoe polish. And brush” (Golding W. Lord of the Flies, 56 r.).

“They saw the lightning. And they ran home” (Bellow S. The Adventure of Augie March, 78 r.).

Ushbu misollar ilova hodisasining sintaktik va semantik o‘ziga xosligini namoyon qiladi. Gap ichidagi ilovali qo‘shimchalar birinchi gapning mazmunini to‘ldiradi, aks ettiradi va ba’zan mustaqil ifoda sifatida yuzaga chiqadi. Shu tarzda, S. E. Kryuchkovning yondashuvi ilova hodisasini tahlil qilishda tizimli va ilmiy asos yaratadi.

Ilova konstruktsiyasining o‘ziga xos xususiyati – ilovali element bilan asosiy ifoda o‘rtasidagi sintaktik va intonatsion bo‘shliq bo‘lib, shu sababli u mantiqan ajralib turadi. Ilova konstruktsiyalari, ma’lum leksik va grammatik vositalar mavjud bo‘lmagan holatlarda (maxsus qo‘shma va turdosh birikmalar: yes, and moreover, furthermore, and therefore va boshqalar) ham, turli struktura va grammatik turlarning xilma-xilligi bilan birlashadi. Pauzalardan so‘ng maxsus intonatsiya bilan yaratilgan sintaktik aloqaning yirtilgan tabiati, nutqda funksional foydalanish birligi (ular asosiy gapdan keyin paydo bo‘lgan fikrni yetkazish uchun mo‘ljallangan) sifatida namoyon bo‘ladi.

Qoshimcha xabarning vazifasi ilova konstruktsiyalarining asosiy ma’nolarini belgilashdir. Ular qo‘shimcha xabar xarakteriga ega bo‘lib, quyidagi funksiyalarga ega: rivojlantiruvchi, tushuntiruvchi, bosh gapni aniqlovchi.

Bu funksiyalar ilova konstruktsiyalarini sintaksisning alohida hodisasi sifatida ko‘rib chiqishga yordam beradi. Ilova hodisasidan foydalanish nutqqa yangi semantik va ekspressiv-stilistik tus berish, ifodaning alohida bo‘laklariga katta semantik va hissiy yuk berish imkonini yaratadi. Yozuvdagi pauzaning davomiyligi turli tinish belgilari bilan ifodalanadi.

Bog‘lovchili ilova konstruktsiyalarda odatda vergul qo‘llaniladi:

“People who have power in the city before you are, not small” (Bellow S. The Adventure of Augie March, 98 r.).

Ba’zida chiziqcha ishlatiladi:

“We’re doing great, and we’ve already done a lot, but there are gaps – and serious ones” (Thackeray W. Pendennis, 274 r.).

Bog‘lovchili ilova konstruktsiyalarida ko‘p nuqta ham qo‘llanilishi mumkin, agar asosiy ifodadagi xabar ba’zi hollarda tugallanmagan bo‘lsa va undan tashqari uzoq davom etadigan pauzani ifodalash kerak bo‘lsa:

“It's scary to admit it, but I want this person to know that it's like a song to me... And it must be the last one” (Bellow S. The Adventure of Augie March, 211 r.).

Boshqa holatlarda ko‘pincha nuqta ishlatiladi:

“Cities starting with railway stations... Every city has an age and a voice. There are clothes. And a special smell. And a face. And not immediately understandable pride” (Golding W. Lord of the Flies, 52 r.);

“Such silence in the village happens before dawn. Or else in the steppe” (Bellow S. The Adventure of Augie March, 63 r.).

Ushbu misolda ilova konstruktsiyasining funksiyasini aniq ko‘rsatadi. Bu yerda “Or else in the steppe” iborasi asosiy gapning semantik bo‘shligini to‘ldiradi, vaziyatni aniqlashtiradi va nutqqa ekspressiv tus beradi. Gapning asosiy qismi (qishloqdagi sukut) allaqachon ifodalangan bo‘lsa-da, ilova orqali o‘quvchiga voqea maydonining kengaytirilgan tasviri yetkaziladi. Shu bilan birga, intonatsion pauza va sintaktik yirtilganlik ifoda qilinayotgan ma’lumotning og‘zaki nutq ohangini eslatadi, bu esa matnga ritmik va stilistik rang bag‘ishlaydi.

Xulosa qilib aytganda ilova hodisasi nutqning alohida sintaktik elementi sifatida asosiy gapni to‘ldiradi, aniqlashtiradi va unga ekspressiv, stilistik va semantik rang beradi. Ilova konstruktsiyalari asosiy ifodaga bog‘liq bo‘lish bilan birga, ularning paydo bo‘lishi vaqt jihatidan asosiy gapdan keyin sodir bo‘ladi va bu ularni ikkilamchi, assotsiativ bog‘lanish shakliga aylantiradi. Bog‘lovchili yoki bog‘lovchisiz ko‘rinishlarda, intonatsion pauza bilan birgalikda, ilovalar nutqqa ritmik, hissiy va semantik boylik qo‘shadi. Shu tariqa, ilova konstruktsiyalari sintaktik bog‘lanishning mustaqil turi sifatida til va nutq tahlilida muhim o‘rinni egallaydi, u matnning tushunarli va ekspressiv bo‘lishini ta’minlaydi, asosiy gapning mazmunini kengaytiradi va aniqlashtiradi.

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KUNDALIK MULOQOTDA IMPLIKATURA VA PRESUPPOZITSIYA VA UNING AHAMIYATI

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Annotatsiya: *Ma’lumki til – eng muhim ijtimoiy hodisa sanaladi.Kishilar hayoti davomida jamiyatning boshqa a’zolari bilan muloqotga kirishadilar va ba’zan o’z ichki hissiyotlarini bo’lishsalar, boshqa payt axborot almashinuvini aynan til orqali amalga oshiradilar. Ammo, inson tafakkuri faqtgina suhbat davomida aytilgan so’zlar va uning tor manosi bilan chegaralanib qolmaydi va bu implikatura hamda presuppozitsiya hodisalarini hosil qiladi. Ushbu maqolada, ko’p hollarda e’tiborsiz qoldiriladigan, lekin kundalik muloqotda yaxshigina o’ringa ega ushbu tushunchalar haqida gap boradi, ularning farqlari tushuntiriladi va ingliz va o’zbek tilidan misollar orqali dalillanadi.*

Kalit so’zlar: *Implikatura, Presuppozitsiya, Relevant, Truthful, clear, quality, Egzistenal, Struktural.*

KIRISH.

Biz kun davomida do’stlarimiz, yaqinlarimiz, hamkasblarimiz ya’ni atrofimizdagi insonlar bilan suhbatlashganimizda aytilmagan ma’noni ham ongimiz orqali tafakkur qilib olamiz yoki boshqalarda buni kuztamiz.

Masalan: Zebi: - Ona, siz ham yosh bo’lganmisiz?

Ona: - Bolam, yosh bo’lmagan odam bo’ladimi ?

Ko’rinadiki, bu yerda ona ham bir paytlar yosh bo’lganligini uning nutqidan bilishimiz mumkin. Aynan mana shu holat implikaturaga asos bo’ladi.

Implikatura-bu nutqda bevosita aytilmagan, ammo ma’no jihatidan anglashilgan ma’lumotdir. Ya’ni so’zlovchi bir gapni aytadi, lekin shu gap orqali yana qo’shimcha yashirin ma’noni ham yetkazadi. Buni yanada chuqurroq anglash uchun implikaturani birinchi ishlab chiqqan olim Paul Gricening Implikatura haqidagi tadqiqotiga nazar tashlaydigan bo’lsak, uning “Hamkorlik tamoyili” (Cooperative Principle) nazaryasi nutqni anglashda muhum ahamiyatga ega.

Gricening fikriga qaraganda, suhbat qurayotgan insonlar muloqot davomida hamkorlikda bo’lishadi, ya’ni ular:

• Haqiqiy (Truthful) bo’lishadi.
• Tegishli (Relevant) bo’lishadi- mavzudan chetlashishmaydi.
• Aniq (clear) bo’lishadi – ochiq va hech narsani ichida saqlamagan holda gapirishadi.
• Fikrini yetarli (quality) darajada ochib bergan holda izohlashadi.

Lekin ko’p hollarda odamlar bu tamoyilga rioya qilishmaydi, va implikatura shu jarayonda yuzaga keladi.

Masalan:Zebi: - Onajon nima uchun odamlar bizdan yuz burishadi?

Ona: - Odamlar har xil, qizim…

Example: “Hamlet, you hast your father much offened”.

“Mother, you have my father much offened.”

Ya’ni bu yerda muallif Hamletning tilidan ochiqchasiga siz otamga hiyonat qildingiz degan ma’noni yash

Bu yerda shuni kuzatish mumkinki, Ingliz tilida ham o’zbek tilidagi kabi presuppozitsiya ayni vazifani bajaradi

Implikatura: Onaning fikrida achchiq haqiqat ya’ni odamlar insonlarning ularning mansabiga, boyligiga, qisqa qilib aytganda qo’lining kalta yoki uzunligiga qarab muomala qilishi yashirin tarzda keltirilgan.

Implikatura quyidagi sohalarda muhim:

Pragmatika sohasida: Ma’lum bir nutqni tahlil qilishda uning gap mazmunida ko’rinib turganidan ham kengroq mohiyatini ochib berish zarur va bunda implikatura muhim ahamiyat kasb etadi.

Diskurs tahlili: Matnlar va muloqotlar tahlilida ham aynan shundy hodisani kuzatish mumkin.

Tarjima nazaryasi: Bilamizki bir asarni yoki nutqni boshqa bir tilga tarjima qilinganda, mentalitet va madaniyatga bog’liq ravishda ma’noda biroz o’zgarish kuzatilishi mumkin. Bu jarayonda asar muallifining hamda so’zlovchining aynan nima demoqchi ekanligini kitobxon va tinglovchiga to’g’ri yetkazib berishda implikaturaga yuzlaniladi.

Sun’iy intellekt: Ma’lumki sun’iy intellekt inson ongidan farqli o’laroq, uning ishlash texnikasiga nima dasturlangan bo’lsa, o’sha orqali ma’lumot almashishi mumkin. Hozirgi zamonda esa insonlar bilan bevosita muloqot qilish bilan bir qatorda ularning muammolarini tinglab samarali yechim bera olayotgan intellektlar oz emas. Bu esa ularni dasturlashda implikaturadan muvoffaqiyatli foydalanilganidan dalolat beradi.

Presuppozitsiya nima?

Presuppozitsiya- gap aytilganda u gapdagi ma’lum bir ma’lumot tinglovchi oldindan haqiqiy deb hisoblagan taxminni ifodalaydi. Ya’ni gapning asosiy mazmuni aytilishidan oldin ma’lum bir fakt yoki shart “taxmin” qilingan bo’ladi.

Bunga O’tkir Hoshimovning “Ikki eshik orasi” asaridan quyidagini misol keltirish mumkin:

“Muzaffar bugun yana kech keldi”

Bu yerda presuppozitsiya deb shuni aytish mumkinki, bu Muzaffarning birinchi marotaba kechikishi emas ya’ni ushbu nutqdan uning oldin ham shu holatni takrorlagani anglashiladi. “Yana” so’zi esa gapning presuppozitsion ma’nosini yanada kengroq ochib bergan.

Shu o’rinda ingliz adibi Uilyam shekspirning “Hamlet” asaridan quyidagi misol keltirish orqali taqqoslash mumkin:

“Have you seen the ghost tonight?”

Ya’ni gapdan anglashiladiki, “ghost” ya’ni arvoh mavjud va uni haqiqat sifatida qabul qilinayapti.

Presuppozitsiyaning mohiyati

Presuppozitsiya – ikki suhbatdoshning bir birini yanada to’g’ri tushunishiga ko’maklashadi. Ammo buning uchun ularda oldindan ma’lum bo’lgan bilim yoki konteks talab qilinadi.

Prosuppozitsiyaning turlari:

1.Faktual prosuppozitsiya- voqelikda amalga oshgan yoki amalga oshmagan hodisaga asoslanadi.

Masalan: “Zebi bugun ham ko’zyosh to’kdi.”

Demak u o’tgan kuni ham qandaydir sabab tufayli yig’lagan.

Example: “I am glad to see you well, Hamlet.”

Prepozitsiya – Glad va Well so’zlari orqali ochilayotgan factual fikrga qaraydigan bo’lsak Hamlet oldin hasta bo’lgan yoki o’zini yomon his qilgan. Ammo hozir nisbatan yaxshi.

2.Egzistenal (Mavjudlik) presuppozitsiya – Bir narsa yoki kishining mavjudligini izohlaydi.

Masalan: “Aslida o’lib qolgan Muzaffarning o’z onasi ekan”

Bu yerda shuni anglash mumkinki Muzaffarning o’z onasi bilan bir qatorda o’gay onasi ham bor (mavjud)

Example:Where is your father, Ophelia?

Presuppozitsiya Ofeliyaning otasi bor(mavjud)

3.Struktural (Sintaktik) presuppozitsiya –gapning tuzilishida namoyon bo’ladi.

Masalan: “Cho’ntagingga sigaret qayerdan keldi?”

Zebi tomonidan aytilgan ushbu gap mazmunidan Muzaffar onasidan yashirinch sigaret olib chakkanini anglash qiyin emas.

Example: “Whay you always speak with anger”.

Ya’ni Hamlet ko’p hollarda onasiga nisbatan jahl bilan gapiradi. Bu esa fakt sifatida ushbu nutqdan anglashilmoqda.

4.Leksik presuppozitsiya – gap tarkibidagi ayrim so’zlar ma’nosiga qarab bilib olish mumkin.

Masalan: “Muzaffar qattiq afsusda edi”.

U afsuslanishga arziydigan qandaydir ish qilib qo’ygan.

Example: “I doupt Hamlet learned the truth”

Demak, Hamletning amakisi tilidan keltirilgan ushbu misolda amakisi Hamletni xafa qiladigan nimadir qilganini tushunib olish qiyin emas.

5.Konturfaktual presuppozitsiya – Ma’lum bir voqea sodir bo’lmay turib qandaydir taxminga ishonish.

Masalan: “Agar Zebi onasining xonasiga kirmaganida, u bu haqiqatdan xabar topmagan bo’lar edi”. Bu yerda “Agar” va “Bo’lmaganida” so’zlari orqali haiqat bo’lmagan holat faraz qilinib, fakt deb faraz qilingan.

Example: “If I could pray, I could kill him too”.

Bu yerda agar men qila olsam (If I could) ibora orqali konturfaktual shart hosil qilingan.

Presuppozitsiya va implikatura farqi

Presuppozitsiyada “taxmin” oldindan mavjud va to’g’ri deb qabul qilingan bo’lsa implikaturada esa so’zlovchi o’z so’zini so’zlaganidan so’nggina u yetkazmoqchi bo’lgan yashirin ma’noni anglash “taxmin” qilish mumkin garchi u to’g’ridan to’g’ri aytmagan bo’lsa ham.

Xulosa:

Qisqa qilib aytganda, til qatlamimizda mavjud bo’lgan o’ta nozik va asosan e’tibordan chetda qoladigan ushbu hodisalar ya’ni implikatura (gap ichida yashiringan niyat orqali anglashilgan yashirin ma’no), hamda presuppozitsiya (faktga tayanadigan yashiririn ma’no) bir biridan biroz farqlansa ham nutqni boyitish hamda uning salmog’ini oshirishda muhim o’rin tutadi. Bu hodisalar nafaqat yuqorida keltirilgan sohalarda yoki fanda, balki, kundalik muloqotda nutqimizda ishlatilayotgan so’zlarning chuqurroq ma’nolarini keng ochib berishda va fikrning nozik jihatlarini his etish bilan bir qatorda uni yetarlicha anglashda yordam beradi.

FOYDALANILGAN ADABIYOTLAR RO‘YXATI :

1. O’tkir Hoshimov “Ikki eshik orasi”
2. Uilyam Shekspir “Hamlet”

OG‘ZAKI TARJIMADA “NOTE-TAKING”NING TARIXI

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Annotatsiya: *Ushbu maqola og‘zaki tarjimada nafaqat note-taking haqida qisqacha ma’lumot beradi balki uning tarixi, kelib chiqishi, mashhur olimlarning qo‘shgan hissalari va ularni davrlarga bo‘lib o‘rganish haqida ham ma’lumot beradi.*

Kalit so’zlar: *konferensiya, og‘zaki tarjima, qiyinchiliklar, kontekst, til, tarix, axborot.*

KIRISH.

Globallashuv jarayonida tillararo muloqotning ahamiyati ortib borayotgan bir paytda, og‘zaki tarjimonlarning roli nihoyatda muhim bo‘lib bormoqda. Xalqaro konferensiyalar, siyosiy uchrashuvlar, biznes forumlar va madaniy almashinuvlarda axborotni tez, aniq va mazmunan to‘liq yetkazish tarjimonning asosiy vazifasidir. Bunda note-taking (konspekt yozish) usuli og‘zaki tarjimaning samaradorligini oshiruvchi muhim vosita hisoblanadi.

Note-taking tarjimonga nutqning mantiqiy tuzilmasini eslab qolish, asosiy g‘oyalar va dalillarni tizimli tarzda qayd etish imkonini beradi. Shu bilan birga, bu ko‘nikma tarjimonning eslab qolish hajmini oshiradi, xatoliklarni kamaytiradi hamda nutqni qayta tiklash jarayonini osonlashtiradi.

O‘zbekiston oliy ta’lim muassasalarida tarjimonlikka tayyorlov jarayonida og‘zaki tarjima mashg‘ulotlarida note-takingni o‘rgatish hali to‘liq tizimlashtirilmagan. Shu sababli, note-takingning nazariy asoslarini o‘rganish va uni amaliyotda qo‘llash usullarini ishlab chiqish dolzarb masalalardan biridir.

Og‘zaki tarjima, xususan ketma-ket tarjima jarayonida note-taking (tezkor yozuv) usuli XX asr boshlarida shakllana boshlagan. Bu usulning asosiy maqsadi — tinglangan nutqning asosiy g‘oyasi, tuzilmasi va mantiqiy bog‘lanishini qisqa belgilar yordamida qayd etish orqali tarjima sifatini oshirishdir.

Note-takingning tarixiy ildizlari (1919–1945-yillar) Parijda joylashgan École des Interprètes (keyinchalik ESIT – École Supérieure d’Interprètes et de Traducteurs) maktabi faoliyati bilan bog‘liq.

Birinchi jahon urushi va undan keyingi davrda xalqaro siyosiy uchrashuvlar sonining ko‘payishi natijasida professional tarjimonlarga ehtiyoj ortdi. 1919-yilda Parij tinchlik konferensiyasi vaqtida og‘zaki tarjimonlar nutqni to‘liq yodda saqlab qolishda qiynalgan, shu bois ular shartli belgilar, qisqartmalar va chiziqli sxemalardan foydalanishni boshlagan.

Bu davr note-takingning amaliy bosqichi deb ataladi — ya’ni tarjimonlar uslubni o‘z tajribalarida mustaqil ravishda ishlab chiqishgan.

Ikkinchi jahon urushidan so‘ng xalqaro tashkilotlar — Birlashgan Millatlar Tashkiloti, Yevropa Ittifoqi, Xalqaro sudlar faoliyatida tarjimonlar soni keskin oshdi. Shu bilan birga, tarjima texnikasi ham ilmiy asosda o‘rganila boshlandi.

Bu davrda note-taking bo‘yicha ilk ilmiy tadqiqotlar paydo bo‘ldi:

- Jean Herbert (1952) — “The Interpreter’s Handbook” asarida note-takingning asosiy tamoyillarini ishlab chiqdi.

- Jean-François Rozan (1956) — “Note-taking in Consecutive Interpreting” asarida yetti asosiy tamoyilni ilgari surdi. U note-takingni mantiqiy tuzilma, qisqartmalar, bog‘lovchi belgilar va vizual sxemalar tizimi sifatida izohladi.

- Danica Seleskovitch (1978) — “L’interprète dans les conférences” asarida note-takingni kognitiv jarayon sifatida talqin qildi va uning “tinglash–tushunish–qayta ifodalash” modeli doirasida o‘rganilishini taklif etdi.

1980-yillardan boshlab note-taking texnikasi kognitiv lingvistika va psixolingvistika yo‘nalishlari bilan chambarchas bog‘landi. Tadqiqotchilar bu usulni inson xotirasi, diqqat jarayoni va mantiqiy fikrlash mexanizmlari bilan aloqada tahlil qila boshladilar.

Shuningdek, kompyuter texnologiyalari va raqamli vositalarning rivojlanishi bilan note-taking yangi shakllarni oldi:

Elektron planshetlar, smartfonlar va raqamli styluslar yordamida yozish;

Simvolik (belgili) yozuv tizimlarini vizual grafikalar bilan birlashtirish;

AI-assistentlar yordamida nutqdan matnga avtomatik tahlil qilish imkoniyatlari.

Bugungi kunda note-taking texnikasi Yevropa Ittifoqi tarjimonlari, BMT tarjimonlari hamda xalqaro konferensiyalarda ishlovchi mutaxassislar uchun majburiy kasbiy ko‘nikma hisoblanadi.

O‘zbekiston oliy ta’lim tizimida esa bu yo‘nalish so‘nggi yillarda, xususan Toshkent davlat sharqshunoslik universiteti, JIDU, SamDCHTI, va O‘zMUda tarjima yo‘nalishlarida amaliy mashg‘ulotlar sifatida kiritilmoqda.

Xulosa qilib shuni aytish kerakki note-takingning tarixiy rivoji shuni ko‘rsatadiki, u dastlab amaliy tajriba sifatida boshlangan bo‘lsa-da, bugungi kunda ilmiy asoslangan metodikaga aylangan. U nafaqat og‘zaki tarjimaning sifatini, balki tarjimonning mantiqiy tafakkuri, xotirasi va nutq madaniyatini ham rivojlantiradi. Shu sababli, note-taking bugungi kunda og‘zaki tarjimonlar tayyorlash jarayonining ajralmas qismi bo‘lib qolmoqda.

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THE EVOLUTION OF BORROWINGS IN MODERN ENGLISH BASED ON EXAMPLES FROM IT AND BUSINESS

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Abstract: *This article examines the historical development and modern transformation of lexical borrowings in the English language, with a particular focus on terminology used in the fields of Information Technology (IT) and business. It analyzes the linguistic, cultural, and socio-economic factors that have shaped the expansion of borrowed vocabulary and explores how globalization, technological innovation, and international trade have accelerated the integration of foreign words into contemporary English. Examples from IT and business discourse demonstrate how borrowing enriches the lexicon and facilitates cross-cultural communication while also posing challenges for learners and translators.*

Keywords: *Borrowing, loanwords, linguistic evolution, IT terminology, business vocabulary, globalization, modern English.*

INTRODUCTION.

Borrowing is one of the most significant mechanisms of lexical enrichment in English. Throughout its history, English has absorbed vocabulary from Latin, French, Norse, Greek, and numerous other languages due to cultural contact, trade, migration, and scientific development. In modern times, the process of borrowing has accelerated dramatically as a result of globalization and technological innovation. The fields of Information Technology (IT) and business are especially rich in borrowed terms, many of which originate from English itself but spread globally, while others are adopted into English from other languages due to international collaboration. This article explores the evolution of borrowing in modern English with a focus on IT and business terminology, providing examples, structural analysis, and an overview of the factors influencing this linguistic phenomenon.

Scientific Novelty: This article's integrated analysis of English lexical borrowings throughout historical stages (Old English, Middle English, Early Modern English, and Modern English) and its examination of their reflection in modern IT and business terms constitute its scientific uniqueness. The study reveals semantic continuity, word adaption processes, and the effects of globalization on vocabulary expansion by offering a comparative overview for the first time that links historical borrowed lexemes with contemporary technological and economic words. The article also explores the functional relevance of IT and business words in the contemporary English lexicon and identifies their etymological antecedents.

Historical Background of Borrowings in English. The English language has undergone significant development over the centuries, influenced by various cultures and languages through invasions, trade, colonization, and cultural exchange. One of the most striking features of English is its ability to borrow words from other languages, a process that has enriched its vocabulary and made it one of the most diverse languages in the world. The history of borrowings in English can be traced through several major periods.

During the Old English period (450–1150 AD), English was primarily a Germanic language spoken by the Anglo-Saxons [1, p.45]. At this stage, borrowings were relatively limited. The most influential source was Latin, introduced through the Christian Church, which brought religious, educational, and administrative terms into English. Words such as altar, bishop, and angel were borrowed to express religious concepts that had

no native equivalent. Additionally, a small number of borrowings came from Celtic languages, the languages of the native inhabitants of Britain, including words like crag (rock) and brock (badger).

Examples: penny ← Latin denarius (money)
merchant ← Latin mercator (trader)

The Middle English period (1150–1500 AD) marked a significant increase in the number of borrowings, primarily as a result of the Norman Conquest of 1066 [2, p.112]. With the arrival of the Normans, Old Norman French became the language of the ruling class, the administration, and the legal system. Consequently, English absorbed a large number of French words, especially in areas such as law (court, judge, jury), government (parliament, council, army), and everyday life, including food (beef, pork, mutton) and fashion (gown, robe, silk). Latin continued to influence English during this period, often mediated through French, particularly in scholarly and religious contexts.

Examples:
• account ← French acompte
• profit ← French profit
• company ← French compaignie
• commerce ← French commerce
• contract ← French contrat

The Early Modern English period (1500–1700 AD) was characterized by the Renaissance, which brought renewed interest in classical learning and culture. This period introduced many borrowings from Latin and Greek, particularly in science, medicine, philosophy, literature, and the arts [3, p.90]. Words such as formula, laboratory, tragedy, and epic entered the English lexicon. Trade and exploration also facilitated borrowings from other European languages, including Italian, Spanish, and Dutch. For instance, Italian contributed words like balcony, piano, and sonnet, Spanish introduced tomato, potato, and alligator, and Dutch provided terms such as yacht, skipper, and cruise.

Examples:
• capital ← Latin capitalis
• finance ← French/Latin finance
• investor ← Latin investire
• corporation ← Latin corporatio
• bank ← Italian banca
• ledger ← Italian leggere (to read, accounting record)
• engine ← Latin ingenium (mechanical device, later used in computing)

In the Modern English period (1700–present), English emerged as a global language due to colonial expansion, trade, and cultural influence [4, p.321]. Borrowings in this period reflect the worldwide contact of English speakers with diverse cultures. Words from India (pajamas, bungalow, guru), Africa (zebra, safari), and the Americas (canoe, moccasin, barbecue) became part of English vocabulary. French continued to influence English, particularly in diplomacy, cuisine, and fashion, with words like fiancé, gourmet, and boutique. The development of science and technology further contributed to borrowing from Latin and Greek, leading to terms such as television, microscope, and biology.

Examples:
• entrepreneur ← French entrepreneur
• portfolio ← French portefeuille
• audit ← Latin audire
• strategy ← Greek strategia
• management ← Latin manu agere
• investment ← Latin investire
• stock ← Dutch stock
• trade ← Dutch/Germanic trade

- computer ← Latin computare (to calculate)
- software ← English coinage (influenced by technical terminology)
- network ← English compound (from Latin roots net + work)
- database ← English compound
- server ← Latin servire (to serve)
- algorithm ← Arabic al-Khwarizmi → Latin → English
- digital ← Latin digitus (finger, counting)
- information ← Latin informare
- telecommunication ← Greek tele + Latin communicare
- automation ← Greek autos + Latin motivus
- cybernetics ← Greek kybernētikós

There are several reasons why English has borrowed extensively from other languages. One reason is cultural contact through invasions, trade, and colonization. Borrowing also occurred due to prestige, where words from languages considered prestigious, such as French during the Middle English period, were adopted. Another reason is necessity, as new inventions, concepts, or objects often required new terms. Additionally, some words were borrowed for fashion, art, or stylistic reasons, giving them a sense of elegance or sophistication.

Throughout its history, English has continuously borrowed words from various languages, making it a very responsive language. The vocabulary of English has been influenced by historical, social, and cultural factors, ranging from Latin and Celtic influences in Old English to French and Latin in Middle and Early Modern English to borrowings from languages all over the world in Modern English. Due to its extensive history of interaction and interchange with other languages, English now has one of the largest vocabularies in the world. In the modern world, borrowing is still common, especially because of globalization, technology, and cross-border contact.

The English language's exceptional adaptability, openness, and vitality throughout its history are demonstrated by the evolution of borrowings. English has interacted with many linguistic and cultural systems since its inception, always absorbing new terminology to adapt to changing social, political, scientific, and technical realities. A recurring pattern emerges when borrowings from Old English, Middle English, Early Modern English, and Modern English are examined: each stage of linguistic development correlates with particular forms of cultural contact, whether through invasion, trade, religion, scholarship, or globalization. English has become a worldwide language with one of the largest vocabularies in the world as a result of these interactions, which have enriched the language with lexical terms that represent both intellectual and material advancement.

The impact of borrowing is particularly noticeable in specialized industries like business and information technology (IT) in the modern era. These fields change quickly, and in order to define novel systems, procedures, and ideas, accurate vocabulary is needed. As a result, English reinforces its global reach by adopting vocabulary from a variety of languages in addition to creating new phrases domestically. Algorithm (Arabic), server (Latin), portfolio (French), bank (Italian), and digital (Latin) are examples of borrowings that show how global cooperation, technical development, and economic interdependence influence contemporary English language. Additionally, a number of IT terms—such as software, database, network, and computer—emerged through a combination of historical roots and contemporary semantic shifts, illustrating the language's ability to adapt preexisting features for new settings.

The fact that borrowing has persisted for centuries suggests that linguistic change in English is both a necessary and beneficial event. Borrowings improve the expressive power of the language, fill in lexical gaps, and provide ideas that English speakers were not familiar with [5, p.57]. Moreover, the coexistence of native and borrowed words contributes to stylistic variation, allowing speakers to choose among synonyms of differing formality, nuance, and specialization. This linguistic diversity not only supports communication across fields

such as technology, business, education, and science but also strengthens English as a medium of international exchange.

In the end, the continuous borrowing process highlights how intertwined contemporary societies are and how crucial English is as a universal language. English will probably continue to broaden its vocabulary through borrowings as globalization and technological advancement pick up speed, producing a live record of human progress and cross-cultural exchange.

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IKKI TILLI SHAXS MA’NAVIYATINI IFODALOVCHI ATOV BIRLIKLARI LUG‘ATINING YARATILISH TAMOYILLARI

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Annotatsiya: *Inglizcha-o‘zbekcha, o‘zbekcha-inglizcha lug‘atlar sirasida sifat va saviya, ko‘lam hamda qamroviga ko‘ra leksikografiya talablariga to‘liq muvofiq bo‘ladigan lug‘atlar sanoqli. Mavjud tarjima lug‘atlarini ikki guruhga ajratish mumkin. Birinchi tur lug‘atlar umumiy tarjima lug‘atlari bo‘lib, ularda tildagi leksik sath biror mavzu yoki boshqa ko‘rsatkichiga ko‘ra cheklanmaydi . Ikkinchi tur lug‘atlar biror mavzu yoki semantik maydon doirasida chegaralanadi, bunday lug‘atlar o‘quv tarjima lug‘atlaridir.*

Kalit so‘zlar: *Leksikografiya, zamon, mezon, matn, birlik, imkoniyat.*

KIRISH.

“Har bir so‘zning ma’nosi qisqa va aniq ifoda etiladi, so‘zlarning, asosan, hozirgi ingliz adabiy tilida keng qo‘llanadigan ma’nolari beriladi, so‘z ma’nolarini ochishda misol va iboralardan keng foydalaniladi” . Keltirilgan iqtibosdan ikki narsani anlash mumkin:

1) izohlar qisqa va asosiy ma’nolarga beriladi;
2) ma’noni ochib berish uchun so‘zdan yirikroq birliklardan ham foydalanish mumkin.

Shunday ekan, ikki tilli lug‘atlarda leksemaning ko‘chma ma’nolariga ham murojaat qilish lozim. Bosma nashrlarda leksikografik manbaning hajmi masalasi nuqtayi nazaridan leksemaning barcha ma’nolarini qamrab olish imkonsiz bo‘lsa-da, til korpuslari, tezaruslar va elektron lug‘atlarda so‘zning barcha ma’nosi berilishi maqsadga muvofiq. Zero, “milliy korpus milliy til xazinasi demak. Undan lingvistlar, leksikograflar, kompyuter lingvistlari, muharrirlar, tarjimonlar, jurnalistlar, noshirlar, olimlar, o‘qituvchilar, ta’lim oluvchilar va boshqa har qanday soha vakillari foydalanish imkoniyatiga ega bo‘ladi” [1].

Ya’ni zamonaviy leksikografik manbalar leksik birlikning barcha ma’nolarini qamrab olishi maqsadga muvofiq. Shuningdek, ayrim leksemalarning faqat ko‘chma ma’nolarigina shaxs ma’naviy sifatlarini ifoda etishi holatlari ham tilda uchraydi. Tahlilga tortgan leksemamiz (qiyshiq)da ham shunday holat kuzatiladi. Ya’ni o‘zbek tilidagi “qiyshiq” leksemasining bosh ma’nosida shaxs ma’naviyatiga ishora mavjud emas. Ammo uning hosila ma’nosida inson tomonidan amalga oshiriladigan noqonuniy, g‘ayriaxloqiy xatti-harakat, faoliyatni anglatadi.

Shaxs ma’naviyatini ifoda etuvchi atov birliklarining pragmatik ma’nolarni ham qamrab olishi lug‘atning samaradorligini oshirish nuqtayi nazaridan muhimdir. Chunki so‘nggi yillarda tilshunoslar orasida tilning ichki tuzilishini o‘rganishdan ko‘ra uning nutqiy vaziyatlarda qo‘llanishi samaradorligini tekshirish masalasi ommalashmoqda. Zero, “asosiy muloqot vositasi sifatida tabiiy til barcha sohalarda faol qo‘llanishi uchun uning jamiyat orasida qo‘llanish xususiyatlari tekshirilishi lozim” [2]. Umuman olganda, leksemaning pragmatik ma’nosi muayyan nutqiy vaziyatida asosiy o‘ringa chiqishi mumkinligi bunday ma’noning leksikografik talqinda aks etishini taqozo qiladi.

Albatta, bu jarayon nihoyatda murakkabligi va lakunalarning vujudga kelishiga sabab bo‘lishi bilan ajralib turadi. Ammo pragmatik ma’noning kontekst bilan bog‘liq ekanligi u paydo qiladigan muammolarning

[1] Normamatov S. Leksikografiya asoslari. – Toshkent: Nodirabegim, 2021. – B.12. – 124 b.
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ham matn vositasida hal etilishiga olib keladi. Natijada pragmatik ma’noni izohlash jarayonida illyustrativ misollardan foydalanish shart bo‘ladi. Masalan, o‘zbek mentalitetida qarzdor odamning o‘z qarzini uzmagunicha qarz bergan insonning ko‘rinmay turishi uning yuksak ma’naviyatli ekanligidan dalolat beradi. Shu sababli muayyan nutqiy vaziyatda qarz beruvchi va qarz oluvchi orasidagi muloqot jarayonida qo‘llangan “assalomu alaykum”, “vaalaykum assalom” kabi birliklar ham “xijolat bo‘lmang, pulga ehtiyojim yo‘q, topganda beraverasiz”, “juda xijolatdaman, tezda olingan mablag‘ni qaytaraman” kabi ma’nolarni ifodalashi mumkin. Bu kabi pragmatik ma’nolarni lug‘at maqolasida berish mushkul, albatta.

Sanalgan leksik birliklarning shaxs ma’naviyati bilan bog‘liq bo‘lgan bu kabi ma’no nozikliklarini ilg‘ash uchun nafaqat tilni bilish, balki til egalarining hayot tarzi, mentaliteti, urf-odat va qadriyatlari bilan ham tanish bo‘lish talab etiladi. Shu sababli bunday pragmatik ma’nolar tilni bilish darajasi nihoyatda yuqori bo‘lgan foydalanuchilar uchun tuzilgan lug‘atlarda o‘z aksini topishi maqsadga muvofiq, nazarimizda. Anglashiladiki, leksemaning ko‘chma ma’nolari uchun ham izoh, illyustrativ misollar keltirish uning informativligini oshiradi. Aksariyat til birliklari faqat konnotativ ma’nosi bilangina shaxs ma’naviyatini ifoda eta olishi bunday amaliyotning nihoyatda muhimligini ko‘rsatadi.

Shaxs ma’naviyatini ifoda etuchi atov birliklarining ikki tilli lug‘atini tuzishda bosh so‘z sifatida tanlangan birlik ma’nosini ifodalovchi o‘zga til birligining to‘g‘ri tanlanishi; polisemantik birlik bo‘lsa, ma’nolarning to‘g‘ri tartiblanishi leksikografik manba qiymatini oshirishi tabiiy. Masalan, “ko‘tarma” leksemasining “O‘zbek tilining izohli lug‘ati”da uchta ma’nosi ajratilgan:

“KO‘TARMA 1 Ko‘tariladigan, ko‘tarib qo‘yiladigan qilib qurilgan. Ko‘tarma ko‘prik. Ko‘tarma to‘g‘on.

2 Tuproqdan baland qilib, ko‘tarib ishlangan tepalik, g‘ov, to‘siq. Temiryo‘l ko‘tarmasi. Suv ko‘tarmani yuvib ketdi.

3 Maqtnachoq; manman” [3].

Leksemaning shaxs ma’naviyatini ifodalovchi ma’nosi tartib bo‘yicha uchinchi o‘ringa qo‘yilgan. Aynan shu ma’noni ifodalash uchun ingliz tilida boastful, vainglorious, braggart kabi leksemalar mavjudligi ikki tilli izohli lug‘atlarda qayd etilgan[4] . Sanalgan leksemalar “maqtanchoq, manman” ma’nolarini ifodalash uchun xizmat qiladigan leksik birliklarning hammasi emas, albatta. Ingliz tilining milliy korpusida shunday ma’noni ifodalovchi o‘ndan ortiq leksema berilgan: conceited, vain, arrogant, proud, bragging, egotistical, haughty, swaggering, pompous, narcissistic, cocky, pretentious, ostentatious, egotistic, crowing kabi [5].

Bu kabi leksemalarni jamlash ingliz tiliga doir mukammal lug‘atlar, korpus va tezaruslarning yaratilganligi tufayli nisbatan oson kechadi. Ammo o‘zbek tilining milliy va ta’limiy korpuslari endigina yaratilish bosqichida ekanligi bu tildagi leksik birlik ma’nosiga ma’nodosh bo‘lgan boshqa birliklarni ajratish jarayonini birmuncha murakkablashtiradi. Ikki tilli inglizcha-o‘zbekcha, o‘zbekcha-inglizcha lug‘atlarning asosan o‘zbek mualliflar tomonidan tuzilishi ham bu jarayonga ta’sir qiladi. Lug‘atlarning ham aksariyat hollarda o‘zbek millatiga mansub foydalanuvchilarga mo‘ljallanganligi ingliz tilida eng faol bo‘lgan leksemalargagina e’tibor qaratilishiga sabab bo‘lmoqda.

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THE ARTISTIC AND PHILOSOPHICAL INTERPRETATION OF NATURE IN LITERARY TEXTS

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Annotation: *This article explores the artistic and philosophical interpretation of nature in literary texts. Using an interdisciplinary approach that combines literary analysis, aesthetic philosophy, and stylistics, the study examines the multidimensional role of natural imagery in conveying emotional, symbolic, and metaphysical meanings. The findings show that nature in literature functions not only as a setting but also as a symbolic, psychological, and philosophical medium, enriching character development, narrative structure, and thematic depth. The research also considers cultural, historical, and ecocritical perspectives, highlighting how natural elements reflect aesthetic values, ethical principles, and philosophical worldviews. Overall, the study demonstrates that nature serves as a vital integrative force, bridging artistic expression and philosophical reflection in literary works.*

Keywords: *Nature, Literary Imagery, Symbolism, Philosophical Interpretation, Aesthetic Philosophy, Ecocriticism, Cultural Perspective.*

INTRODUCTION.

Nature has long served as a core motif in world literature, shaping emotional tone, thematic structure, and philosophical meaning. From ancient myths to modern novels, writers have turned to the natural world to articulate human experience and existential questions. The concept of nature in literature is not limited to physical landscapes; it often embodies cultural symbols, spiritual reflections, and philosophical contemplations.

The purpose of this study is to explore how nature is artistically and philosophically interpreted in literary texts, with particular attention to imagery, symbolism, and authorial worldview. By analyzing the aesthetic and conceptual functions of natural elements, the research highlights the integrative role of nature in generating deeper layers of meaning.

This study addresses the following questions:

How is nature depicted artistically in literary texts?

What philosophical concepts are conveyed through natural imagery?

In what ways do literary authors use nature to reflect human emotions and experiences?

Methods. This research adopts a qualitative analytical method grounded in literary hermeneutics and stylistic analysis. The methodological process includes:

1. Textual Analysis. Close reading of selected literary texts to examine imagery, symbolism, and narrative techniques used to depict nature.

2. Comparative Approach. Comparison of nature motifs across different authors and genres (lyric poetry, philosophical prose, and epic narrative) to identify common artistic and philosophical trends.

3. Theoretical Framework. Application of concepts from aesthetic philosophy particularly ideas related to beauty, the sublime, and human-nature relations to interpret the philosophical depth of natural descriptions.

Primary sources include classical and modern literary works, while secondary sources consist of scholarly writings on literary theory, philosophy of nature, and ecocriticism.

Results. The analysis reveals several key findings regarding the artistic-philosophical role of nature in literary texts.

1. Nature as a Multilayered Artistic Image. Writers frequently employ nature as a symbolic system. Elements such as the sky, rivers, forests, and seasons are used to generate emotional tone and thematic resonance. For instance, spring often symbolizes rebirth, while autumn signifies decline and introspection.

2. Nature as a Medium for Philosophical Reflection. Natural imagery provides authors with an organic framework for contemplating existential themes life, death, time, and the human condition. Many texts use the calmness or harshness of nature to mirror philosophical thought. The cyclicality of natural phenomena is often linked to concepts of fate, impermanence, and continuity.

3. Psychological Projection Through Natural Elements. Characters in literary works often externalize their internal states through nature. A storm may represent emotional conflict, while tranquility in nature may reflect inner harmony. This demonstrates how nature becomes a psychological mirror.

4. Ethical and Spiritual Dimensions of Nature. Some texts depict nature as a moral or spiritual guide, suggesting harmony between humans and the environment. Nature becomes a teacher, emphasizing values such as purity, patience, and resilience.

Discussion. The research findings underscore the central role of nature in shaping literary meaning. Nature’s artistic depiction contributes to the aesthetic richness of a text, while its philosophical implications provide intellectual depth.

Artistic Implications. From an artistic standpoint, nature enhances imagery and atmosphere. Vivid natural descriptions create immersive narrative spaces and heighten emotional expressiveness. Authors skillfully use metaphor, epithets, and personification to animate natural scenes, transforming them into active participants in the narrative.

Philosophical Implications. Nature’s philosophical role emerges in its ability to provoke thought and convey metaphysical insights. Its vastness inspires feelings of the sublime, while its cycles evoke meditations on time and existence. This aligns with philosophical ideas from Romanticism, Transcendentalism, and Eastern thought, where nature serves as both a symbol and a source of wisdom.

Integration of Art and Philosophy. The harmony between artistic imagery and philosophical meaning illustrates how literature blends emotional perception with intellectual reflection. Nature stands at the intersection of these domains, reinforcing the idea that artistic beauty and philosophical inquiry often coexist in literary representation.

Conclusion. Nature in literary texts is not merely a scenic background; it is an aesthetic, symbolic, and philosophical force that shapes the very essence of artistic expression. Through its imagery and conceptual significance, nature enables writers to articulate complex emotional states, ethical values, and existential reflections. Understanding the artistic and philosophical interpretation of nature enriches the study of literature and deepens our appreciation of how writers use the natural world to express the human experience.

Future research may expand this inquiry by analyzing specific authors, genres, or cultural traditions to explore how changing worldviews influence the artistic-philosophical portrayal of nature.

Nature as a Cultural and Historical Construct. In literary history, the representation of nature has evolved according to cultural, philosophical, and societal shifts. In ancient literature, nature was closely tied to mythological thinking, often personified as divine forces. Greek and Roman poets viewed nature as the dwelling place of gods, where forests, rivers, and mountains carried spiritual significance. This sacralization of nature shaped literary depictions that emphasized harmony and reverence.

During the medieval period, nature frequently served religious symbolism, reflecting Christian cosmology. Natural elements were used allegorically to convey moral and spiritual lessons. By contrast, the Renaissance reintroduced human-centered interpretations, celebrating nature as a source of aesthetic pleasure and intellectual curiosity.

The Romantic movement marked a turning point in the artistic-philosophical interpretation of nature. Romantic poets such as Wordsworth, Shelley, and Goethe emphasized emotional depth, subjective perception, and the sublime qualities of the natural world. Nature became a space for internal liberation and spiritual awakening, representing the harmony between the human soul and the universe.

In modernist and postmodernist literature, nature often takes on fragmented or symbolic forms, reflecting urbanization, alienation, and existential uncertainty. The shift from pastoral landscapes to industrialized settings highlights the tension between humans and their environment.

Nature in Eastern Literary Traditions. Eastern literature, particularly in Persian, Japanese, and Turkic traditions, offers a distinct perspective on nature. In classical Persian poetry, nature imagery gardens, nightingales, flowers functions as metaphors for beauty, divine love, and spiritual longing. The Japanese haiku tradition emphasizes minimalism, capturing fleeting natural moments to express profound philosophical truths. Central Asian literature, including Turkic classics, portrays nature as both a homeland and a source of collective identity, symbolizing freedom, resilience, and cultural memory.

These traditions highlight how nature in literature serves not only aesthetic objectives but also reflects cultural values and philosophical worldviews.

Ecocritical Approaches to Literary Nature. Contemporary literary studies increasingly turn to ecocriticism, a theoretical approach that examines the relationship between literature and the environment. Ecocriticism views nature not as passive background but as an active ecological force. Through this lens, literary texts are evaluated based on how they represent environmental ethics, sustainability, and human responsibility.

Ecocritical interpretations reveal that nature in literature often reflects ecological concerns such as climate change, habitat loss, and the alienation of modern societies from natural environments. This approach expands the philosophical dimension of nature, linking it to global environmental challenges.

Symbolic and Semiotic Dimensions. Nature's symbolic meanings form a crucial part of its literary role. Semiotic analysis demonstrates how natural elements function as signs that transmit cultural, emotional, and philosophical messages. For example:

Water symbolizes purification, transformation, and continuity.

Mountains represent stability, transcendence, and spiritual ascent.

Trees symbolize growth, life cycles, and interconnectedness.

Animals often embody instinctual wisdom or human traits.

These symbols contribute to the layered complexity of literary texts, enriching their interpretive possibilities.

Nature in Character Development and Narrative Structure. Nature also influences narrative structure by shaping character development and plot progression. Natural settings can create atmospheric tension, foreshadow events, or signal emotional transitions. For example, the transition from winter to spring may parallel a character's personal rebirth, while the chaos of a storm might mirror internal conflict.

In some narratives, nature assumes the role of an autonomous character. This anthropomorphized portrayal gives nature agency, allowing it to act, respond, or resist within the story world. Such depictions emphasize the interconnectedness between human life and the natural environment.

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STILISTIK VOSITALAR VA ULARNING PRAGMATIK TA’SIRI

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Annotasiya: *Ushbu maqolada O‘tkir Hoshimov asarlaridagi pragmatik jihatlar tahlil qilingan. Yozuvchi matnida dialog, monolog, stilistik vositalar, emotsional-ekspressiv elementlar o‘zaro uyg‘unlashib, kitobxonga kuchli hissiy va ma’naviy ta’sir ko‘rsatishi, yozuvchi o‘z asarlari orqali kitobxon bilan bevosita muloqot olib borshi va milliy hamda umuminsoniy qadriyatlarni targ‘ib qilishi haqidagi fikrlar bayon etilgan.*

Kalit so’zlar: *stilistik vositalar, emotsional-ekspressiv elementlar, hissiy va ma’naviy ta’sir, milliy hamda umuminsoniy qadriyatlar.*

KIRISH.

O‘tkir Hoshimov asarlari faqat badiiy emas, balki ijtimoiy-tarbiyaviy ahamiyatga ega. Yozuvchi milliy qadriyatlar, odob-axloq, insoniylik kabi tushunchalarni asarlarining asosiy mazmuniy va pragmatik yadrosiga aylantirgan: oila, ota-ona hurmati – o‘zbek xalqining asosiy qadriyati sifatida; insoniy fazilatlar – sadoqat, mehr, sabr, vijdon; ijtimoiy muammolar – adolatsizlik, jamiyatdagi tengsizlik, ma’naviy inqiroz masalalari.

Pragmatik jihatdan bu asarlar kitobxonni o‘z-o‘zini tarbiyalashga, jamiyatdagi o‘z rolini anglashga undaydi.

Tadqiqot ishida O‘tkir Hoshimov asarlaridagi pragmatik jihatlar ko‘rib chiqildi. Yozuvchi matnida dialog, monolog, stilistik vositalar, emotsional-ekspressiv elementlar o‘zaro uyg‘unlashib, kitobxonga kuchli hissiy va ma’naviy ta’sir ko‘rsatadi. Yozuvchi o‘z asarlari orqali kitobxon bilan bevosita muloqot olib boradi va milliy hamda umuminsoniy qadriyatlarni targ‘ib qiladi.

Badiiy matnda kontekst va kommunikativ vaziyatning o‘rni nihoyatda muhim. Chunki u til birliklarining pragmatik ma’nosini to‘liq ochib beradi. O‘tkir Hoshimov asarlarida ham so‘z va iboralarning ma’nosi ko‘pincha ularning kontekstdagi o‘rniga qarab belgilanadi.

1. Kontekst tushunchasi va uning turlari

Kontekst — bu til birligi ishlatilgan matnning umumiy mazmuniy muhiti. Hoshimov ijodida kontekst ikki asosiy ko‘rinishda namoyon bo‘ladi:

1. Mikrokontekst – bir nechta gap yoki kichik matn parchasi doirasida yuzaga keladigan ma’no. Masalan, qahramonning qisqa dialogidagi ohang, pauza va so‘z tanlovi shu parchaning mikrokontekstida aniqlanadi.

2. Makrokontekst – butun asar doirasidagi umumiy voqelik va ma’no muhiti. Masalan, “Ikki eshik orasi” romanidagi tarixiy davr ruhini aks ettiruvchi umumiy kontekst.

2. Kommunikativ vaziyat tushunchasi. Kommunikativ vaziyat — bu nutq jarayonida so‘zlovchi va tinglovchi o‘rtasidagi munosabatlar, ularning ijtimoiy mavqeyi, psixologik holati va vaziyatga mos maqsadlarini ifodalovchi tushuncha.

O’tkir Hoshimov asarlarida kommunikativ vaziyatlar xilma-xildir: oilaviy muhitdagi suhbatlar (ota-ona va farzandlar, er-xotinlar o‘rtasidagi muloqotlar);

ijtimoiy munosabatlarni aks ettiruvchi suhbatlar (qishloqdagi qo‘shnilar, hamkasblar orasidagi suhbatlar); shaxsiy kechinmalarni ifodalovchi monologlar (qahramonning o‘z-o‘ziga murojaatlari).

3. Kommunikativ vaziyat va til vositalari o‘rtasidagi bog‘liqlik

O’tkir Hoshimov matnlarida qahramonlar nutqi ularning ijtimoiy mavqeiga, yoshi va tajribasiga qarab shakllanadi:

Keksalar nutqi – nasihatbop, maqol va matallar bilan boyitilgan;

Yoshlar nutqi – sodda, qisqa va hissiy;

Muallif nutqi – falsafiy, tahliliy va kinoyali ohangda.

Shu jihatlar orqali yozuvchi har bir vaziyatga mos nutqiy strategiyani tanlaydi.

4. Kontekst orqali milliy ruhning ochilishi

O’tkir Hoshimov asarlarida milliy qadriyatlar, urf-odatlar va an’analar kontekstual tahlil orqali yaqqol namoyon bo‘ladi. Masalan, o‘zbek oilalarida bolalarning ota-onaga murojaat shakllari, to‘y va marosimlardagi til unsurlari, qishloq hayotidagi soddalik – bularning barchasi kontekst orqali tushunarli bo‘ladi.

Misol sifatida “Dunyoning ishlari” romanida onaning farzandlariga qilgan duolari yoki nasihatlari kontekstdan tashqarida oddiy gap sifatida qabul qilinishi mumkin. Ammo ularni asar kontekstida o‘qiganda bu duolar milliy qadriyatlarning, mehr-oqibat va tarbiyaning ramziga aylanadi.

5. Pragmatik nuqtayi nazardan kontekstning ahamiyati. Pragmalingvistika kontekstni ma’no va maqsadni anglashning kaliti sifatida ko‘radi. Hoshimov ijodida kontekst: qahramonlarning psixologik holatini ifodalashga xizmat qiladi;

asar voqealarini o‘quvchiga chuqurroq tushunishga yordam beradi; milliy qadriyatlar va hayotiy tajribalarni til orqali uzatish vositasi sifatida ishlaydi.

Xulosa: O‘tkir Hoshimov asarlarida kontekst va kommunikativ vaziyatlar badiiy matnning mazmuniy qatlamlarini boyitadi. Bu jihatlar yozuvchining tilga bo‘lgan ustalik bilan yondashuvini ko‘rsatadi va uning asarlaridagi milliylik hamda hayotiylikni chuqurlashtiradi.

Yozuvchi o‘z maqsadiga erishish uchun turli stilistik vositalardan foydalanadi:

Metafora va ramzlar – matnga badiiylik beradi va o‘quvchini chuqurroq o‘ylashga undaydi.

Ironiya – ijtimoiy tanqidiy ruhni kuchaytiradi.

Hiperbola – qahramon xarakterining ayrim jihatlarini bo‘rttirib ko‘rsatish orqali kitobxonni jalb qiladi.

Mahalliy koloritli so‘zlar – milliy ruhni kuchaytiradi va o‘quvchida tanishlik hissini uyg‘otadi.

Pragmatik jihatdan bu vositalar kitobxonda hissiy javob uyg‘otish, asarga qiziqishni oshirish va ma’naviy tarbiya berish vazifasini bajaradi.

O’tkir Hoshimov asarlarida kontekst va subtekst o‘quvchiga bevosita aytilmagan, lekin sezdirilgan ma’no qatlamlarini ochishga xizmat qiladi. Yozuvchi voqeani bevosita bayon qilishdan ko‘ra, shama, kinoya, iroda kabi pragmatik vositalar orqali chuqurroq mazmun yaratadi. Shu jihatdan, asarlarning:

Semantik strukturasi — asosiy voqeani tushuntiruvchi qatlam;

Subtekst — muallifning yashirin g‘oyasi, ijtimoiy-tarixiy va ma’naviy fikrlarini ifodalaydi.

Bu xususiyatlar yozuvchining badiiy mahoratini va adabiy kommunikatsiyani chuqur tahlil qilish imkonini beradi.

Pragmalingvistik birliklarda emotsional-ekspressivlik. O’tkir Hoshimovning asarlarida qahramonlar nutqi va muallifning tasvirlari emotsional-ekspressiv jihatdan boydir. Masalan:

Onomatopeya (“g‘uvilladi”, “shuvilladi”) – voqealar dinamikasini kuchaytiradi.

Ekspressiv so‘zlar (“birovchalik qilmaslik”, “jonidan to‘ygan”) – qahramon his-tuyg‘ularini aniq ifodalaydi.

Sintaktik takrorlar – kitobxonni voqealarning hissiy cho‘qqisiga olib boradi.

Bu elementlar pragmatik jihatdan asar mazmunini yanada chuqurlashtirib, kitobxon qalbida kuchli hissiy ta’sir uyg‘otadi.

O‘tkir Hoshimov asarlaridagi semantik va pragmatik xususiyatlar chuqur tahlil qilindi. Tadqiqot jarayonida quyidagi muhim jihatlar aniqlandi:

1. Semantik qatlamlar — Hoshimov ijodida til birliklari nafaqat lug‘aviy ma’noda, balki assotsiativ, metaforik va konnotativ ma’nolar orqali ham boyitiladi. Yozuvchi xalqona iboralar, maqollar va o‘xshatishlardan unumli foydalangan.

2. Pragmatik imkoniyatlar — Qahramonlar nutqidagi emotsional ohang, muloqot madaniyati va muallifning o‘quvchiga ta’sir ko‘rsatish usullari asarlarning estetik kuchini oshiradi.

3. Dialog va monologlarning ahamiyati — Qahramonlarning shaxsiy dunyosini ochishda dialogik shakl yetakchi vosita sifatida ishlatilgan, muallif monologlari esa falsafiy va axloqiy qatlamlarni boyitadi.

4. Kontekst va kommunikativ vaziyat — Matnda milliy qadriyatlarni, ijtimoiy muhitni va tarixiy davr ruhini chuqur ochib berishga xizmat qiladi.

5. Muallif nutqi — Pragmatik strategiyalar asosida o‘quvchini o‘ylashga, his qilishga va ma’naviy xulosalar chiqarishga undaydi.

Demak, O‘tkir Hoshimov asarlari nafaqat adabiy badiiy jihatdan, balki tilshunoslik nuqtayi nazaridan ham serqirra tadqiqot manbai ekanligi aniqlandi.

O‘tkir Hoshimov asarlarida pragmatik yondashuv orqali yozuvchining psixologik tahlil mahorati, o‘quvchiga emotsional va ma’naviy ta’sir ko‘rsatish usullari o‘rganildi. Tahlillar shuni ko‘rsatadiki:

Muallif matnda oddiy xalq tiliga xos birliklar va frazeologizmlarni ko‘p qo‘llaydi.

Asarlardagi subtekst va yashirin ma’nolar yozuvchining falsafiy qarashlari bilan bog‘liq bo‘lib, o‘quvchini chuqur fikrlash va voqealarga o‘z munosabatini bildirishga undaydi. Yozuvchi asarlarida pragmatik yondashuv nafaqat matnning mazmuniy qatlamlarini ochishga, balki personajlarning ruhiy kechinmalarini, ularning ijtimoiy hayotdagi o‘rnini ham yoritishga xizmat qiladi.

Shuningdek:

Dialog va monologlarning tabiiyligi orqali o‘quvchi o‘zini voqea markazida his qiladi;

Kinoya, shama, iroda kabi usullar muallifning badiiy mahoratini oshiradi va asarlarning ma’naviy-estetik ta’sirini kuchaytiradi;

Nutqiy aktlar va kommunikativ strategiyalar qahramonlarning xarakterini ochishda, jamiyatdagi ijtimoiy-siyosiy muammolarni ifodalashda muhim vosita bo‘lib xizmat qiladi.

Natijada, O‘tkir Hoshimov asarlaridagi pragmatik yondashuv yozuvchining ijodiy uslubini, o‘ziga xos badiiy mahoratini, shuningdek, asarlarining hayotiyligi va xalqchilligini chuqur ochib beradi. Bu esa uning ijodini nafaqat adabiy-estetik jihatdan, balki tilshunoslik nuqtayi nazaridan ham tadqiq etishga keng imkoniyat yaratadi.

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A COMPARATIVE ANALYSIS OF HAROLD LAMB'S "BABUR THE TIGER" (1937) AND PIRIMQUL QODIROV'S "YULDUZLI TUNLAR"

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Abstract: *This article offers an exhaustive comparative examination of two landmark 20th-century literary portrayals of Zahiruddin Muhammad Babur (1483–1530), founder of the Mughal Empire: the American pulp writer Harold Lamb's compact adventure novella "Babur the Tiger" and the Uzbek novelist Pirimqul Qodirov's three-volume national epic "Yulduzli tunlar". Although both authors rely heavily on the Baburnama, their works diverge dramatically in historical fidelity, narrative architecture, psychological depth, cultural representation, linguistic texture, and ideological function. The study demonstrates how the same historical figure and primary source can be transformed into diametrically opposed cultural artefacts depending on the author's positionality, intended audience, and political moment.*

Keywords: *historical novel, Orientalism, postcolonial literature, Uzbek national identity, Timurid culture, Chagatai Turkic literature.*

INTRODUCTION.

Zahiruddin Muhammad Babur remains one of the most extraordinary figures in world history: a descendant of both Timur and Chinggis Khan, a battlefield genius who lost and regained kingdoms multiple times before the age of thirty, a refined poet who composed in Chagatai Turkic, Persian, and even some Arabic, a garden designer of genius, a meticulous diarist who recorded everything from the taste of Indian fruits to his own homosexual longings, and the founder of an empire that would last over three centuries. His autobiography, the Baburnama, written between approximately 1519 and 1529, is universally acknowledged as one of the greatest works of memoir literature ever produced, comparable in candour and literary quality to the Confessions of Rousseau or the Memoirs of Saint-Simon. Because it is written in the first person with almost brutal honesty, the Baburnama has served as the irreplaceable foundation for every subsequent literary treatment of Babur.

In the twentieth century, two novelistic interpretations stand out for their influence, scope, and contrasting visions. The first is Harold Lamb's "Babur the Tiger", a 70-page novella serialized in Adventure magazine in 1937 and later reprinted in collections. Lamb (1892–1962), a Harvard graduate and one of the most respected American historical adventure writers of the interwar period, specialised in vivid, fast-moving tales of Crusaders, Mongols, Cossacks, and other "marcher" civilizations.

Methods

The research combines several complementary approaches. Primary texts were read in the original languages (Lamb in English, Qodirov in literary Uzbek) and cross-checked against the most reliable translations currently available: Lamb's novella in its 1937 and 1972 editions; Qodirov in the canonical Sharq publishing house editions and Shuhrat Rizayev's full Russian translation (1984–1995). Every major episode was verified against Wheeler M. Thackston's authoritative English Baburnama (1996), the earlier Beveridge translation (1922), the modern critical edition by Eiji Mano (1995), and the most recent scholarly biographies and monographs in English, Russian, Uzbek, and Persian (Dale 1998, 2004; Foltz 2019; Balabanlilar 2012;

Anooshahr 2018; Erkinov 2016; Sultonov 2020). Narrative structure was analysed using Gérard Genette’s categories (order, duration, frequency, mood, voice) and Mikhail Bakhtin’s concept of the chronotope

Results

Scope, structure, and chronology. Lamb compresses the most dramatic twenty-two years of Babur’s life (1504–1526) into a single, strictly linear 70-page narrative that opens with the fall of Andijan and closes with the Battle of Panipat. Qodirov’s trilogy, by contrast, spans Babur’s entire fifty-year life (1483–1530) across roughly 1,500 densely printed pages, employing a complex polyphonic structure that interweaves straightforward chronology with extended flashbacks, dream sequences, letters, embedded poems, and interior monologues. The first volume alone contains over 300 named characters and reconstructs the intricate web of Timurid family relations with genealogical precision.

Historical accuracy and invention. Lamb freely reorganises and dramatises events for maximum excitement. Notable inventions include: Babur personally beheading Shaibani Khan in single combat at Marv (1510); a fictional love affair with a mysterious “Moon of the Horde”; the compression of eleven separate campaigns for Samarkand into two or three; and the complete omission of Babur’s decade in Kabul (1504–1514). Qodirov, in contrast, achieves near-documentary fidelity. The siege of Samarkand in 1500–1501 is narrated day by day exactly as in the Baburnama; the eleven unsuccessful attempts to retake the city are all present in correct sequence; even minor details such as the exact date Babur first tasted a mango in India (1526) or the name of the horse he rode at Khanua (Bürinqush) are preserved. When Qodirov does invent dialogue or motivation, he signals it subtly and always remains psychologically consistent with the Baburnama’s self-portrait.

Construction of Babur’s personality. Lamb’s Babur is an almost flawless romantic hero: physically immense, tirelessly brave, instantly forgiving, and endowed with an unerring moral compass. Psychological conflict is virtually absent. Qodirov’s Babur is one of the most complex protagonists in modern world literature: he suffers crushing depression after every lost battle, weeps for days after executing cousins who rebelled, experiences mystical ecstasy in mountain caves, openly confesses homosexual desire for a youth named Baburi (quoting the famous Baburnama passage verbatim), struggles with alcohol and repeatedly vows to abstain, and is haunted throughout his life by an incurable nostalgia for Ferghana’s melons and rivers. The trilogy devotes entire chapters to Babur composing poetry in moments of despair and to his evolving relationship with death and God.

Discussion

The radical divergence between Lamb and Qodirov can be explained by four intersecting factors. First, genre conventions: Lamb operates within the tradition of Western historical romance (Walter Scott → Alexandre Dumas → Rafael Sabatini → Lamb), where entertainment trumps accuracy; Qodirov continues the Soviet and post-Soviet tradition of the “great national historical novel” (Aleksey Tolstoy, Vassily Yan, Chinghiz Aitmatov, later Olzhas Suleimenov and Abdizhamil Nurpeisov). Second, cultural positionality: Lamb is a classic Orientalist outsider fascinated by the exotic East; Qodirov is an insider restoring suppressed national memory after centuries of Russian and Soviet domination. Third, political context: Lamb writes for an American audience that still saw itself as heir to the “civilising mission”; Qodirov writes at the precise moment when Uzbekistan is rediscovering and redefining its identity after seventy years of Soviet rule. Fourth, relationship to the primary source: Lamb mines the Baburnama for colourful anecdotes; Qodirov treats it almost as scripture, attempting to resurrect Babur’s own voice.

Conclusion

Harold Lamb and Pirimqul Qodirov both loved and admired Babur, yet they produced two protagonists who would scarcely recognise each other across five centuries and two continents. Lamb’s Babur is a timeless romantic hero, stripped of cultural specificity and psychological torment, designed to thrill Depression-era American readers. Qodirov’s Babur is a flesh-and-blood ancestor—brilliant, tormented, contradictory, inseparable from the language, landscape, and spiritual tradition of Mawarannahr, and therefore inseparable from modern Uzbek identity. Together, the two works constitute a perfect case study of how historical fiction

does not merely reflect the past but actively constructs competing versions of collective memory for different audiences in different historical moments.

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THE ROLE OF FOLKLORE ELEMENTS IN THE PRESERVATION AND EVOLUTION OF FOLK MEDICINE TERMINOLOGY IN ENGLISH AND UZBEK LANGUAGES

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Abstract: *This research article investigates the linguistic and cultural mechanisms through which folklore genres specifically proverbs, legends, incantations, and folk songs serve as repositories for folk medicine terminology in the English and Uzbek languages. While modern medical terminology has become increasingly standardized and Latinized in the West, and Russified or internationalized in Uzbekistan, archaic and culture-specific healing terms continue to thrive within the "living archive" of folklore. This study employs a comparative-historical analysis to examine how paremiological units (proverbs) and narrative folklore preserve lexical units related to herbalism, spiritual healing, and anatomy that have otherwise disappeared from active lexicon. The research addresses a significant gap in current linguo-culturological studies: while the derivational and etymological aspects of these terms have been studied, their functional existence within oral tradition remains under-explored.*

By analyzing data drawn from English folklore anthologies (such as the Anglo-Saxon Nine Herbs Charm) and Uzbek oral traditions (Alpomish dastan, folk taboos), the study reveals that folklore does not merely preserve these terms but facilitates their semantic evolution. The findings demonstrate that English folklore often encases medical terms in rhyme for mnemonic purposes, whereas Uzbek folklore frequently embeds them within spiritual or ritualistic contexts (shamanship/bakhshi traditions). The article concludes that folklore elements act as a stabilizing factor, preventing the complete obsolescence of historic medical lexicon, and suggests that lexicographers must rely on these oral sources to compile comprehensive bilingual dictionaries of folk medicine.

Keywords: *Folk medicine, terminology, ethnolinguistics, comparative linguistics, paremiology, English folklore, Uzbek folklore, semantic evolution, lexical preservation, archaisms.*

INTRODUCTION.

Language is not merely a system of signs but a repository of a nation's historical experience and cultural memory. One of the most ancient and culturally rich layers of vocabulary in any language is the terminology of folk medicine. This lexicon, formed over centuries of empirical observation and spiritual practice, reflects the unique worldview of a people. However, with the advent of evidence-based scientific medicine, many traditional terms face the threat of obsolescence. In this context, folklore serves as a crucial linguistic vehicle that preserves these lexical units, shielding them from the erosive effects of time and standardization.

The study of folk medicine terminology has gained traction in recent years, with scholars analyzing the structural and morphological aspects of these words. For instance, recent research has extensively covered the derivational patterns of lexical units related to folk medicine in English and Uzbek, highlighting how suffixes and compound words form the basis of this terminology1. Furthermore, the etymological roots of these terms have been traced, revealing a rich tapestry of cultural borrowing and historical evolution22.

Despite this progress, there remains a gap in understanding the functional environment of these terms. How do proverbs (paremiology), songs, and legends keep these words alive when they are no longer used in hospitals? This article aims to address this by conducting a comparative analysis of English and Uzbek folklore. The English tradition, influenced by Celtic, Germanic, and later Greco-Roman sources, offers a contrast to the

Uzbek tradition, which represents a synthesis of Turkic shamanism (Tengrism) and Islamic medical heritage (Avicenna).

By examining the role of folklore elements, we can better understand the cultural specificity of medical terminology 3 and how these terms evolve semantically within the oral tradition. This aligns with the broader goal of creating a comprehensive bilingual dictionary of folk medicine4, which requires deep contextual understanding.

Materials and Methods. This study utilizes a comparative-typological method to analyze lexical units selected from English and Uzbek folklore texts. The primary materials include:

Paremiological dictionaries: Collections of proverbs and sayings in both languages.

Folklore anthologies: Texts of English ballads, nursery rhymes, and charms (e.g., Lacnunga), and Uzbek dastans (epics), terma (songs), and irims (superstitions).

Existing lexicographical research: Previous studies on the derivation and etymology of these terms55.

The analysis proceeds in three stages:

Identification: Extracting medical terms (names of diseases, healers, plants, body parts, instruments) from folklore texts.

Contextual Analysis: Determining the semantic load of the term within the folklore unit (e.g., is the term used literally or metaphorically?).

Comparative Analysis: Contrasting the preservation mechanisms in English versus Uzbek.

3. Main Part: Folklore as a Preservative Mechanism

3.1. Paremiology: Proverbs as Medical Archives. Proverbs are arguably the most stable form of folklore, acting as "miniature encyclopedias" of traditional knowledge. In both English and Uzbek, proverbs preserve the names of medicinal plants and preventative concepts.

In English, the famous proverb "An apple a day keeps the doctor away" is a linguistic fossil preserving the concept of preventative dietetics. However, older, less common proverbs preserve specific phytonyms. For example, "He that would live for aye, Must eat Sage in May." Here, the plant name Sage (Salvia officinalis) is preserved not just as a botanical term but as a life-extending agent. The rhyme (aye/May) acts as a mnemonic device, locking the medical term into the language even if the medical practice fades.

In Uzbek, proverbs play an even more vital role due to the strong oral tradition. The proverb "Dard borki, darmon bor" (Where there is pain, there is a cure) preserves the Persian-Tajik loanword darmon (cure/remedy), which competes with the Arabic shifo and the modern davolash. Furthermore, specific treatments are encoded: "Sarimsoq – ming dardga malham" (Garlic is a balm for a thousand ills). Here, the term malham (balm/ointment) is stabilized. As noted in previous studies on the rich tapestry of folk medicine terminology6, such terms reflect the specific cultural reliance on accessible herbal remedies.

3.2. Incantations and Ritual Terminology. A significant divergence appears when analyzing incantations. English folklore retains traces of Anglo-Saxon "leechcraft" (healing magic). Terms like "elf-shot" (sudden shooting pain, historically attributed to elves) were once medical diagnoses. While "elf-shot" has evolved into a metaphorical or fantasy term in modern English, folklore texts preserve its original medical semantics.

In Uzbek, the preservation of terms related to Kinna (the evil eye) and Dam solish (spiritual breathing/healing) is robust. The term Isiriq (Peganum harmala) is ubiquitous in folklore. It is not merely a plant name but a culturally loaded concept synonymous with spiritual protection. Unlike English, where terms like "mandrake" have become largely mythological, Uzbek terms like isiriq,chilonjiyda, and andiz retain active semantic value in rural areas because the folklore rituals (burning isiriq) are still practiced. This highlights the cultural specificity 7 where folklore and daily life remain intertwined.

3.3. The Evolution of Semantics in Folklore. Folklore does not just freeze terms; it evolves them.

English: The term "Humor" (as in the four humors: blood, phlegm, yellow bile, black bile) has evolved from a strictly medical term in medieval folklore to a psychological characteristic (mood), and finally to "something funny."

Uzbek: The term "Tabib" (healer). In classical folklore (e.g., Alpomish), the tabib is a highly respected figure of wisdom. In modern semi-folklore or anecdotes (askiya), the term can sometimes carry a connotation of a "quack" or uncertified doctor compared to the modern "doktor" or "vrach."

This semantic shift supports the findings of comparative-historical analysis8, which suggests that as society modernizes, folk terminology often undergoes a degradation of status or a shift to metaphorical usage.

Findings. The comparative analysis reveals distinct patterns in how English and Uzbek folklore elements classify and preserve medical terminology. The following table illustrates the distribution of folk medicine terms found across different folklore genres in the analyzed corpus.

Table 1: Distribution of Folk Medicine Terminology in Folklore Genres

Folklore Genre	English Terminology Focus	Uzbek Terminology Focus	Preservation Mechanism
Proverbs (Paremiology)	Dietetics, preventative advice, seasonal herbs (e.g., "feed a cold").	Herbal remedies (*giyohlar*), moral aspects of health, inevitability of cure.	Rhyme & Rhythm (Mnemonic)
Incantations / Charms	Archaic names of diseases (*wen, tetter*), magical healing actions.	Spiritual healing (*kuf-suf, dam solish*), exorcism terminology (*jin, pari*).	Ritual context
Folk Songs / Ballads	Narrative descriptions of wounds, poisons, and magical potions.	Praise of nature’s healing power, metaphorical use of body parts (somatic lexis).	Emotional resonance
Legends / Epics	Names of mythological healers, magical tools.	*Tabib* figures, *Luqmoni Hakim* references, miraculous cures (*Obi hayot*).	Cultural archetypes

Analysis of Findings: Quantitative Difference: Uzbek folklore contains a higher frequency of religious-medical terminology (shifo, dam, dua) due to the integration of Islamic healing into daily life. English folklore separates the "magical" (charms) from the "practical" (herbal proverbs) more distinctly.

Derivational Stability: As noted in studies regarding derivation of lexical units9, folklore tends to preserve simple root words or archaic compounds. Complex modern derivatives are rarely found in folklore. For example, Uzbek folklore preserves the root o't (herb/fire) in various compounds that have disappeared from standard literary Uzbek.

Syntactic Function: In folklore, medical terms often function as the subject of the sentence (agents of power), whereas in medical discourse, they are objects (things to be studied). This aligns with the syntactic features of folk terminology10.

5. Conclusion. The research confirms that folklore elements are indispensable for the preservation and evolution of folk medicine terminology in both English and Uzbek.

Firstly, folklore acts as a "cold storage" for lexemes that have been displaced by scientific terminology. In English, this preserves Anglo-Saxon roots against the influx of Latin/Greek medical terms. In Uzbek, it preserves Turkic and Persian roots against the influence of Russian and international terminology.

Secondly, the study highlights a divergence: English folklore tends to preserve these terms as linguistic artifacts or superstitions, whereas Uzbek folklore maintains them as active functional vocabulary in rural and traditional settings.

Finally, this research supports the ongoing work in comparative-historical analysis 11 and emphasizes the need for lexicographers to include folklore citations in dictionaries. Without the context provided by proverbs and legends, the translation of folk medicine terminology remains incomplete and culturally hollow. Future

research should focus on the lexicographical principles of compiling a specialized bilingual dictionary that incorporates these folklore elements.

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RAQAMLI KOMMUNIKATSIYADA TIL O‘ZGARISHI: INTERNET TILINING LINGVISTIK XUSUSIYATLARI (INGLIZ VA O‘ZBEK TILIDA)

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Annotatsiya: *Ushbu ilmiy maqolada zamonaviy internet nutqi doirasida ingliz va o‘zbek tillarida raqamli kommunikatsiyaning lingvistik xususiyatlari tahlil qilinadi. Onlayn platformalarda shakllanayotgan fonetik, leksik, morfologik va sintaktik o‘zgarishlar, shuningdek emodjilar, qisqartmalar, kirish so‘zlar, sleng va kod-almashishning nutqqa ta’siri ko‘rib chiqiladi. Tadqiqot raqamli kommunikatsiya til innovatsiyalarini tezlashtirishini va ayniqsa yoshlar nutq me’yorlarini qayta shakllantirishini ko‘rsatadi.*

Kalit so‘zlar: *raqamli kommunikatsiya, internet tili, lingvistik o‘zgarish, ingliz tili, o‘zbek tili, onlayn nutq, sleng, kod-almashish.*

KIRISH.

Raqamli texnologiyalar va internetning jadal rivojlanishi XXI asr kommunikatsiya usullarini tubdan o‘zgartirdi. Onlayn muloqotning kengayishi natijasida nutqning yangi shakllari – qisqa, kodlangan, multimodal va tezkor til birliklari vujudga kelmoqda. Internet tili endilikda global fenomen bo‘lib, ingliz tili yetakchi rol o‘ynasa-da, o‘zbek tili ham raqamli makonda faol transformatsiyaga uchramoqda.

Ushbu maqolaning maqsadi – ingliz va o‘zbek internet tilining lingvistik xususiyatlarini qiyosiy tahlil qilish, raqamli kommunikatsiyaning til strukturasiga ta’sirini aniqlash va yangi nutq birliklarining shakllanish mexanizmlarini yoritishdir.

1. INTERNET NUTQI VA UNING XUSUSIYATLARI

Internet nutqi multimodal xarakterga ega bo‘lib, matn, rasm, emodji, GIF va videolar bilan birgalikda ishlaydi. Bu jarayon nutqning iqtisodiylashuviga, yangi qisqartmalar, emotsional markerlar va sleng birliklarining paydo bo‘lishiga olib keladi.

1.1. Qisqartmalar va qisqa shakllar

Ingliz tilida:

• LOL (laughing out loud)
• IDK (I don’t know)
• BTW (by the way)

O‘zbek tilida:

• QL (qoyil)
• YX (yaxshi)
• MMT (menga ma’qul tushdi)
• GJG (gap yo‘q, yaxshi)

Ko‘rinadiki, ingliz tili xalqaro konvensional qisqartmalarga ega bo‘lsa, o‘zbek tili asosan fonetik asosda qisqartiradi.

1.2. Sleng va yangi leksik birliklar

Raqamli muhit tez sleng yaratadi.

Ingliz tili misollar:

• “ghosting” – aloqani to‘satdan to‘xtatish
• “flex” – maqtanish

• “simp” – haddan ortiq mehr ko‘rsatuvchi kishi
O‘zbek tili misollar:
• “skrin” – skrinshot
• “bug” – xato, nosozlik
• “follow qilmoq” – obuna bo‘lmoq
• “onlayn bo‘lish” – faol bo‘lish
1.3. Emodjilar semantikasi
Emodjilar mazmunni kuchaytiradi, pragmatik ma’no qo‘shadi:
😊 → samimiyat
🔥 → yuqori baholash
😂 → kulgi
O‘zbek nutqida emodjilar ko‘proq emotsiyani kuchaytirish va kayfiyatni ifodalash uchun ishlatiladi, ingliz nutqida esa ba’zan mustaqil muloqot birliklariga aylanadi.
2. FONETIK VA GRAFOLOGIK O‘ZGARISHLAR
2.1. Fonetik soddalashuv
Internet yozishmalarida talaffuzga yaqinlashtirilgan shakllar keng tarqalgan:
Ingliz:
• gonna (going to)
• wanna (want to)
O‘zbek:
• qalesiz → qlsz
• nima → nma
• bo‘pti → bpti
2.2. Grafo-stilistik o‘zgarishlar
• katta harflar (CAPS) → kuchli emotsiya
• takroriy belgilar !!!, ??? → bo‘rttirish
• GIF/Sticker → pragmatik marker
3. MORFOLOGIK O‘ZGARISHLAR
3.1. Ingliz tilida
Neologizmlar odatda suffikslar orqali yasaladi:
• unfollow
• repost
• screenshotting
3.2. O‘zbek tilida
Internet leksikasi o‘zbek morfologiyasi bilan uyg‘unlashmoqda:
• like qilmoq
• subscribe bo‘lmoq
• comment qoldirmoq
Bu jarayon gibrid fe’llarning paydo bo‘lishiga olib keladi.
4. SINTAKTIK O‘ZGARISHLAR
Internet tilida gaplar qisqa, soddalashgan, ko‘pincha elliptik bo‘ladi:
Ingliz:
– “Coming?”
– “On my way.”
O‘zbek:
– “Kelyapsiz?”
– “Yo‘lda.”

Sintaktik soddalik tezkorlik talabidan kelib chiqadi.

5. KOD-ALMASHISH (CODE-SWITCHING)

Raqamli muhitda ikki yoki ko‘p tillarning aralashishi tabiiy hodisa.

Ingliz–o‘zbek misollar:

• “Bugun meeting bor.”

• “Postni edit qilib qo‘ydim.”

• “Video quality super!”

Bu jarayon pragmatik moslashuv va til kompetensiyasi bilan bog‘liq.

Tadqiqot shuni ko‘rsatadiki, raqamli kommunikatsiya ingliz va o‘zbek tillarida tilning barcha darajalariga – fonetika, leksika, morfologiya, sintaksis va pragmatikaga sezilarli ta’sir ko‘rsatmoqda. Internet tili tilning tabiiy rivojlanish jarayonini tezlashtiradi, yangi birliklarni yaratadi va kommunikativ me’yorlarni yangilaydi. Ayniqsa yosh avlod nutqida internet tili o‘z mavqeiga ega bo‘lib bormoqda.

Raqamli leksika global xarakterga ega bo‘lsa-da, mahalliy tillar uning o‘ziga xos milliy ko‘rinishlarini shakllantirmoqda. Bu jarayon lingvistik tadqiqotlar uchun keng imkoniyatlar yaratadi.

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METAPHOR AS A MEANS OF EXPRESSING EMOTIONS AND STATEMENTS OF PERSONAGES IN THE NOVEL "A WALK TO REMEMBER" BY NICHOLAS SPARKS

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Abstract: *This article deals with the features of metaphors and their role in linguistics, stylistics and literature. Moreover, it is devoted to the discussion of the metaphors and their role in expressing inner feelings and statements personages in the novel "A walk to remember" by Nicholas Sparks. In the article, a series of extracts taken from the novel were investigated and analysed. In each case, a special attention was paid to the manifestation of the inner feelings and statements of the personages to readers.*

Keywords: *metaphors, emotiveness, emotion, stylistics, literature, personage.*

INTRODUCTION.

A metaphor can be found in oral or written communication, ancient and modern literature, narratives, novels , fiction and elsewhere. Everyone expresses their character, statement anger, love, hatred, fear and others in different ways by using various words and phrases. Metaphor is soundly connected with emotiveness which is studied in various fields such as linguistics, literature. In written, oral communications and literal statements metaphor is used to express inner feelings and characters' statements through likening or comparing personages or items . While, in literature writers use various stylistic devices and techniques to reveal inner feelings, statements and characters of the personages. One of the common ways to reveal the inner feelings of characters are done through metaphors, which have been one of the most widely discussed topics in literature as well as linguistics in the last decades. Usually metaphor expresses our feelings such as regret, despair, sadness, grief, surprise, amazement so on and so forth. In Stylistics, metaphors are defined as expressive means of the language. Metaphors can be used variously by narrators or writers . As the meaning and usage of metaphors have already become a controversial point of discussion in the literature, this article is aimed at analysing emotionally coloured features of metaphors in a famous novel "A walk to remember" by Nicholas Sparks.

LITERATURE REVIEW

Many writers and scholars define metaphors according to some criteria. Metaphor is a figure of speech that makes a comparison between two unlike things. As a literary device, metaphor creates implicit comparisons without the express use of "like" or "as." Metaphor is a means of asserting that two things are identical in comparison rather than just similar. This is useful in literature for using specific images or concepts to state abstract truths.

A metaphor (from the Greek metaphorá) is a figure of speech that directly compares one thing to another for rhetorical effect. While the most common metaphors use the structure "X is Y," the term "metaphor" itself is broad and can sometimes be used to include other literary terms, like similes. One of the most famous examples of metaphor in the English language comes from William Shakespeare's As You Like It, in which the playwright writes: "All the world's a stage, And all the men and women merely players." Shakespeare is comparing the world to a stage by saying one is the other. However, he doesn't believe the world is a literal

stage; the comparison is rhetorical. By comparing the world to a stage, he is inviting us to think about the similarities between the two—and by extension, the meaning of human nature and our place in the world.

William Shakespeare uses lots of metaphors in his poetry, contributing a lot to world literature. Metaphor has a really long history, dating back to Aristotle, which has dominated the metaphor studies Over 2000 years. According to Aristotle, metaphor is treated only as a rhetorical device, but also a Cognitive way of looking at the world.

“Shall I compare thee to a summer’s day?” by William Shakespeare: Shakespeare uses an extended metaphor through the entirety of this sonnet, comparing an unseen lover to a summer’s day.

Romeo and Juliet by William Shakespeare: When Romeo sees Juliet at the beginning of the famous balcony scene, he speaks the iconic line, “But soft! What light through yonder window breaks? It is the East, and Juliet is the sun!” Upon seeing Juliet alight upon her balcony, Romeo uses metaphor to compare her visage to that of the sun.

Observing above mentioned definitions provided by linguists and writers it can be noticed that metaphors have not been studied much in the past but the main function of them expressing emotional condition of the speaker or personage in a definite situation has been identifiened since long.

In general, each metaphors used in the novel has its own place. They were applied in dialogues, monologues as well as when personages spoke to themselves. They are very important in keeping the story readable as well as interesting. Below we will look through the extracts taken from the novel to analyse the usages and roles of metaphors to convey emotions of the personages to readers in the novel “A walk to remember” by Nicholas Sparks.

1)—Instead of answering right away, though, Jamie glanced away for a long moment. I got a sinking feeling in my stomach because I assumed she was going to say no. [18]

Nicholas Sparks used this metaphor to express that the character has deep feeling in her inside. We know that feelings emanate from the heart but the writer was intended to exaggerate the whole statement of the personage , and this feeling is— sinking— making him feel as sinking.

2)— But with her looking so pretty, with her hair down and all, and everything that had happened tonight, I didn’t want to miss the opportunity if it came up. I could feel the little butterflies already starting to form in my stomach when Hegbert opened the door. [63]

Inner feelings of this personage were likened to the little butterflies by the author to represent that his feelings are soft , pure and light as butterflies. Butterflies are beautiful and their cascading impact, like the influence of all seemingly inconsequential things, can be awesome

3)—I may be older and wiser, I may have lived another life since then, but I know that when my time eventually comes, the memories of that day will be the final images that float through my mind.[94]

This metaphor was used in a emotive sense so when something for example is burdening you and you can't stop thinking about it. Literally it sounds more emotive but you can really use it in any way.

4) —“So what? You’ll take a few days . . .”

A sad smile crossed her face, and I knew right then what she was trying

to tell me. Her eyes never left mine as she finally said the words that numbed my soul.

“I’m dying, Landon.” [75]

Nicholas Sparks masterly used this metaphor— a sad smile crossed her face— to draw whole picture of the personage , and a reader easily notice the sad circumstance of the character. At the same time , the writer described her character by using the metaphor , some people can hide feeling behind their smile and some people can not do it— she is the kind os person who can not hide her feelings and any emotions are easily noticeable on her face.

5— I thought about the homecoming dance and what she’d done for me that night. I thought about the play and how angelic she’d looked. I thought about the times I’d walked her home and how I’d helped collect jars .And cans filled with pennies for the orphans.[64]

In this metaphor, the personage's action compared to an Angel's. Nicholas Sparks described her look as angels do since angels are usually described as being very helpful. So it could be a complement and mean that she is very helpful. Angels are also sometimes described as being perfect. So it could mean that he think she is perfect, in whatever she does.

6)— She had leukemia; she'd known it since last summer. The moment she told me, the blood drained from my face and a sheaf of dizzying images fluttered through my mind. It was as though in that brief moment, time had suddenly stopped and I understood everything that had happened between us. [76]

The author expressed the whole statement of the personage by using this metaphor as well as to describe that the personage's face became very pale, because he is so frightened and shocked when he was told about it that even " blood drained from his face".

After the discussion and analysis of the metaphors of the above given extracts, it becomes clear that when we read novels or stories we usually enjoy it penetrating into the world the author has created. However, we rarely speculate how this all happen and accept it as typical things in our lives. Obviously, the structure, plot, organization, themes of any literal work are rather complicated then it appears to be. Besides, every stylistic devices such metaphors or similes has its literal meaning in a certain context. Therefore, it is worth investigating every aspect of the literal texts.

Conclusion

When a reader faces metaphors, it is much easier for a reader to convey personages' emotions, statements and characters by the help of metaphors. Obviously, it is a hard job to express inner feelings of personages solely through words with their direct meaning in literal texts. Yet, writers use various metaphors and stylistic means effectively to help readers visualize the whole picture and feel emotions of personages and to shape personages colourfully . The performed analysis reveals that metaphors are important factor in learning and analyzing how personages express their feelings in a literal text.

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IKKI TILLI SHAXS MA’NAVIYATINI IFODALOVCHI ATOV BIRLIKLARI LUG‘ATINING YARATILISH TAMOYILLARI

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Annotatsiya: *Mazkur maqola zamonaviy tilshunoslikning dolzarb muammosi – global sintaktik strukturalar va ular tarkibidagi predikativlik tahliliga bag‘ishlangan. Ushbu hodisalarni o‘rganish lingvistik qonuniyat asosida, pragmalingvistika, kognitiv lingvistika, neyrolingvistika va psixolingvistikaning so‘nggi yutuqlaridan foydalangan holda amalga oshiriladi. Mavzuning dolzarbligi globallashuv va madaniyatlararo muloqot sharoitida nutq hodisalarini nazariy anglash va amaliy qo‘llashga bo‘lgan ehtiyojning ortib borayotganligi bilan belgilanadi.*

Kalit so‘zlar: *global sintaktik struktura, predikativlik, matn lingvistikasi, sintaktik derivatsiya, qiyosiy tilshunoslik, kommunikativ funksiya, pragmalingvistika, nutq semantikasi, o‘zbek tili, ingliz tili.*

KIRISH.

Jahon tilshunosligida global sintaktik strukturalar shakllanishi va predikativlik tahlilini lingvistik qonuniyat asosida uning nutq bilan bog‘liq muammolarini fan taraqqiyotining zamonaviy yutuqlaridan foydalangan holda amaliyotyotga tatbiq etish bugungi kunning dolzarb masalalaridan biriga aylanmoqda. Xususan, lisoniy birliklarining aktuallashuvi, ularning nutqiy semantikasi, sintaktikasi va kommunikativ xususiyatlari formal-struktur hamda mazmuniy sintaktik masalalari tobora dolzarblik kasb etmoqda. Buning sababi pragmalingvistika, kognitiv lingvistika, neyrolingvistika, psixolingvistika singari sohalarning rivojlanayotganidir. Global sintaktik strukturalarning shakllanishi va ulardagi predikativlikning tahlili ushbu sohalarning rivojida erishilgan yutuqlar sifatida qayd etilmoqda hamda buning amaliyotdagi tatbiqiga zarurat ortib bormoqda. Bu boradagi yangiliklarga ehtiyojning kuchayishi global sintaktik struktura va uning kommunikativ muammolarining hal qilinishi tilshunoslikning oldidagi dolzarb vazifalardan biriga aylanmoqda.

Dunyoning yetakchi ilmiy markazlarida tilshunoslikda ilmiy paradigmalarning o‘zgarishi, globallashuv davrida nutq masalalariga nafaqat madaniy jihatdan, balki uning fundamental muammolariga nazariy yondashish lozim bo‘lgan tadqiqotlar kun tartibiga qo‘yilmoqda. Tilga jamiyatning millatlararo va madaniyatlararo muloqot shakli sifatida qaralishi tobora keng tus olib borayotgan ayni davrda unga xos bo‘lgan borliqning nutqdagi ifodasi, nutqning insonda namoyon bo‘lishi masalalariga zamonaviy tilshunoslik prizmasi orqali nazar tashlash hamda uning masalalariga ushbu yondashuv orqali yechim topish kechiktirib bo‘lmas vazifalar qatoridan o‘rin egalladi. Bunda matn va uning insoniyatning zamonaviy dunyodagi muloqoti, kommunikativ maqsadlaridagi masalalarining yoritilishi fan oldidagi zaruratga aylanmoqda.

Mamlakatimizda real hayot va fan integratsiyasi keskin rivojlanayotgan bugungi kunda buning isboti ilm-fan va jamiyatimizning ijtimoiy, iqtisodiy madaniy hamda boshqa barcha sohalarning yutuqlarida namoyon bo‘lyapti. Shunga asoslanib, lingvistikada, zarurat yuqori bo‘lgan tadqiqotlar qatorida, jumladan, global sintaktik strukturalarning shakllanishi va ularning predikativligi yuzasidan o‘zbek tilshunosligida tom ma’nodagi nazariy va amaliy tadqiqotlar yetarlicha olib borilmaganligi ushbu mavzuning zaruratini belgilaydi. global sintaktik strukturalar shakllanishi va ulardagi predikativlik tahlili, jahon tilshunosligining ajralmas qismi bo‘lgan ingliz va o‘zbek tillari materialida qiyosiy aspektda o‘rganish ham dolzarblik kasb etadi.

Jahon tilshunosligida muammoli va munozarali bo‘lgan masalalar qatorida matn sintaktikasi va semantikasi ham katta o‘rin egallaydi. Global sintaktik strukturalar shakllanishi va predikativlik tahlilining tilshunoslikda nutq tarkibidagi o‘rni va matnga xos hodisa sifatida formal-struktur, semantik-sintaktik va funksional jihatlari tilshunoslardan L. Blumfild, T.A. van Deyk, E. Kurilovich, Ch. Xokket, H. Paul, N. Xomskiy, K. Gauzenblas

va boshqa ko‘plab olimlarning tadqiqot ishlarida yoritilgan.

Sintaktik strukturalarning tarkibi va ularning derivatsiyasi bilan bog‘liq masalalar, nutq sathidagi semantik belgilar, xususan, predikativlik tadqiqi V.G. Admoni, O.S. Axmanova, E. Benvenist, E.M. Beregovskaya, N.S. Valgina, Y.V. Vannikov, L.M. Vasilev, V.V. Vinogradov, I.R. Galperin, A.N. Gvozdev, E.V. Guliga, N.K. Dmitriev, O. Espersen, V.A. Zveginsev, G.A. Zolotova, V.B. Kasevich, S.D. Katsnelson, K. Kojevnikova, A.P. Komarov, A.N. Kononov, I.N. Kruchinina, E.S. Kubryakova, E. Kurilovich, V.A. Kuxarenko, T.P. Lomtev, M.V. Lyapon, E.T. Marchenko, G.G. Moskalchuk, L.N. Murzin, N.L. Mishkina, T.M. Nikolaeva, M.N. Peterson, N.V. Petrova, A.M. Peshkovskiy, E.A. Popova, G.G. Pochepsov, N.N. Prokopovich, I.P. Raspopov, E.A. Referovskaya, V.V. Reshetov, A.G. Rudnev, G.Y. Solganik, V.M. Solnsev, Y.S. Stepanov, V.S. Xrakovskiy, M.B. Xrapchenko, N.Y. Shvedova, E.N. Shiryayev kabi olimlarning asarlarida semantik-sintaktik jihatlari qiyosiy chog‘ishtirish, sistem-struktur paradigma asosida tahlil qilingan.

Tilshunoslikda global sintaktik strukturalarning shakllanishi va predikativlikning tahlili, matnning semantik-sintaktik strategiyalaridan biri ekanligi, sintaktik strukturalar derivatsiyasi muammolarini o‘rganishga asrlar davomida shakllangan zamonaviy metodlar asosida yondashuv hozirgi kunda dolzarb, keng tarqalgan yo‘nalish bo‘lib, bu sohada o‘zbek tilshunosligida global sintaktik strukturalar shakllanishi va predikativlik tahlili hamda sintaktik strukturalar derivatsiyasi tahliliga bag‘ishlangan ishlar G‘. Abdurahmonov, A. G‘ulomov, M. Asqarova, A. Nurmonov, N. Mahmudov, M. Mirzayev, S. Usmonov, I. Rasulov, A.R. Sayfullayev, H. Ne’matov, R. Sayfullayeva, B. O‘rinboyev, N. Turniyozov, M. Hakimov, M. Qurbonova, A. Sulaymonov, X. Xoliyorov, J. Omonturdiyev, S. Mahmatqulov, G.M. Xashimov, P. Bakirov, M. Yo‘ldoshev, S.B. Inoyatov, X. Shokirova, A. Axmedov, S. Solixo‘jayeva, S. Ravshanova, A. G‘afforov, B. To‘ychiboyev, B.Turniyozov, Sh. Turniyozova, X.Z. Xayrullayev va boshqalar tomonidan amalga oshirilgan hamda bu ishlar davom ettirilmoqda.

Bu ishlarda quyidagi masalalar diqqat markazida bo‘lmoqda:

global sintaktik strukturalarning shakllanishi va ulardagi predikativlikning tahliliga doir mavjud qarashlarning jahon, ingliz va o‘zbek tilshunosligidagi o‘rganilish holatini yoritish, tahlil qilish, matn tushunchasi va unda mujassam bo‘lgan global sintaktik strukturaning ilmiy mohiyatini ochish;

global sintaktik struktura tushunchasini ilmiy asoslash, matn tushunchasining lingvistik tavsifini yoritish, matnning global sintaktik struktura sifatidagi xususiyatlarini aniqlash;

matn birliklari va ularning jahon, xususan, ingliz va o‘zbek tilshunosligida o‘rganilishi holatini yoritish, matnning global sintaktik qurilma ekanini, sodda (gap) sintaktik qurilma, murakkab sintaktik qurilma (qo‘shma gap) va abzasning uning komponenti maqomida namoyon bo‘lishini dalillash;

predikativlik tushunchasi tavsifi va uning mohiyatini o‘rganish, bunga munosabat bildirish, uning zamonaviy tilshunoslik nuqtayi nazaridan ahamiyatini belgilash, sodda va murakkab sintaktik qurilmalarning matndagi maqomi va ularda predikativlik ifodasini yoritish.

Mazkur tadqiqotlarning ilmiy ahamiyati global sintaktik strukturalar shakllanishi hamda ularning matn tushunchasi bilan munosabati, qurilmalarning predikativlikka munosabati tahlili, xususan, ulardagi konstitutiv komponentlarning iyerarxik munosabatlarning derivatsion yondashuvdagi tadqiqi asosida lingvistik tavsifga erishilganida namoyon bo‘ladi.

Bunda global sintaktik strukturalarning shakllanish strukturasi va sintaktik strukturalarning predikativlikka oid tahlili natijasida olingan umumlashtirilgan xulosa va tavsiyalar muhim qo‘llanma bo‘lishi, suningdek, tadqiqot natijalari va xulosalari mamlakatimiz oliy ta’lim muassasalarida derivatologiya muammolari, matn lingvistikasi, matn tahlili, tilshunoslik, tilshunoslikka kirish, tilshunoslik asoslari, tishunoslik nazariyasi fanlari bo‘yicha ma’ruza matnlari tayyorlash, darslik, o‘quv qo‘llanmalar hamda lug‘atlar yaratishda foydali material bo‘lib xizmat qiladi.

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TILSHUNOSLIK TARIXI VA TILLAR XILMA-XILLIGI

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Annotatsiya: *Ushbu maqola tarixiy tilshunoslik nuqtai nazaridan dunyo tillaridagi xilma-xillikni o‘rganadi. Tadqiqot tillarning kelib chiqishi, ularning evolyutsiyasi, dialektlar va til oilalari orqali til turlicha bo‘lishini yoritadi. Shuningdek, tillarning yo‘qolish xavfi va til xilma-xilligini saqlash masalasi muhokama qilinadi.*

Kalit so‘zlar: *tarixiy tilshunoslik , tillar xilma- xilli , til oilalari, diaxronik, sinxronik, grammatik, transformatsiya.*

KIRISH.

Tarixiy tilshunoslik tilda sodir bo‘lgan o’zgarishlarni o’rganadi. Jumladan fonetik, grammatik va leksik transformatsiyalarini. Tillar xilma- xilligi esa tillarning turlicha bo‘lishi , ularning fonetik, grammatik va semantik xususiyatlarini o’rganadi. Ushbu maqola ikkala nuqtai nazarni birlashtirib, tillarning tarixiy evakuatsiyasini va xilma -xilligini tahlil qiladi.

Tarixiy tilshunoslik — bu tilning tarixiy rivojlanishini, o‘zgarish jarayonlarini, qadimgi va hozirgi shakllari o‘rtasidagi bog‘liqlikni o‘rganuvchi soha[1.2]. Tarixiy tilshunoslik ba’zi vaqtlarda diaxronik tilshunoslik deb ham yuritiladi . Bu termin yunoncha “dia” — “orqali, davomida” va “chronos” — “vaqt” so‘zlaridan olingan bo‘lib, tilning vaqt davomida qanday o‘zgarib borishini o‘rganadigan sohadir[1.4]. U til tarixini, so‘zlarning, tovushlarning yoki grammatik shakllarning o‘zgarish jarayonini kuzatadi. Bu yondashuv tilni dinamik tizim deb qaraydi — ya’ni til doim o‘zgaradi, rivojlanadi. Masalan,Ingliz tilidagi “knight” so‘zi qadimgi ingliz tilida “cniht” tarzida yozilgan va /k/ tovushi talaffuz qilingan. Keyinchalik /k/ tovushi tushib qolgan. Bu fonetik o‘zgarish diaxronik tahlil obyekti hisoblanadi. O‘zbek tilidagi “borurman” “boraman” shaklining paydo bo‘lishi ham tarixiy (diaxronik) o‘zgarishdir. Xulosa qilib aytganda diaxronik yondashuv tilda vaqt davomida sodir bo‘lgan evolyutsiyani, tarixiy o‘zgarishni o‘rganadi. Diaxronik tilshunoslikning teskarisi bu Sinxronik tilshunoslik. “Synchronic” so‘zi yunoncha “syn” — “birgalikda” va “chronos” — “vaqt” so‘zlaridan olingan. Sinxronik tilshunoslik tilni muayyan davrda (odatda hozirgi zamonda) qanday ishlatilayotganini o‘rganadi[1.5]. Bu yondashuv tilni statik tizim sifatida ko‘radi — ya’ni o‘zgarishsiz, mavjud holatida tahlil qiladi. Sinxronik tilshunoslik tildagi grammatika, fonetika, leksika, sintaksis kabi tizimlarning hozirgi holatini o‘rganadi [4.14]. Masalan, hozirgi ingliz tilida “go” fe’lining hozirgi zamondagi shakllari: go, goes, going — bu sinxronik tahlil obyekti. Hozirgi o‘zbek tilida fe’l zamonlarini (hozirgi, o‘tgan, kelasi) tahlil qilish ham sinxronik yondashuvga kiradi. Sinxronik yondashuv tilni hozirgi holatida yoki ma’lum bir davrda o‘rganadi, o‘zgarishlar tarixiga e’tibor bermaydi.

Tarixiy tilshunoslikning bir qancha asosiy vazifalari mavjud ular quyidagicha. Birinchisi tillar tarixini o‘rganish. Har bir tilning qanday paydo bo‘lganini, vaqt o‘tishi bilan qanday o‘zgarishlarga uchraganini aniqlaydi [6.11]. Masalan, qadimgi ingliz tili, o‘rta ingliz tili va so’ngra zamonaviy ingliz tili. Ikkinchisi tillar o‘rtasidagi qarindoshlikni aniqlash. Qaysi tillar bir ildizdan chiqqanini (masalan, turkiy tillar, hind-yevropa tillari) tahlil qiladi. Uchinchisi til o‘zgarish qonuniyatlarini ochib berish. Fonetik (tovush), morfologik (so‘z

tuzilishi), sintaktik (gap tuzilishi) va leksik (so‘z boyligi) o‘zgarishlarning sabablari va yo‘nalishlarini o‘rganadi. Masalan, qadimgi “q” tovushi zamonaviy tilda “x” yoki “h” ga aylanishi — bu fonetik o‘zgarish qonunidir. Keyingisi, til yodgorliklarini tahlil qilish. Qadimgi yozma manbalarni (bitiklar, tosh yozuvlar, qo‘lyozmalar) o‘rganish orqali xalqning madaniy va ijtimoiy hayotini tiklaydi. Oxirgi vazifasi til taraqqiyotini bosqichma-bosqich qayta tiklashdan iborat. So‘z va grammatik shakllarning tarixiy shakllarini aniqlab, tilning evolyutsiyasini tiklaydi.

Tarixiy tilshunoslik tilning paydo bo’lishi va rivojlanish qonuniyatlarini, so’zlarning etimologiyasini ya’ni kelib chiqish asoslarini, dialekt va lahjalarning tarixini va tillar o’rtasidagi o’zaro o’xshashlik va farqlarni o’rganadi [5.8]. Shu bilan bir qatorda til o‘zgarishi tabiiy jarayon ekanini, tildagi qadimiy unsurlarni aniqlash va tahlil qilishni va til tarixidan xalqning madaniyati va tarixini bilib olishni o’rgatadi.

Tarixiy tilshunoslikning jamiyat uchun insoniyat uchun ulkan foydasi mavjud. Jumladan, u bizga milliy o‘zlikni anglashga yordam beradi, chunki til tarixini o’rganish jarayoni orqali xalqning qadimiy ildizlari, madaniyati va dunyoqarashi tiklanadi. Misol uchun, o‘zbek tili tarixini o‘rganish — o‘zbek xalqining tarixiy taraqqiyotini bilish demakdir. Tillararo madaniy aloqalarni ochadi. Turli xalqlar tillaridagi o‘xshashliklar orqali ularning qadimiy aloqalarini bilish mumkin. Til siyosatida ilmiy asos yaratadi. Ya’ni, davlat tili me’yorlarini belgilash, lug‘at boyligini to‘g‘ri rivojlantirish uchun tarixiy tilshunoslik muhim poydevor vazifasini bajaradi. Tarixiy tilshunoslik qadimiy matnlarni to’g’ri tushunish va tarjima qilishga imkoniyat yaratishi orqali tarjima, filologiya va arxeologiya fanlariga yordam beradi.

Odamlar orasida tarixiy tilshunoslikka doir ba’zi bir noto’ri tushunchalar ham mavjud [1.3]. Jumladan, “ Til o’zgarsa, bu yomon”degan qarash . Aslida har bir tirik til o’zgarishi bu tabiiy jarayon hisoblanib , bu faqat o’sha tilning ya’nada rivojlanib, boyiyotganidan dalolat beradi. “ Tarixiy tilshunoslik faqat muayyan bir tilning o’tmishni o’rganadi xalos.” To’g’ri, lekin u o‘tmish orqali hozirgi tilni chuqur tushunish va kelajakdagi o‘zgarishlarni taxmin qilish imkonini beradi. “Bu fan faqat tilshunoslarga kerak.” Aslida, u tarixchilar, madaniyatshunoslar, tarjimonlar, adabiyotshunoslar uchun ham juda muhim. “Til tarixini bilish foydasiz.” Aksincha, til tarixini bilgan inson ona tilini to‘g‘ri va ongli qo‘llaydi, so‘zlarning asl ma’nosini chuqur anglaydi.

Xulosa qilib aytganda, tarixiy tilshunoslik — bu tilning o‘tmishini tahlil qilib, uning hozirgi holatini tushuntiruvchi va kelajakdagi yo‘nalishini ko‘rsatib beruvchi fan. U nafaqat tilshunoslar, balki har bir ongli inson uchun madaniy va ma’naviy qadriyatlarni anglash vositasi hisoblanadi.

Til xilma-xilligi bir so‘z bilan olganda dunyoda mavjud bo‘lgan turli tillar soni, ularning tuzilishi, talaffuzi, grammatikasi, so‘z boyligi va madaniy ifodasi orasidagi farqlar tushuniladi. Aynan bu hodisa insoniyat madaniyatining eng muhim boyliklaridan biridir, chunki har bir til xalqning tarixi, dunyoqarashi va qadriyatlarini o‘zida aks ettiradi. Masalan, Ingliz tili – global aloqa tili, Arab tili – diniy va tarixiy til, Xitoy tili – eng ko‘p so‘zlashuvchilarga ega, O‘zbek tili – turkiy tillar oilasiga mansub milliy til sanaladi. Bugungi kunda dunyoda taxminan 7 000 ta til mavjud [4.2]. Ammo bu tillarning yarmi yo‘qolish xavfi ostida, chunki ulardan ko‘pchiligi faqat kichik jamoalar tomonidan ishlatiladi. Papua-Yangi Gvineyada 800 dan ortiq til bor, Nigeriyada 500 dan ortiq til mavjud,Yevropada esa atigi 200 ga yaqin til ishlatiladi.

Til xilma-xilligining shakllanishi yoki kamayishiga bir necha omillar ta’sir qiladi [2.11]. Ijobiy omillar : madaniy mustaqillik, mahalliy ta’limda milliy tilni o‘qitish, tilni himoya qiluvchi qonunlar hisoblansa, migratsiya va urbanizatsiya ,globalizatsiya,Ingliz tili kabi global tillarning ustunligi va kichik tillarning e’tiborsizligi salbiy omillar sirasiga kiradi.

Tillar xilma- xilligini saqlab qolish ahamiyati ko’lami jihatdan yuqori hisoblanadi. Chunki u madaniy meros va identitetni saqlashga ko’mak beradi. Qolaversa, til — jamiyatning tarixiy xotirasi, ertaklari, an’analari, diniy va rituallari saqlanadigan asosiy vosita. Til yo‘qolsa, o‘sha xalqning o‘ziga xos dunyoqarashi, qadriyatlari va tarixiy bilimlari yo‘qoladi. Muayyan bir tilni asrab qolish orqali, o’sha tilga bevosita va bilvosita bog’liqlik jihati bo’lgan bir qancha unsurlarni asrab qolishimiz mumkin. Jumladan, bilim va intellektual boylikni saqlab qolish ham bevosita tillar xilma- xilligini saqlab qolishga bog’liq, chunki ko‘plab mahalliy tillarda tabiat, dori-o‘simliklar, ekologik kuzatuvlar va amaliy tajribalar haqida noyob leksika va bilimlar mavjud. Bu bilimlar antropologiya, etnobotanika, ekologiya kabi fanlar uchun qimmatli manba bo‘lib xizmat

qiladi. Shu bilan birga til tilshunoslik va ilmiy izlanishlar uchun asosiy manba hisoblanadi. Har bir til sintaksis, fonologiya, leksika jihatidan noyob strukturalarga ega va bu tilshunoslar uchun nazariy tadqiqot manbai sanaladi. Til xilma-xilligi til nazariyalarini boyitadi va inson til qobiliyatining umumiy qonuniyatlarini aniqlashga yordam beradi.

Kognitiv va psixologik foydasi ham hech kimga sir emas. Ko‘p tillilik (bilingvalizm, multilingvalizm) — e'tibor, muammolarni hal qilish qobiliyati, ijodkorlik va kognitiv moslashuvchanlikni oshiradi [3.6]. Iqtisodiy va rivojlanish jihatlariga qaraydigan bo‘lsak, mahalliy tillarda turizm, madaniy mahsulotlar, mahalliy media va ijodiy sanoat rivojlanishi mumkin. Shuningdek, ona tilida ta'lim va kasbiy ko‘nikmalarni rivojlantirish — mahalliy mehnat bozorida imkoniyatlarni ya’nada kengaytiradi. Yana bir jihatini ekologik barqarorlik bilan bog’lash mumkin. Mahalliy tillarda saqlangan ekologik bilimlar (masalan, qishloq xo‘jaligi va biomuhofaza usullari) tabiiy resurslarni barqaror boshqarishda afzallik beradi. Tillar yo‘qolishi bilan ushbu amaliy bilimlar ham yo’qoladi.

Tillar xilma-xilligini saqlash — bu faqat «tilni saqlash» emas; bu madaniy merosni, noyob bilimlarni, ijtimoiy adolatni va insonlarning ruhiy identitetini saqlashdir [5.10]. Har bir til — insoniyatning ma’naviy va ilmiy boyligidir. Tillar yo‘qolishini to‘xtatish uchun oiladan davlatgacha va texnologiyadan ta’limga qadar keng qamrovli, doimiy chora-tadbirlar talab etiladi.

Til insonlarni bir-biri bilan bog‘lovchi eng muhim aloqa vositasidir. Biroq, bir xil tilda so‘zlashuvchi barcha odamlar tildan bir xil tarzda foydalanmaydi. Tovush tizimi, so‘z boyligi va grammatik tuzilishdagi farqlar natijasida dialektlar paydo bo‘ladi [1.11]. Shuningdek, barcha tillar tarixiy va genealogik jihatdan til oilalari orqali o‘zaro bog‘langan bo‘ladi. Dialekt termini sheva deb ham yuritiladi. Dialekt — bu bir tilning hududiy yoki ijtimoiy jihatdan farq qiluvchi ko‘rinishidir. U talaffuz, lug‘at va grammatikada o‘ziga xos xususiyatlarga ega bo‘ladi. Oddiy qilib aytganda, dialekt — bir tilda so‘zlashuvchi odamlarning tildan turlicha foydalanish shaklidir. Sheva hududiy joylashishiga qarab bir necha turlarga ajraladi. Dialektlarning ahamiyati madaniy va mintaqaviy o‘ziga xoslikni aks ettirish, tillarni biyitish va xilma-xilligini saqlsh, tilning rivojlanishi va o‘zgarishini ko‘rsatishidadir.

Til oilasi — bu umumiy ajdod tildan (ya’ni prototildan) kelib chiqqan tillar guruhidir [1.7]. Qanday qilib bir oilaning a’zolari umumiy ajdodga ega bolsa, tillar ham umumiy ildiz, grammatika va so’z boyligiga ega bo’ladi. Tilshunoslar tillarni ularning tuzilishi, so‘z boyligi va tovush tizimidagi o‘xshashliklarga qarab oilalarga ajratadilar. Hind-yevropa tillar oilasi eng keng tarqalgan til oilasi hisoblanib, o’z ichiga german, roman, slavyan, hind-eron, kelt va yunon tillar guruhini oladi. Eng ko’p so’zlashuvchilariga ega bo’lgan til oilasi aynan hind-yevropa tillar oilasi hisoblanadi [4.7]. Bundan tashqari, sino-tibet, afro-osiyo, niger- kongo, oltoy, ural, dravid nomli tillar oilasi ham shakllangan.

Dialektlar va til oilalari tilshunoslikning eng muhim tushunchalaridandir. Dialektlar tilning ichki xilma-xilligini va madaniy boyligini ko‘rsatsa, til oilalari tillarning tarixiy ildizlari va ularning o‘zaro aloqalarini ochib beradi. Ularning har ikkalasi ham insoniyatning madaniy merosi va til taraqqiyotini chuqurroq tushunishga yordam beradi.

Tarixiy tilshunoslik orqali tillarning evolyutsiyasi va tillar xilma xilligi tahlil qilinadi. Dialektlar, til oilalari va yo‘qolish xavfidagi tillar lingvistik farqlarni ko‘rsatadi va uni saqlash muhimligini ta’kidlaydi.

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ЗАКЛИЧКИ КАК ФЕНОМЕН ДЕТСКОЙ ФОЛЬКЛОРНОЙ КАРТИНЫ МИРА

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Аннотация: *В статье рассматривается детская закличка как особый жанр народного фольклора, представляющий собой короткие ритмичные обращения к природным явлениям, животным или мифическим силам. Исследуются семантика, функциональные особенности и роль закличек в формировании детской картины мира. Особое внимание уделяется анализу полифункциональности жанра: коммуникативной, игровой, воспитательной и символико-ритуальной составляющим. На примере конкретных текстов показано, как поэтические средства (обращение, повтор, ритм, рифма) способствуют развитию у ребёнка образного мышления, языковой компетенции, памяти и чувства коллективности. Делается вывод о том, что заклички выступают важным инструментом осмысления ребёнком причинно-следственных связей в природе, циклических процессов и своего места в мире через игровое взаимодействие.*

Ключевые слова: *Детский фольклор, заклички, поэтика фольклора, детская картина мира, игровая функция, ритмика, обращение к природе, коммуникативная функция, символическая функция, ритуальные формы в фольклоре.*

ВВЕДЕНИЕ.

Заклички – особый жанр народного фольклора, выраженный короткими ритмичными формулами, обращёнными к природным явлениям, животным или мифическим силам. Их цель – вызвать желаемое явление, предупредить или защитить. В детском фольклоре заклички играют ключевую роль, формируя первые представления ребёнка о мире, развивая образное мышление, память, ритмику и языковую компетенцию.

Изучение детских закличек позволяет выявить их семантику, функциональные особенности, связь с языковой картиной мира и культурной традицией, а также понять, как дети воспринимают и воспроизводят окружающий их мир через фольклор.

Заклички выполняют несколько функций:

-Коммуникативную: ребёнок взаимодействует с природой или сверстниками;

-Игровую: сопровождают игры, соревнования и коллективные занятия;

-Воспитательную: передают нормы поведения, культурные ценности;

-Символическую/магико-ритуальную: в традиции это могли быть обращения к природным силам, ныне чаще игровая форма.

Примеры закличек:

«Солнышко, солнышко, выгляни, светом мир озари!»

«Дождик, дождик, полей полянку, напои цветы!»

«Птички, птички, в сад прилетайте, цветочки распускайте!»

Эти тексты объединяют ритм, повтор и обращение к объекту природы, формируя у ребёнка базовые представления о взаимодействии с миром.

Заклички характеризуются следующими элементами:

-Формула обращения к солнцу, дождю, ветру, животным;

-Желаемое действие или состояние (появиться, расцвести, запеть);

-Рифмовка и повтор, усиливающие эффект памяти, ритм и вовлечённость.

- Поэтика закличек тесно связана с игровой деятельностью: повторение, ритм, звукопись создают эффект вовлечения, способствуют закреплению навыков речи и артикуляции.

Заклички отражают детскую картину мира, где человек тесно связан с природой. Природные объекты наделяются свойствами, позволяющими ребёнку осмысливать причинно-следственные связи и ритуальные представления.

Природные явления и объекты воспринимаются как «дружелюбные» и отзывчивые;

Ребёнок через заклички ощущает влияние на события;

Заклички часто коллективные, что формирует чувство совместного действия.

Пример заклички на весну:

«Снег уйди, ручейки беги, землю согрей, травку покажи!»

Данная закличка моделирует сезонные изменения, помогает ребёнку понять цикличность природы и развивает умение следовать ритму.

Анализ закличек: таблица примеров

№	Текст заклички	Объект обращения	Желаемое действие	Функция	Особенности ритма/повтора
1	Солнышко, солнышко, выгляни!	Солнце	Осветить мир	Игровая, коммуникативная	Рифма, повтор обращения
2	Дождик, дождик, полей лужок	Дождь	Полить растения	Воспитательная, игровая	Двукратное обращение, легкий ритм
3	Птички, птички, в сад прилетайте	Птицы	Прилететь, распевать	Символическая, игровая	Повтор и ритмический ритм
4	Снег уйди, ручейки беги	Снег, вода	Растопить снег	Игровая, символическая	Двусоставная, движение действий
5	Цветок, цветок, распустись	Цветок	Распуститься	Воспитательная, игровая	Простая рифма, повтор слога
6	Ветер, ветер, на поля приди	Ветер	Подувать	Игровая, символическая	Ритмический повтор, звукопись
1	Солнышко, солнышко, выгляни!	Солнце	Осветить мир	Игровая, коммуникативная	Рифма, повтор обращения

Заклички детского фольклора соседних культур (например, узбекских) имеют схожие функции: обращение к природе, игровая форма, воспитание навыков совместного действия. Отличие – в языковой образности и ритмических особенностях, отражающих национальный колорит.

Заклички обеих традиций показывают:

• Короткую форму, легко запоминаемую детьми;

• Повторяемость и рифму;

• Обращённость к природным силам;

• Игровой контекст, часто сопровождаемый движением.

Таким образом, заклички - это уникальный феномен детского фольклора, объединяющий язык, культуру и образное восприятие мира. Они формируют коммуникативные, игровые и воспитательные навыки, помогают детям осваивать природные явления, социальные нормы и художественные формы языка, а также раскрывает механизмы формирования детской картины мира, показывает, как дети воспринимают и моделируют окружающую реальность, и подчеркивает значимость фольклорного наследия в раннем обучении и развитии.

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КОМПОЗИЦИОННОЕ ОБРАЗОВАНИЕ ОТОРИНОЛАРИНГОЛОГИЧЕСКИХ ТЕРМИНОВ В АНГЛИЙСКОМ И УЗБЕКСКОМ ЯЗЫКАХ

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Аннотация: *До сегодняшнего дня вопрос образования слов в лингвистике композиционным методом был одним из объектов исследования ряда лингвистов. Процесс словообразования посредством композиционного метода является одним из основных средств создания новых слов в языках, и различные лингвистические школы и ученые высказали свои научно-теоретические мнения по этому вопросу.*

Ключевые слова: *термин, композиционный метод, оториноларингология, ЛОР, лексические единицы.*

ВВЕДЕНИЕ.

В лингвистике лексические единицы могут быть образованы различными способами. Одним из них является создание слов или терминов композиционным способом. Под терминообразованием композиционным способом понимается сочетание двух или более слов, имеющих самостоятельное значение. Другими словами, подразумеваются сложные лексические единицы, образованные в результате взаимной комбинации двух или более лексических единиц со свободной формой. При этом создаются сложные и составные слова с новым значением. Слова и термины, образованные этим методом, выражают новое понятие, предмет или реальность через свои составляющие.

Этот способ словообразования также выражается в языке несколькими словосочетаниями. Например, к ним относятся такие понятия, как "синтаксическое словообразование," "словообразование посредством многокомпонентных терминов," "образование лексических единиц в виде фразеологических терминов," "термины в форме словосочетаний," "образование полилексемных терминов," "составные термины" и "образование терминологических комплексов" [Буянов Н.В., 2001.- 28 с.].

Первые научно-теоретические идеи о словообразовании посредством композиционного метода были высказаны лингвистами античного периода. Например, Аристотель и Платон, рассуждая о словах в языке и процессах их образования, показали различные способы словообразования в языке. В этот период основное внимание уделялось морфологическим и синтаксическим процессам, а словообразование и его различные стили изучались в рамках общего языкознания [Винокур Г.О., 1994. С- 284].

Как правильно отметил П.М.Каршук, серьезные исследования по композиционному словообразованию в современной лингвистике появились в XIX-XX веках. В частности, немецкие лингвисты Юлий Курциус и Август Шлайхер высказывали различные мнения о морфологических процессах композиционного словообразования. По их мнению, композиционные слова образуются путем сочетания двух или более различных слов, и их значение также обновляется на основе значений двух основных слов [Карашук П.М.,1977.С-93]. По мнению ученого, Юлий Курциус, размышляя о роли морфем в образовании композиционных слов и их вхождении в различные структуры, разработал своеобразные научно-теоретические правила этого процесса. Согласно ему, главная особенность

композиционных слов заключается в том, что эти слова проявляют свое первоначальное и конечное значение в неразрывной связи со значениями своих компонентов [Ўша манба].

Из вышеизложенного следует, что в лингвистике существуют различные мнения о композиционном образовании лексических единиц, и до сих пор нет единого мнения по этому вопросу. Также, по признанию другого русского лингвиста О.Д.Мешкова, Хомский показывает взаимосвязь синтаксиса и морфологии в лингвистике и подчеркивает, что композиционные слова формируются в зависимости от синтаксических теоретических правил. По его мнению, композиционные слова являются одной из универсальных особенностей языка, и они соответствуют общим структурным правилам языка [Мешков О.Д., 1986. С-215].

Кроме того, А.В.Чанчина, один из ученых, изучавших процессы словообразования в языке с структурно-функциональной точки зрения, выдвигает следующие идеи в своей научной статье. "Основная функция языка - выполнение коммуникативно-прагматической функции, и композиционные слова также играют важную роль в выполнении этой функции. Функция лексических единиц, образованных композиционным способом, и их значение, семантическое окружение объясняются в зависимости от различных коммуникативных процессов в языке" [Чанчина А.В., 2007. С- 269]. Продолжая свое выступление, ученый подчеркивает, что в процессе образования композиционных слов существует несколько важных принципов и критериев.

Следует отметить, что сложные оториноларингологические термины, образованные композиционным способом, можно изучать, классифицируя их на три основные группы:

1. ЛОР термины в виде сложных слов;
2. ЛОР-термины в форме парных слов;
3. ЛОР-термины в виде словосочетаний.

Следует отметить, что композиционный метод имеет ряд особенностей. К ним относятся: А) термины, образованные в результате сочетания двух или более лексем. Например: 1) анатомические термины, используемые в ЛОР-области: nasopharynx (ноза+фаранкс) - соединительная часть носа и глотки; otoscope (ото+скоп) - устройство, предназначенное для осмотра и осмотра уха; 2) названия ЛОР-заболеваний: tonsillitis (тонзил+ит) - воспаление горловых желез; sinusitis (синусит) - воспаление носовых пазух; 3) термины, широко используемые в медицинских процедурах в области ЛОР. Например: тимпанопластика (тимпано+пластика) - операция по восстановлению функции барабанной перепонки; ринопластика (рино+пластика) - операция по формированию или восстановлению носа.

Б) Особенность объединения значений лексических единиц. При этом каждое слово имеет свое значение, но при их соединении образуются новые понятия и термины. Из приведенных ниже примеров понятно, что термины ЛОР в английском и узбекском языках имеют в основном один и тот же источник, и объединение их значений схоже. Английские префиксы и суффиксы, такие как "itis," "plasty," "scopy," вошли непосредственно в узбекский язык или были заимствованы аналогичным образом. Например: tonsillitis - тонзиллит (узб. "тонзиллит" - воспаление горловых желез); ринопластика - ринопластика (узб. "ринопластика" - операция по восстановлению или изменению формы носа человека); laryngoscopy - ларингоскопия (узб. "ларингоскопия" - исследование глотки с помощью специальных инструментов). Из приведенных примеров видно, что композиционный метод играет важную роль в создании новых терминов в науке, особенно в медицине.

Вывод заключается в том, что ЛОР-термины в виде словосочетаний обеспечивают точность и простоту в процессе взаимодействия. Через них можно легко объяснить заболевания и медицинские ситуации как членам общества, так и специалистам. Термины, образованные другими способами, более активно используются среди специалистов. Однако словосочетания облегчают понимание в широком смысле, что является важным фактором в современной медицинской практике. Из общего количества ЛОР-терминов, собранных в ходе исследования, 218 (29,8%) оказались составными терминами.

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ПОРЯДОК РАБОТЫ НАД ПРЕДЛОГАМИ В ПРОЦЕССЕ ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ

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Аннотация: *Данная статья посвящена одному из приоритетных направлений развития современного образовательного процесса - обучению русскому языку и развитию речи учащихся. Излагается о необходимости совершенствовать методические подходы к обучению предлогов русского языка на основе реализации возможностей современных образовательных технологий в аспекте устной речи, подготовки учащихся к организации процесса обучения.*

Ключевые слова: *Метод, средства, образовательные технологии, обеспечение, процесс, интеграция, пространственные отношения, предлог.*

ВВЕДЕНИЕ.

Отсутствие четких и дифференцированных представлений о способах выражения в речи различных пространственных отношений приводит студентов к общим проблемам в речи при построении предложений, к вставке лишнего предлога, к замене или смешению одного предлога другим, к вставке других служебных частей речи, к нарушению связи с падежной формой. Поэтому с самого начала необходимо уделить большое внимание практическому овладению пространственными значениями и их грамматическим выражением в языке.

В русском языке пространственные соотношения обозначаются конструкциями с предлогами НА, С, ИЗ, НАД, ПОД, ОКОЛО, ЗА, ПЕРЕД. При определении последовательности работы над предложными конструкциями учитывается последовательность. Поэтому сначала отрабатываются предлоги В, НА, ПОД с ярко выраженным конкретным содержанием, а позднее предлоги НАД, ИЗ, ОКОЛО, ЗА, ПЕРЕД, МЕЖДУ, ПО и др.

Мы не должны забывать, что один и тот же предлог может использоваться в различных предложно-падежных конструкциях и иметь различные значения. Например, предлог В с винительным падежом обозначает направление действия, а с предложным падежом – местонахождение: кладет в стол, лежит в столе. В связи с этим, в работе необходимо уточнить и отдифференцировать различные значения одного и того же предлога.

Часто допускаются ошибки такие как:

Иду на университет, иду в бульвар, хожу на библиотеку, сижу на аудитории, еду в такси, поеду в автобусе, пойду в поле, погуляю на сад, зайду на подъезд.

А должно быть:

Иду в университет, иду на бульвар, хожу в библиотеку, сижу в аудитории, еду на такси, поеду на автобусе, пойду на поле, погуляю в саду, зайду в подъезд.

Проблема с предлогами со значением пространственных отношений начинается с первого занятия. В группе сначала учатся строить словосочетания и предложения с предлогами, указывающими направления движения, перемещение предметов в пространстве, отвечающими на вопрос: КУДА? Допускают ошибки. В улицу, на столовую университета, можно пойти на банк, мне нада в второй этаж, студенты пошли на деканат. Правильно будет: На улицу, в столовую университета, можно пойти в банк, мне нужно на второй этаж, студенты пошли в деканат.

Каждый предлог должен отрабатываться сначала отдельно. Работа над предлогом проводится в 2-х направлениях:

1. Над уточнением конкретного его значения;

2.Над падежной формой существительного, с которым он употребляется (т.к. неправильное употребление предлогов влечет и нарушение падежных окончаний).

Первоначально предлог отрабатывается с существительными только одного склонения, постепенно включаются существительные других склонений. Так, например. Предлог В со значением направления действия (винительного падежа.) сначала используется с существительным 2-го и затем 3-го склонения (кладет в стол, в шкаф, в ящик, в тетрадь). Впоследствии этот же предлог отрабатывается с существительными 1-го склонения (кладет в книгу, в сумку).

После изолированной отработки предлогов В, НА, ПОД проводится их дифференциация. Можно провести со студентами игру «Каждой вещи свое место», в которой одновременно закрепляются предлоги и глаголы: положить, повесить, поставить.

Куда можно повесить пальто? (в шкаф)

Куда можно поставить книгу? (на стол)

Куда можно положить чемодан? (под кровать)

В дальнейшем студенты знакомятся с предлогами. Показывающими местонахождение предмета. Закрепляются умения строить предложения и словосочетания с вопросом и отвечающими на вопрос: ГДЕ? Это сочетания с предлогами В, НА, ПОД, НАД, ОКОЛО, ЗА, ПЕРЕД, МЕЖДУ.

Предлагаем изучение темы «Мебель». Можно предложить студентам прослушать стихотворение про Сашу:

Саша маме помогал,
Саша всюду убирал:
И за шкафом,
И под шкафом,
И в шкафу,
Не любил он пыли – фу!

Спросить: «Где убирал Саша? Покажите». Предлоги уточняются на движениях, которые совершают сами студенты.

Для объяснения значений предлогов нужно создавать конкретные ситуации, правильное выполнение которых зависит от понимания студентами значения отрабатываемых предлогов. На основе конкретных ситуаций формируется умение правильно выражать в речи пространственные отношения. При этом важно научить студентов самостоятельно задавать вопросы и правильно на них отвечать, а кроме того, составлять предложения, опираясь на вопросы.

Всем нам известна сказка «Теремок». Её можно использовать на занятиях по произношению.

При обследовании обнаруживается, что студенты не умеют расположить предметы в соответствии с заданием, так как не владеют понятиями СЛЕВА, СПРАВА, ПЕРЕД, ЗА, НАД, МЕЖДУ, В НАЧАЛЕ, В СЕРЕДИНЕ, В КОНЦЕ, не могут найти предмет в ряду, если надо руководствоваться указанием преподавателя, который использовал при этом то или иное из перечисленных слов – наречие или предлог.

Звуковой анализ развивается на занятиях как осознанная и развернутая система операций, как деятельность, которая протекает тем успешнее, чем лучше студенты владеют такими ее компонентами, как пространственные представления и ориентировка в окружающем, слова-термины и речевые обозначения пространственных отношений.

Тематический ряд можно составить, используя известную сказку «Теремок». Желание играть и действовать с предметами, общение, естественно возникающее во время игры, облегчают усвоение необходимых слов и понятий.

Предлагается описание нескольких игр. Предлоги ЗА, МЕЖДУ можно включить в изучение темы «ТРАНСПОРТ». На доске – различные виды транспорта.

Какая машина едет впереди?

Какая перед автобусом?

За кем едет велосипедист?

А кто между такси и грузовиком?

Ход игры можно изменить. Студенты закрывают глаза, а преподаватель тем временем меняет местами фигуры. Что изменилось? Студенты самостоятельно составляют предложения с предлогами: ЗА, МЕЖДУ, ПЕРЕД.

На следующем этапе работы студенты группы овладевают сочетанием существительного с предлогом ИЗ, который служит для обозначения места и отвечает на вопрос: ОТКУДА? Например: из леса, из шкафа, из портфеля.

И, наконец, студенты приобретают умение составлять словосочетания и предложения со словами, указывающими на действия или сопровождение в сочетании с предлогами С, ОТ, К (подойти к Диле, Фарангиз, Машхуре; отойти от Дили, …; играть с Фарангиз, …). Для закрепления полученных знаний студенты должны много тренироваться в самостоятельном составлении предложений и словосочетаний.

Виды работ могут быть разнообразными:

Составление предложений с предложными конструкциями по специально подобранным картинкам: ложка в стакане, ложка под стаканом, ложка на стакане;

В выборе приемов работы большое значение имеет творческий подход преподавателя. Использование всевозможных предметных и сюжетных картинок, проведение интересных дидактических игр, инсценировок дают очень положительный результат, обогащают и активизируют предложный словарь, помогают развить у студентов интерес и внимание к слову.

Поэтому основными целями работы над предлогами в группе являются:

- дальнейшее закрепление в речи простых предлогов;
- употребление их в правильном значении;
- активизация в речи сложных предлогов;
- дифференциация предлогов.

Особенно это важно в конструкциях, обозначающих направление действия. Употребление того или иного предлога со значением направления действия часто определяется в словосочетании с характером глагольной приставки. В русском языке имеется определенное соответствие глагольных приставок и предлогов:

Входит в дом (в – в)

Выходит, из дома (вы – из)

Подходит к дому (под – к)

Отходит от берега (от – от)

Слез с дерева (с – с)

Залез на дерево (за – на)

В связи с этим необходимо проводить работу над уточнением соответствия в употреблении глагольной приставки и предлога. Можно использовать задания по определению предлога и падежной формы существительного в словосочетании с предлогом:

Влетела … (клетка),

Вылетела … (клетка),

Подлетела …(клетка),

Отлетела … (клетка),

Залетела … (клетка).

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MODERN LINGUISTICS: THEORETICAL FOUNDATIONS AND PRACTICAL APPLICATION

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Abstract: *This article explores the central theoretical principles of modern linguistics and shows how they are applied in real-world contexts. It emphasizes the interdisciplinary nature of contemporary linguistic research and discusses major approaches such as structural, cognitive, functional, and sociolinguistic perspectives. The paper also outlines how these theoretical frameworks contribute to fields like education, translation, language technologies, and discourse studies, highlighting the growing relevance of linguistics in understanding communication and social interaction.*

Keywords: *Modern linguistics, linguistic theory, cognitive linguistics, structuralism, applied linguistics, discourse analysis, sociolinguistics, language technology.*

INTRODUCTION.

Modern linguistics is built upon a variety of theoretical traditions that together shape our understanding of how language functions, develops, and interacts with human cognition and society. Structuralist ideas, first introduced by Ferdinand de Saussure, remain influential in describing language as a system in which each element gains meaning through its relationship with others [Saussure, 2011, p.45]. This perspective laid the foundation for systematic studies of sound, word formation, and sentence structure, and many of its principles continue to guide contemporary linguistic analysis.

Another major influence on modern linguistic thought is the generative tradition initiated by Noam Chomsky. Generative linguistics focuses on the mental mechanisms that enable humans to produce and comprehend language [Chomsky, 2002, p.18]. It suggests that certain grammatical structures are universal and innate, offering a basis for the study of syntax, language acquisition, and models used in computational linguistics. Cognitive linguistics, on the other hand, views language as a part of human cognition rather than an independent mental faculty. It highlights the importance of experience, perception, and conceptualization in shaping linguistic categories [Lakoff & Johnson, 2003, p.67], showing how meaning arises from cognitive processes such as metaphor, mental imagery, and conceptual blending.

Functional and communicative approaches expand our understanding by emphasizing the role of context and communicative purpose in shaping linguistic form. Language is seen not just as a formal system but as a tool used to create meaning in real social interactions [Halliday, 2014, p.22]. This perspective supports the development of discourse analysis and pragmatics, which explore how speakers express intentions, negotiate relationships, and convey social meanings.

These theoretical frameworks are not purely abstract; they play a significant role in practical fields. In education, linguistic research has shifted teaching from memorizing rules to engaging students in meaningful communication. Insights into how the mind processes language have contributed to more effective methods of teaching vocabulary, grammar, and pronunciation. In translation and interpreting, linguistic theories help explain how meaning is constructed and transferred across languages. Cognitive approaches clarify how metaphors and conceptual systems differ across cultures [Lakoff & Johnson, 2003, p.102], while functional approaches underline the importance of context and communicative goals [Halliday, 2014, p.41].

Technological fields also rely heavily on linguistic theory. Natural language processing, speech recognition, machine translation, and conversational AI depend on linguistic models that describe how language works. Generative grammar provides formal rules that help machines analyze sentences [Chomsky, 2002, p.60],

and functional perspectives support efforts to detect intent, coherence, and meaning in digital communication. Corpus-based and discourse approaches further contribute to analyzing media, political communication, and social interaction, helping researchers identify patterns of language use, ideological structures, and cultural norms.

In conclusion, modern linguistics integrates diverse theoretical perspectives to build a comprehensive understanding of language as both a cognitive ability and a social instrument. Its applications in education, translation, communication technologies, and discourse analysis show its increasing value in a rapidly changing world where multilingual interaction and digital communication are central to everyday life.

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KELISHIKLAR O'ZBEK VA INGLIZ TILLARIDA

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Annotatsiya: *Maqola hol kategoriyasiga bag‘ishlangan bo‘lib, u gapdagi so‘zlar o‘rtasidagi bog‘liqlikni ta’minlaydigan va ularning grammatik funksiyalarini ifodalovchi tizim sifatida ko‘rib chiqilgan. Holning o‘zbek va ingliz tillarida qanday ifodalanishi va shakllanishi tahlil qilinib, bu farqlar har bir tilning tuzilish xususiyatlariga bog‘liqligi ta’kidlangan. Tadqiqot holning gap tuzilishidagi funksional roliga e’tibor qaratadi va ikki til bo‘yicha uning realizatsiyasini solishtirmali tarzda tahlil qiladi.*

Kalit so'zlar: *O'zbek tilidagi kelishiklar, ingliz tilidagi predloglar, o'xshashlik va farqlari.*

KIRISH.

O'zbek va ingliz tillarida kelishiklar grammatik tizimning ajralmas qismi bo'lib, ularning shakllanishi va qo'llanishi turli xildir.Ushbu maqolada o'zbek va ingliz tillaridagi kelishiklarning nazariy asoslari, shakl va vazifalari, o'xshashliklari va farqlari haqida tahlil qilinadi.

O'zbek tilida kelishiklar - o'zbek tili agglutinativ til bo'lib, unda grammatik ma'nolar, jumladan, kelishiklar affikslar orqali ifodalanadi. O'zbek tilida 6 ta kelishiklar mavjud

1.Bosh kelishik - so'zning mustaqil holdagi shakli.

2. Qaratqich kelishik - "ning" qo'shimchasi, egalik munosabatini bildiradi.

3.Jo'nalish kelishigi - "ga" yo'nalish yoki maqsadni bildiradi.

4.O'rin-payt kelishigi-"da" o'rin yoki paytni bildiradi.

5.Chiqish kelishigi- "dan" o'rin yoki sababni bildiradi.

6. Tushum kelishigi _-"ni" to'g'ridan to'g'ri obyektni bildiradi.

Bu qo'shimchalar so'zga qo'shilganda uning gapdagi funksiyasi o'zgaradi.

Ingliz tilidagi kelishiklar tushunchasi an' anaviy grammatik qo'shimchalar bilan emas, balki predloglar (prepositions) va so'z tartibi orqali ifodalanadi. Ingliz tilidagi kelishiklar o'rnini quyidagi shakllar egallagan.

1.Possessive case (egalik kelishigi) apostrof ('s) yordamida ifodalanadi. Example:Ozoda's book.

2.Objective case (obyekt kelishigi) to'g'ridan to'g'ri yoki bilvosita obyektni bildiradi. To'g'ridan to'g'ri obyekt:I saw him. Bilvosita obyekt : I gave her the book

3.Prepositions (predloglar) Ingliz tilidagi kelishik vazifasini bajaruvchi asosiy vostilar.

o'rin :on, in, at

yo'nalish: to, into, towards

sabab: because of, due to...

Shu sababli ingliz tilidagi "kelishik" tushunchasi ko'proq funksional - sintaktik xarakterga ega.

Ingliz tilidagi va o'zbek tilidagi kelishiklarning o'xshashlik va farqlari. O'xshashliklar:

1.So'zlar o'rtasidagi bog'lanishni ta'minlash

2.Grammatik vazifa - ikkala til ham kelishik orqali ega, to'ldiruvchi va boshqa gap bo'laklarining grammatik vazifalarini aniqlaydi.

3.Tushunish osonligi. Har ikki tilda kelishik yoki predloglar gap ma'nosini to'liq tushunishga yordam beradi.

Farqli jihatlari.

1.O'zbek tili agglutinativ til bo'lib, kelishiklar qo'shimchalar orqali ifodalanadi. Masalan, uydan.

Ingliz tilida esa kelishiklar predloglar yoki so'z tartibi orqali ifodalanadi. Example, from the house.

2.So'z tartibi ahamiyati. Ingliz tilida so'z tartibi muhim ahamiyatga ega, chunki u kelishik ma'nosini belgilaydi. O'zbek tilida erkin, ingliz tilida esa odatda qatiy, SVOMPT kabi

O'zbek tilida qo'shimchalar kelishikni belgilaydi

3.Predloglar. Ingliz tilida predloglar ko'p va murakkabroq bo'lib, ular turli vazifalarni bajaradi va turli ma'nolarni ifodalaydi. Example, on the table (stolda) at the table (stol yonida). O'zbek tilida esa bunday murakkablik yo'q, har bir kelishikning ma'nosi aniq.

4.Qaratqich kelishigi. O'zbek tilida qaratqich kelishigi qo'shimcha bilan ifodalanadi. Kitobning muqovasi kabi

Ingliz tilida esa egalikni ifodalash uchun apostrof yoki predlog ishlatiladi.

The book's cover or The cover of the book

Xulosa

O'zbek tili kelishiklarni aniq grammatik qo'shimchalar orqali ifodalaydi. Ingliz tili esa grammatik tizimida kelishik ma'nosi odatda predloglar yordamida bildiriladi. Ikkala tilning kelishiklari o'ziga xos qoidalarga ega bo'lsa-da, ularning asosiy maqsadi gapdagi so'zlarning o'zaro bog'lanishini ta'minlash va grammatik ma'no berish hisoblanadi.O‘zbek tilida kelishiklar affikslar orqali aniq va qat’iy shakllangan bo‘lsa, ingliz tilida ular sintaktik vositalar, predloglar va so‘z tartibi orqali ifodalanadi. Shuning uchun bu ikki tilni qiyosiy o‘rganish tilshunoslikda muhim ahamiyat kasb etadi.

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HOW WRITERS DEPICTED THE CITY OF SAMARKAND IN ARABIC NOVELS

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Abstract: *This study examines how the city of Samarkand is portrayed in the Arabic novel as a narrative and cultural space that blends history, identity, and imagination, highlighting the role of place in shaping Arab consciousness through the analysis of multiple narrative models.*

Key words: *Samarkand, Arabic novel, place, identity, narrative, memory.*

KIRISH.

كيف ترجم الادباء مدينة سمرقند في الرويات العربية

تبحث الدراسة كيف ترجمت مدينة سمرقند في الرواية العربية بوصفها فضاءً سرديًا وثقافيًا يدمج التاريخ والهوية والخيال، وتبرز دور المكان في تشكيل الوعي العربي عبر تحليل نماذج روائية متعددة.

الكلمات المفتاحية (سمرقند، الرواية العربية، المكان، الهوية، السرد، الذاكرة).

كيف ترجم الادباء مدينة سمرقند في الرويات العربية

تُعالج هذه الدراسة موضوع **تأثير سمرقند الثقافي على الأدب العربي** بوصفه مجالًا نقديًا يجمع بين السرد والثقافة والهوية، من خلال تحليل تمثيل المدينة في الرواية العربية الحديثة. تنطلق الدراسة من أن المكان لم يعد عنصرًا مكمّلًا للحكاية، بل مكوّنًا دلاليًا يُسهم في إنتاج المعنى وتشكيل الوعي التاريخي والجمالي.
وتبرز **سمرقند** في الذاكرة الأدبية العربية رمزًا حضاريًا وإنسانيًا مفتوحًا، يتجاوز حدود الجغرافيا ليجسد تفاعل الذات العربية مع الآخر، ويعيد بناء العلاقة بين الذاكرة والهوية والتاريخ ."فالمكان في الأدب الحديث لم يعد عنصرًا مكمِّلًا للبنية الحكائية، بل أصبح مكوّنًا دلاليًا محوريًا "[1]، تتجسد عبره تصورات الذات والآخر، ويُعاد من خلاله بناء الوعي بالانتماء والتاريخ. وفي هذا السياق، تحتل سمرقند موقعًا متميزًا بوصفها رمزًا حضاريًا مفتوحًا يتجاوز حدوده الجغرافية إلى "آفاق رمزية وإنسانية أوسع "[2].إذ تُمثّل في الخيال العربي صورةً مركبة للمدينة التي تجمع بين التنوير والروحانية، وبين الذاكرة الجماعية والخيال الجمالي.

تتأسس أهمية الموضوع على مستويين:
الأول **نظري** يسعى إلى توسيع مفهوم المكان في الدراسات الأدبية العربية من خلال إدماج مناهج التحليل السردي والثقافي، وتقديم سمرقند نموذجًا تطبيقيًا يُختبر من خلاله التفاعل بين الأدب والهوية. . "فالمكان في الرواية الحديثة له بنية لغوية، ونظام دلالي، وذاكرة ثقافية، والرواية أداة مركزية في إبراز التغيّرات الحضارية والاجتماعية"3، ومن هذا المنظور، يتم تقديم سمرقند كحالة اختبار لنظرية المكان في السرد
أما الثاني **تطبيقي** فيتجلى في دراسة ثلاث روايات عربية تمثّل أجيالًا واتجاهات مختلفة *بسمرقند* لأمين معلوف، *قمر على سمرقند* لمحمد المنسي قنديل، *ورسالة في الصبابة والوجد* لجمال الغيطاني، للكشف عن تعدد الرؤى السردية في تمثيل المدينة بين البعد التاريخي والروحي والوجودي.

تكمن **ضرورة البحث** في ندرة الدراسات العربية التي تناولت صورة سمرقند مقارنة بمدن المشرق العربي، على الرغم من مكانتها المركزية في الوعي الإسلامي. فالمدينة تمثل ملتقى للثقافات الإسلامية والشرقية، وإطارًا رمزيًا لتفاعل العرب مع حضارات آسيا الوسطى. ومن ثم تسعى هذه الدراسة إلى سدّ الفجوة البحثية في هذا المجال من خلال مقاربة نقدية تجمع بين السردي والثقافي والمقارن. ضمن منظور مقارن يتجاوز "الحدود اللغوية والجغرافية"4.

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1 العتري، حاتم (٢٠١٧). دراسات الإعلام، والتحول المكاني، والشرق الأوسط. مجلة الشرق الأوسط للثقافة ص ٦١ scholarworks.aub.edu.lb

2 شرشار، عبد القادر (2001). "الفضاء المديني والرواية البوليسية" .إنسانيات. (انظر ص.journals.openedition.org45 .

3 الفوزان، عبدالله ح. أ. (٢٠١٣). المدينة والتحولات الاجتماعية في الأدب العربي: الرواية السعودية كدراسة حالة (١٩٨٠-٢٠١١). أطروحة دكتوراه، جامعة ليدز. ص ٥ -٣٦ etheses.whiterose.ac.uk .

4 ينظر (المسدي، 2001).

تكتسب الدراسة أهميتها كذلك لأنها تُعيد قراءة العلاقة بين الأدب والتاريخ في ضوء جدلية *السرد والهوية*، إذ تُظهر كيف تجاوزت الرواية التاريخية العربية حدود التوثيق إلى بناء رؤية فكرية وجمالية. وتُعدّ رواية *سمرقند* نموذجًا لتحويل التاريخ إلى نصّ تخيلي إنساني، بينما تكشف رواية *قمر على سمرقند* عن التحولات الاجتماعية بعد الاستعمار، وتقدّم رواية *رسالة في الصبابة والوجد* تصورًا ميتافيزيقيًا للمكان بوصفه فضاءً روحانيًا للمعرفة.

ويُضاف إلى ما سبق أن البحث يسهم في إثراء الدراسات السردية المقارنة من خلال اختبار تفاعل المفاهيم النقدية الحديثة، كـ"التخيل التاريخي" و"الفضاء السردي" و"الهوية النصية"، في نصوص عربية تنتمي إلى ثقافة تتسم بازدواج المرجعيات بين المحلي والعالمي. وتمثل هذا الدراسة إضافة علمية إلى حقل الدراسات الأدبية الشرقية وخاصة في العالم العربي، لأنه يعيد توطين المناهج السردية الحديثة ضمن سياق ثقافي عربي، دون "الوقوع في النقل الحرفي للنظريات الغربية أو الانغلاق ضمن أطر محلية ضيقة"5.

وترى الدراسة أن **تمثيل سمرقند** في الرواية العربية يعيد صياغة العلاقة بين السرد والمكان، وبين الفرد والمجتمع، بما يفتح آفاقًا جديدة لقراءة المدن الإسلامية في الأدب المقارن. ومن ثم تتحدد ضرورة الرسالة في ثلاثة اتجاهات مترابطة:

اتجاه معرفي يهدف إلى سدّ فراغ بحثي في دراسة صورة المدن الإسلامية خارج الجغرافيا العربية.

اتجاه منهجي يسعى إلى توظيف أدوات التحليل والمناهج والنقد الثقافي في قراءة النص العربي الحديث بوصفه نظامًا دلاليًا متعدد المستويات.

1. **اتجاه جمالي وفلسفي** يتقصّى تمثيل المكان بوصفه انعكاسًا لتحولات الوعي العربي بين الذاكرة والتاريخ والحداثة.

وبناءً على ذلك، تمثّل هذه الرسالة إضافة علمية تسعى إلى بناء رؤية نقدية جديدة للعلاقة بين الأدب والمكان، مؤكدة أن المدينة الروائية ليست فضاءً ماديًا بل نظام رمزي يكشف عن الوعي الجمالي والثقافي في النص العربي الحديث.

وعلى ذلك، تمثّل هذه الرسالة إضافة علمية تسعى إلى بناء رؤية نقدية جديدة للعلاقة بين الأدب والمكان، مؤكدة أن المدينة الروائية ليست فضاءً ماديًا بل نظام رمزي يكشف عن الوعي الجمالي والثقافي في النص العربي الحديث.

البحوث العلمية الأجنبية حول موضوع الرسالة

شهدت الدراسات الأجنبية منذ مطلع القرن العشرين اهتمامًا واسعًا بمدينة سمرقند بوصفها ظاهرةً ثقافية تتجاوز حدود آسيا الوسطى، وتمثل رمزًا للحضارة الإسلامية وملتقى للثقافات الإنسانية .وقد توزّعت تلك الدراسات على ثلاثة محاور رئيسة :التاريخي والثقافي، والأدب المقارن، والنقد الثقافي الحديث الذي يبحث في العلاقة بين المكان والهوية والذاكرة في النصوص السردية.

في المحور الأول، تناول مؤرخون ومستشرقون من أوروبا وروسيا سمرقند من منظورٍ تاريخي-حضاري. فقد قدّم Richard N. Frye في كتابه The Heritage of Central Asia: From Antiquity to the Turkish Expansion تحليلاً شاملاً لدور سمرقند في نقل المعارف الإسلامية والفارسية إلى العالم الغربي، مشيراً إلى أنّ "المدينة كانت مركزاً للتفاعل بين الدين والفلسفة والعلوم والآداب6"، كذلك ركّز الكاتب Vasily Barthold في كتابه "Turkestan Down to the Mongol Invasion" على الأثر الثقافي والعلمي لسمرقند في تكوين الهوية الإسلامية في المنطقة، مؤكّداً أنّ "المدينة شكّلت قلباً نابضاً للحضارة الإسلامية لقرونٍ طويلة"7.

أما في الدراسات المقارنة، فقد اكتسبت رواية Samarkand لـ Amin Maalouf (1988) موقعاً محورياً في الاهتمام الأكاديمي الغربي، إذ تناولها عدد من النقاد الأوروبيين بوصفها نصّاً يعيد كتابة التاريخ الإسلامي من منظور إنساني كوني. فقد رأت " Roxanne D. Marcotte" أنّ معلوف قدّم نموذجاً للسرد التاريخي ما بعد الكولونيالي، حيث تُستخدم المدينة رمزاً للحوار بين الحضارات"8.

بينما ناقش Stefan Weidner البنية السردية للرواية، معتبرًا أن "سمرقند فضاءً تأويلياً تتقاطع فيه الفلسفة والتاريخ والأسطورة"9.

وفي السياق نفسه، ناقش Robert D. McChesney في دراسته حول العمارة والذاكرة الإسلامية في آسيا الوسطى كيف "مثّلت سمرقند نموذجاً حضارياً للمدينة المقدّسة في الخيال الإسلامي"10.

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5 ينظر (سعيد، 1997).

6 Frye, R. N. (1996). The Heritage of Central Asia: From Antiquity to the Turkish Expansion. Markus Wiener Publishers.p. 44-45 USA.

7 Barthold, W. (1968). Turkestan Down to the Mongol Invasion (3rd ed.). Luzac & Co. UK p. 180. Russia.

(Whitfield, 2015, p. 151, UK)."

8 Marcotte, R. D. (2003). *Postcolonial Narratives and the Historical City*. McGill-Queen's University Press. p. 78 Canada

9 Weidner, S. (2008). *Samarkand Revisited: Narrative Structures and Cultural Memory*. Peter Lang. p. 112, Germany.

10 McChesney, R. D. (1999). *Architecture and Memory in Islamic Central Asia*. USA.

أما الأبحاث التي اهتمّت بعلاقة الأدب بالمكان فقد قدّمت منظوراً جديداً لفهم سمرقند كرمز سردي. فقد أكّد Edward W. Said في Orientalism أن تمثيل الشرق في الأدب الغربي يتراوح بين الإعجاب والتشبيه، وأنّ "المدن الشرقية — ومنها سمرقند — غالباً ما وُظّفت بوصفها 'نصوصاً ثقافية' تعبّر عن رؤية الغرب للآخر" .11 ، غير أن الدراسات اللاحقة في الأدب المقارن تجاوزت هذا الإطار الاستشراقي لتتناول المدينة في سياقات متعددة الثقافات. على سبيل المثال، قدّم Homi K. Bhabha في كتابه "The Location of Culture" إطارًا نظرياً يساعد على فهم سمرقند كفضاء "هجيني" تتقاطع فيه الهويات وتتشكّل فيه أنماط جديدة من الانتماء، وهو ما ينطبق على الروايات العربية التي أعادت بناء صورة المدينة ضمن منظور إنساني متجاوز للحدود"12.

كما برزت دراسات حول المكان والذاكرة في النقد الغربي الحديث، مثل أبحاث Pierre Nora (1989) في مفهوم "أماكن الذاكرة"(Les Lieux de Mémoire)، حيث تُعدّ "المدن مثل سمرقند مراكز لترسيخ الهوية الجماعية .وتبنّت دراسات لاحقة هذا المفهوم في قراءة المدن التاريخية في الأدب، معتبرةً أن "الفضاء السردي يعمل بوصفه ذاكرة ثقافية حيّة تتجدّد عبر اللغة" [13] ،كذلك ناقش Gaston Bachelard (1994) في The Poetics of Space البعد التأملي للمكان، معتبرًا أن "الفضاء في الأدب هو مرآة للروح الإنسانية[14]"، وهو ما ينسجم مع توظيف المدينة في نصوص الغيطاني بوصفها فضاءً ميتافيزيقيًا.

تشير هذه البحوث مجتمعة إلى أنّ سمرقند لم تعد مجرد موضوع تاريخي أو مبحث في التراث الإسلامي، بل أصبحت موضوعاً إنسانياً عالمياً يُدرَس من زوايا الأنثروبولوجيا، والنقد الثقافي، والدراسات الجمالية، والنظرية السردية. ومع ذلك، فإن معظم هذه الدراسات الأجنبية ركّزت على البعد الغربي في تمثيل المدينة، أو على التحليل التاريخي للحضارة الإسلامية فيها، بينما ظلّ التمثيل الروائي العربي المعاصر لسمرقند غائباً عن نطاق التحليل الأكاديمي الغربي. وهذا ما يجعل الرسالة الحالية تسدّ فراغاً بحثياً حقيقياً، إذ تجمع بين التحليل السردي المقارن والرؤية الثقافية العربية، لتُسهم في إعادة إدماج الأدب العربي ضمن الحقول العالمية لدراسات المكان والهوية.

ويمكن القول إنّ القيمة المضافة التي تُقدّمها هذه الرسالة تتمثّل في توسيع أفق الدراسات الأدبية المقارنة، من خلال موضعة النص العربي داخل حوار عالمي حول المدن والهوية. فهي تستفيد من المفاهيم التي قدّمها النقّاد الغربيون ، لكنها تُعيد تطبيقها على نصوص عربية بمرجعية حضارية مختلفة، فتُظهر كيف تُنتج الرواية العربية رؤيتها الخاصة للمدينة بوصفها فضاءً للانتماء والتأمل والتاريخ المشترك.

الدراسات العربية السابقة حول موضوع الرسالة

تتوزع الدراسات العربية التي تناولت **صورة سمرقند وتمثيل المدن الإسلامية في الرواية العربية** على محاور متباينة تجمع بين النقد السردي، والتحليل الثقافي، والدراسة التاريخية للأدب المقارن. ورغم ندرة الأبحاث التي خصّت سمرقند بدراسة مستقلة، فإنّ الأدبيات النقدية العربية وفّرت خلفية نظرية مهمة حول علاقة **المكان بالهوية** و**المدينة بالخيال السردي** و**التاريخ بالتخييل الأدبي**، وهي الموضوعات التي تشكّل الإطار العام لهذه الرسالة.

فنري الكاتب **سعيد يقطين** يتكلم في كتبه عن *تحليل بنيوي للرواية العربية* فكانت من أوائل الدراسات العربية التي وضعت منهجًا تحليليًا لتفكيك البنية السردية في الرواية العربية، مؤكدًا أن المكان في النص الروائي ليس عنصرًا زخرفيًا بل مكوّن دلالي يؤطر العلاقات الزمانية والشخصية والسردية. وقد أسهمت أفكار يقطين في ترسيخ التصور المنهجي الذي اعتمدت عليه هذه الرسالة في تحليل البنية المكانية لمدينة سمرقند داخل النصوص الروائية الثلاثة.

كما أفاد البحث من تصورات **عبد الفتاح كيليطو** في كتابه "*الأدب والغرابة*" حول التداخل بين النصوص التراثية والحديثة، وهي الرؤية التي تُضيء كيفية استدعاء الرموز التاريخية والدينية في الرواية العربية المعاصرة بوصفها أداة لإعادة بناء الوعي الثقافي.

وفي السياق نفسه، تناول **حميد لحميداني** في *بنية الشكل الروائي* مفهوم المكان بوصفه بنية دلالية تتفاعل مع الشخصية والزمن لتوليد المعنى. وقد استندت هذه الدراسة إلى تحليله في قراءة سمرقند كفضاء يعبّر عن العلاقة الجدلية بين الإنسان والتاريخ، إذ يتحول المكان من خلفية للأحداث إلى مركز لصياغة الرؤية الفكرية. كما استُفيد من أطروحة **يوسف الشاروني** *الرواية العربية والتاريخ* التي أوضحت آليات التخييل التاريخي في النص العربي، وهو المنهج الذي تم تطبيقه على رواية *سمرقند* لأمين معلوف لفهم كيفية إعادة تشكيل التاريخ الإسلامي بلغة رمزية معاصرة.

وتبرز أيضًا دراسات **عبد الله إبراهيم** في كتابه *المكان والسرد والهوية* التي أكدت أن المكان في الرواية العربية يمثل الذاكرة الثقافية للذات العربية في مواجهة الآخر، وأنّ المدينة ليست مجرد بناء عمراني بل نصّ ثقافي يتضمن رموز السلطة والمعرفة

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11. Said, E. (1978). *Orientalism*. Pantheon Books.P.91. USA.

12. انظر Bhabha, H. K. (1994). *The Location of Culture*. Routledge. USA.

13. Nora, P. (1989). *Les Lieux de Mémoire*. Gallimard. France.

14. انظر Bachelard, G. (1994). *The Poetics of Space*. Beacon Press. France.

والهوية. وقد اعتمدت الرسالة هذه الرؤية بوصفها مرجعًا نظريًا رئيسًا في تحليل البعد الهوياتي لسمرقند. أما دراسة **محمد برادة** *الكتابة والرؤية* فقد قدّمت رؤية سيميائية لمفهوم التخييل، وأظهرت كيف ينتج السرد العربي معانيه من خلال التفاعل بين المرجعية الواقعية والبعد التخييلي، وهي الرؤية التي ساعدت على فهم البنية الجمالية للروايات المدروسة.

ومن الأعمال التي تُعدّ أقرب إلى مجال هذه الرسالة ما أنجزه **عبد النبي اصطيف** في بحثه *"المدينة في الرواية العربية الحديثة"* ، إذ خصّص فصولًا لقراءة تحولات صورة المدن العربية الكبرى مثل القاهرة وبيروت ودمشق، وبيّن أن الرواية العربية الحديثة جعلت من المدينة رمزًا للحداثة والاغتراب معًا. إلا أن هذه الدراسات لم تتناول المدن الإسلامية الواقعة خارج الجغرافيا العربية كسمرقند أو بخارى، ما يُظهر الحاجة إلى دراسات تتسع أفقها الجغرافي والثقافي. كما لامس **نزيه أبو عفش** في كتابه *المدينة في الخيال العربي* البعد الرمزي للمدينة الإسلامية في الشعر والنثر، مؤكّدًا أن سمرقند تُذكر في الذاكرة العربية بوصفها مرادفًا للحكمة والجمال، رغم غياب الدراسات الروائية المتخصصة عنها.

أما الدراسات التي تناولت الروايات الثلاث بشكل مباشر فتكاد تكون محدودة. فقد خصّ **نضال الصالح** في مقالته *الخيال التاريخي في روايات أمين معلوف* تحليلًا لتقنية المزج بين التاريخ والخيال، معتبرًا أن معلوف قدّم نموذجًا لرواية تجمع بين التوثيق والتأمل الفلسفي. بينما تناول **نجيب العوفي** *الرواية العربية والمرجعيات الثقافية* بالتحليل، وناقش كيف تتحول المدينة إلى نصّ ثانٍ داخل النص الأصلي، وهي الفكرة التي بنى عليها تحليل سمرقند كـ"نصّ موازٍ" في الروايات المختارة.

وفي ما يتعلق بمحمد المنسي قنديل، تناولت دراسة **منيرة الشافعي**- *جماليات المكان في روايات قنديل* تحليلًا سرديًا لرواية *قمر على سمرقند*، مشيرة إلى أن الرحلة في النص ليست جغرافية فحسب، بل رحلة معرفية ونفسية تسعى إلى استعادة الذات العربية الممزقة بين الماضي والمستقبل. أما **جمال الغيطاني** فقد تناولت تجربته الروائية عدة دراسات نقدية في مصر والمغرب، منها كتاب **محمد بدوي** *الرؤية الصوفية في روايات الغيطاني* الذي أبرز كيف تتحول المدينة في نصوصه إلى فضاء روحاني تتجسد فيه المعاني الصوفية والجمالية، وهو المنظور الذي أفاد منه البحث في تحليل رواية *رسالة في الصبابة والوجد*.

من خلال هذه الدراسات جميعًا، يمكن القول إنّ النقد العربي قد قدّم **أرضية فكرية ومنهجية غنية** لفهم المكان في الأدب، غير أنّه لم يمنح سمرقند مساحة تحليل مستقلة، رغم كونها نموذجًا فريدًا لتفاعل المكان بالهوية والحضارة. لذلك تسدّ هذه الرسالة فراغًا بحثيًا مهمًا في هذا المجال، إذ تُعيد إدراج المدينة ضمن خارطة النقد العربي المعاصر، وتقدّم قراءة سردية مقارنة تجمع بين المنهج السيميائي والتأويل الثقافي، مستفيدة من الإرث العربي في تحليل النص ومن الأدوات الحديثة في النقد المقارن.

البحث مشكلة

تُظهر مراجعة الدراسات السابقة أنّ موضوع تمثيل سمرقند في الأدب العربي الحديث لم يُدرس بعمقٍ كافٍ، ولم يُتناول بعدُ بوصفه محورًا نقديًا يجمع بين التحليل السردي والمقاربة الثقافية. إذ اكتفت معظم الدراسات بالتعامل مع المدينة بوصفها إطارًا تاريخيًا أو جغرافيًا مثل القاهرة وبغداد ودمشق،" بينما بقيت المدن الإسلامية في آسيا .للأحداث دون تحليل رمزيتها ودورها الجمالي في بناء المعنى الروائي الوسطى، مثل سمرقند وبخارى، خارج نطاق الدراسة النقدية المنهجية"[15].

فلقد تناولت بعض الدراسات صورة المكان في الرواية العربية بوصفها تجسيدًا للهوية والذاكرة، لكنها لم تتعمق في دراسة المدن ذات البعد التاريخي الممتد خارج الجغرافيا العربية. على سبيل المثال، يشير عبد السلام المسدي إلى أن: "المدن التاريخية ليست مجرد فضاءات جغرافية، بل هي حاملات للهوية الجماعية والذاكرة الثقافية التي تتشكل عبر النصوص الأدبية"[16].

وفي سياق مشابه، يؤكد إدوارد سعيد في الثقافة والإمبريالية: "السرد الأدبي يتفاعل مع التاريخ والسلطة بشكل يجعل المكان جزءًا لا يتجزأ من هوية **المجتمع وثقافته"**[17].

أما الدراسات التي تناولت رواية **أمين معلوف، سمرقند** فقد ركزت غالبًا على البعد التاريخي والرمزي العام، دون تحليل متكامل لتمثيل المدينة من منظور سردي وثقافي. كما تناولت بعض الدراسات رواية **محمد المنسي قنديل، قمر على سمرقند** من زاوية الرحلة والهوية، لكنها لم تربط بين الصورة الأدبية للمدينة وذاكرة العرب والمسلمين المشتركة. كذلك، يشير **جمال الغيطاني، رسالة في الصبابة والوجد** إلى أن" **المكان في الرواية الصوفية ليس مجرد موقع جغرافي، بل يمثل فضاءً رمزيًا متصلًا بالخبرة الروحية والثقافية للمجتمع."**

من هذا المنطلق، تهدف هذه الدراسة إلى سد الفجوة البحثية عبر تحليل سردي مقارن لصورة سمرقند في الرواية العربية، باعتبارها فضاءً حضاريًا يتقاطع فيه معنى الهوية والذاكرة والتاريخ والتخيل. "فهي تتجاوز دراسة مدينة محددة لتقديم نموذج نظري لفهم العلاقة بين الأدب والمكان خارج الحدود الوطنية[18]" .

مراجعة الأدبيات النقدية توضح أن الدراسات السابقة تناولت المدينة في الرواية العربية من منظور عام أو جزئي، دون تخصيص دراسة شاملة لسمرقند كفضاء ثقافي عابر للجغرافيا العربية. فمعظم الأبحاث ركزت على المدن ذات المركزية السياسية أو التاريخية داخل العالم العربي، بينما "بقيت المدن الإسلامية في آسيا الوسطى خارج نطاق الاهتمام النقدي"[19].

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15 القاضي، محمد. سمرقند بين التاريخ والأدب، ص. 34، كتاب، دار الثقافة، 2015، مصر

16 عبد السلام المسدي (2010، ص. 78، كتاب، دار سراس، تونس

17 إدوارد سعيد (2000، ص. 65، كتاب *الثقافة والإمبريالية* ، مطبعة جامعة كولومبيا، USA

18 الطاهر، علي. دراسات في الأدب والمكان، ص. 45، دار النشر الجامعية، 2018، المغرب.

وبناءً على ذلك، تتمثل مشكلة البحث في غياب الدراسة النقدية المتخصصة التي تتناول تمثيلات سمرقند في الرواية العربية الحديثة من جوانبها التاريخية والثقافية والجمالية، وعلاقتها بالتحولات الفكرية والرمزية في الوعي العربي والبحث هنا يريد ادراجها."ليشمل المدن الإسلامية الكبرى خارج المركز العربي التقليدي"[20].

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KOREYS TILIDA SON SO‘Z TURKUMI

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Annotatsiya. *Ushbu maqolada koreys tilida son so‘z turkumi o‘rganilgan. Koreys tilida sonlarning turlari va ularning qo‘llanilish o‘rni tahlil qilinadi. Koreys tilida sonlar turlarining qo‘llanilish o‘rni bir biridan farqligi ko‘rsatiladi. Shuningdek xitoy sonlari va koreys sonlarining ishlatilish o‘rinlari msiollar orqali tushuntirilgan. Kunlarni ifodalashda sonlarning o‘zgarishi ham berilgan.*

Kalit so‘zlar: *Koreys sonlari, xitoy sonlari, tartib sonlar, miqdor sonlar, asosiy sonlar.*

KIRISH.

Sonlar mustaqil ma’noli tobe so‘zlardan iborat bo'lib, predmetning miqdorini va tartibini ko‘rsatadi. Qancha, necha, nechanchi? kabi so‘roqlarga javob bo‘ladi. Koreys tilida sonlar qadimdan koreys va xitoy tilidan o‘zlashgan sonlariga bo‘linadi. Ularning qo‘llanish usullari turlichadir. Masalan: soatni aytganda koreyscha sonda, daqiqani aytganda xitoy sonlaridan foydalaniladi, yoshni aytganda koreyscha sonda, yil, oy, kun sanalarni aytganda xitoy sonlari ishlatiladi. Narsa, buyumlarni donalab aytganda 100 gacha koreys sonida, 100 dan oshgach xitoy sonidan foydalaniladi.

Koreys tilida son 수사 deb ataladi. Otlarning miqdor yoki tartibini ko’rsatadigan so‘zlarga son deyiladi. Koreys tilida miqdor sonlar 양수사 va tartib sonlar 서수사 deb ataladi.

사탕 **하나** 줄까?
이 일은 혼자보다 **둘이** 하는 것이 낫겠다.
지금 **한** 시 몇 분이에요?
교실에 학생 **두** 명밖에 없어요.
혼자서 술 **세** 병을 마셨어요.
고양이가 새끼 **네** 마리를 낳았어요. Quyidagi keltirilgan misollarda 하나, 둘이, 한, 두, 세, 네 kabi sonlar ishlatilgan.

Miqdor sonlar miqdorni, tartib sonlar tartibni bildiradi.

Koreys tilida miqdor sonlar ikkiga: koreys sonlari고유어 수사 va xitoy sonlariga 한자어 수사ga bo’linadi.

	한자어 수사	고유어수사
1	일	하나
2	이	둘
3	삼	셋
4	사	넷
5	오	다섯
6	육	여섯
7	칠	일곱
8	팔	여덟
9	구	아홉
10	십	열
20	이십	스물
30	삼십	서른

40	사십	마흔
50	오십	쉰
60	육십	예순
70	칠십	일흔
80	팔십	여든
90	구십	아흔
100	백	백
1000	천	천
10,000	만	만
100,000	십만	십만
1,000,000	백만	백만
10,000,000	천만	백만
100,000,000	억	백만

하나, 둘, 셋, 넷. 다섯, 여섯, 일곱, 여덟, 아홉 sonlari asosiy sonlar. Koreys sonlar 99gacha bo‘ladi, 99dan keyin yana xitoy sonlaridan foydalanamiz. Miqdorni ifodalaydigan sonlar aniq bo‘lmagan miqdorni ifodalaganda quyidagicha ifodalanadi. 한둘(하나나 둘), 두셋(둘이나 셋), 서넛(셋이나 넷), 너덧(넷이나 다섯), 댓(다섯쯤 되는 수), 대여섯(다섯이나 여섯), 예닐곱(여섯이 나 일곱), 여남은(10이 조금 넘는 수). Xitoy sonlari ham 일, 이, 삼, 사, 오, 육, 칠, 팔, 구 sonlari asosiy sonlar hisoblanadi [2:390]. Koreys sonlari sanalarni ifodalaganda o‘zgarib ketadi.

Bir kun – 하루
Ikki kun-이틀
Uch kun-사흘
To’rt kun-나흘
Besh kun닷세
Olti kun-엿세
Yetti kun- 이레
Sakkiz kun-여드레
To‘qqiz kun- 아흐레;
O‘n kun- 열흔
O‘n besh kun-보름
Yigirma kun-스무날
O‘ttiz kun- 그믐.

한자어 수사- xitoy sonlari sanashda, oy, yil, kun, daqiqa, telefon nomer, xona raqam, tug’ilgan yil oy kun, bet, pul, mavzu, porsiya, gramm, kilometr kabilar bilan foydalaniladi.월, 개월 – xitoy soni, 달- koreys soni, 년- xitoy soni, 해- koreys soni bilan ishlatiladi [1:50].

Tartib sonlar - 서수사. Koreys tilida tarib sonlari miqdor sonlari + 번째 qo‘shimchasi qo‘shilishi bilan hosil bo‘ladi.첫째, 둘째, 셋째, 첫번째, 두번째, 세번째 kabi. Xitoy tartib sonlari 제+ miqdor sonlari orqali hosil bo‘ladi. 제일, 제이,제삼, 제사 kabi [3:68].

Koreys tilida sonlar ikkiga bo‘linishini ko‘rib chiqdik. Koreys sonlari va xitoy sonlari. Bu sonlar bir biridan ishlatilish o‘rni bilan farq qiladi. Yosh, hisob so‘zlari bilan koreys sonlari, sana, yil, telefon nomeralari bilan xitoy sonlari aytilishi bilan bir biridan ajralib turadi.

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TRANSLATION CHALLENGES AND METHODS OF CONVEYING STYLISTIC NUANCES OF ENGLISH AND UZBEK IDIOMS

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Abstract. *The article discusses the problems of translating English and Uzbek idioms related to their cultural specificity, imagery and expressiveness. Particular attention is paid to the difficulties of conveying stylistic nuances, emotional and expressive nuances, and national and cultural nuances of fixed expressions. The main methods of translation are analysed: literal, adaptive, equivalent and commentary, with the aim of preserving the meaning and stylistic colouring of idioms. The work emphasises that effective translation requires a combination of linguistic competence and intercultural understanding, which contributes to the accurate transmission of the original text and its expressive means in the target language.*

Keywords: *idioms, translation, English, Uzbek, translation methods, literal translation, equivalent translation, adaptation, descriptive translation.*

INTRODUCTION.

The aim of this study is to identify the difficulties of translating English and Uzbek idioms and to analyse methods of conveying their stylistic and emotional- expressive features. The following tasks are set in the course of the work: to study the linguistic and cultural features of idioms in both languages; to identify key problems in conveying - cultural nuances; considering translation methods and evaluating their practical effectiveness. The object of the study is idioms national in English and Uzbek as a special category of fixed expressions that are figurative and emotionally charged. The subject of the study is the difficulties of translation and ways of preserving stylistic nuances in the target language. Analysis of specific examples allows us to identify patterns in the transmission of meaning and expressiveness, as well as to develop recommendations for more accurate and adequate translation that takes into account both linguistic and cultural aspects.

An idiom is a fixed expression whose meaning cannot be determined literally from the composition of words, but is formed holistically [Kunin, 1996, p. 87; Cowie, 1998, p. 44]. The main characteristics of idioms include imagery,expressiveness and cultural specificity. In English, idioms are widely used to add emotional colour and expressiveness to speech, often reflecting historical and social realities. Uzbek idioms, in turn, carry national, cultural and mental characteristics, expressing folk wisdom and the imagery of the language.

Problems with translating idioms arise from the inability to convey their direct meaning and stylistic nuances, as well as differences in cultural context. It is often necessary to use methods of adaptation, equivalent translation or explanatory commentary to preserve the emotional and stylistic colouring. Effective translation requires a combination of linguistic competence and intercultural understanding.

Translating idioms is tricky because it's hard to get across their style and cultural stuff. Cultural and national stuff is a big deal: lots of idioms reflect historical events, traditions, or how people think, which makes it tough to get them right in another language [Abduazizov, 2010, p. p59].

Lexical and semantic differences between English and Uzbek also create problems in conveying meaning. Some words and expressions have no direct equivalents, requiring the search for functionally and stylistically similar substitutes. The emotional and expressive colouring of idioms is another complication:

idioms can express humour, irony, sadness or admiration, and the loss of these nuances in translation reduces the expressiveness of the text [Shansky, 2006, p. 112; Cowie, 1998, p. 44]. Effective translation requires not only knowledge of the language, but also a deep understanding of the cultural context and emotional intonation of the original expression.

Translating idiomatic expressions is a special linguistic task, since a literal rendering of the components usually results in a loss of the original meaning and stylistic nuance. For this reason, a set of translation methods is used. Calquing (literal translation) has limited application and is used in cases where the figurative basis and semantics in the source and target languages coincide completely or partially. Despite the possibility of preserving the formal structure, this method often fails to convey connotative and culturally specific nuances of meaning. Equivalent translation is considered the most effective method, as it involves replacing the source idiom with its established functional equivalent in the target language. This strategy allows both the denotative meaning and the stylistic and expressive colouring of the expression to be fully preserved.

In the absence of direct equivalents, transformational methods are used. Adaptation (analogous translation) involves modifying the original image in order to bring it closer to the cultural realities of the target audience. Descriptive (explanatory) translation, in turn, boils down to revealing the meaning of the idiom by means of free lexical combination, which compensates for the loss of imagery.

Comments and footnotes are used to convey national and cultural characteristics and emotional and expressive nuances, especially in artistic and academic texts. These techniques provide the necessary cultural context while minimising the loss of pragmatic impact [Baker, 2011, p. 122].

The practical part of the study examines concrete examples of translating idioms between English and Uzbek. For instance, the English idiom “Break the ice” is translated into Uzbek as “muzni sindirmoq”, preserving both the imagery and functional meaning. Similarly, the Uzbek idiom “O‘t ichida pishmoq” can be rendered in English as “to be in hot water”, effectively conveying its sense and emotional nuance.

A comparative analysis shows that successful translations maintain both the semantics and stylistic function of the idiom. Difficult cases arise with culturally specific expressions where direct equivalents do not exist. In such situations, adaptive translation or explanatory notes are used, ensuring comprehension and expressive quality.

The practical analysis confirms that the choice of translation method depends on a combination of lexical, semantic, and cultural factors, as well as the purpose of the text and the target audience. Effective translation balances accuracy with stylistic and cultural fidelity.

In conclusion, the study demonstrates that translating idioms between English and Uzbek involves significant challenges due to cultural specificity, semantic differences, and emotional nuances. The main findings show that successful translation requires a combination of literal, equivalent, adaptive, or explanatory methods to preserve both meaning and stylistic effect. Recommendations emphasize selecting translation strategies based on context, audience, and idiomatic function. Future research could expand to other language pairs, explore innovative translation techniques, and develop practical guidelines for translators to maintain expressiveness and cultural accuracy across diverse texts [Newmark, 1988, p. 95].

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STYLISTIC PECULIARITIES OF PHRASEOLOGICAL UNITS IN ENGLISH AND UZBEK LANGUAGES

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Abstract. *The article examines the stylistic features of idioms in English and Uzbek. Their expressiveness, imagery and functional role in various speech situations are analysed. Particular attention is paid to comparing the structural and semantic characteristics of fixed expressions, as well as identifying cultural and national factors that influence their use. The study demonstrates both universal and unique features of phraseological units, which allows for a deeper understanding of their significance in intercultural communication and the importance of correct interpretation in the translation process.*

Keywords: *phraseology, semantics, structure, stability, stylistic value, English, Uzbek, idioms, fixed expressions.*

INTRODUCTION.

The aim of this study is to identify stylistic features of English and Uzbek idioms and determine their significance in conveying emotionally expressive and culturally marked meanings. To achieve this goal, we plan to analyse the theoretical foundations of phraseology, study the specifics of the use of fixed expressions in both languages, compare their structural and semantic types, and identify the factors that determine their stylistic role.
The object of the study is English and Uzbek phraseological units as fixed verbal complexes with a single meaning. The subject is their stylistic characteristics, including imagery, emotional expressiveness, cultural conditioning, and functional features in various speech styles. Analysis of these aspects contributes to a deeper understanding of the role of phraseological units in intercultural communication and the mechanisms of forming a national linguistic picture of the world.

The field of phraseology examines set phrases—such as idioms, proverbs, and famous quotations—which possess a unified meaning and a specific grammatical form. The defining feature of a phraseological unit is that its overall significance cannot be deduced by simply combining the definitions of its component words [Fernando, 1996, p. 14]. These expressions are prevalent in both spoken and written language to introduce imagery, emotional depth, and expressiveness.
Scholars classify them based on:

- Semantics (their meaning, e.g., idioms vs. proverbs).
- Structure (whether they function as verbs, nouns, or adjectives).
- Stability (how fixed or unchangeable their wording is).

Their stylistic value lies in their ability to intensify expression, evoke a national or cultural feeling, shape a literary or conversational tone, and carry a language's historical and cultural heritage [Cowie, 1998, p. 27]. This makes them indispensable tools for effective communication and literary artistry.
English idioms are highly expressive and figurative, making them an important tool for expressive speech. They allow you to convey emotions, moods and evaluative nuances, creating vivid linguistic images [Moon, 1998, p. 103]. In literature, English idioms and fixed expressions are often used to characterise characters, enhance the artistic impression and add colour to the text. For example, expressions with metaphorical meanings help the author to convey meaning and emotional nuances concisely and expressively.

In colloquial speech, idioms serve to simplify and enliven communication. They are used for emotional emphasis, jokes, comparisons, and figurative descriptions. At the same time, it is important to consider the

context, as some idioms have an outdated or specific style. Thus, the stylistic features of English idioms are manifested in their expressiveness, imagery, and ability to enrich both written and spoken language [Moon, 1998, p. 104].

Idioms in the Uzbek language serve as a key element for conveying national identity, figurative thinking, and emotional nuances. They encode cultural traditions, worldviews, and the unique mentality of the people, which determines their high expressive value [Sabirov & Umarov, 2010, p. 55]. Their figurative system has its roots in folklore, proverbs and metaphors, enriching the language.

The stylistic use of these fixed expressions is varied: in literary texts, they enhance emotionality and create colourful images, while in spoken language, they add liveliness and naturalness. Although their use is limited in formal business and scientific spheres, situational application can serve to emphasise a thought. Thus, the stylistic significance of Uzbek phraseological units is determined by their expressiveness, cultural uniqueness and adaptability to various contexts of communication [Sabirov & Umarov, 2010, p. 58]. A comparative analysis of English and Uzbek idioms reveals both similarities and differences. They share figurative language, expressiveness, and the ability to convey emotional and evaluative nuances, as well as their role in creating national colour in speech. The differences are evident in their structure and meaning: English idioms are often formed metaphorically and have a figurative meaning, while Uzbek idioms are closely linked to folk culture, proverbs and fixed expressions [Fernando, 1996, p. 88]. These features reflect the historical, cultural and mental differences between native speakers, which is important to consider in translation and intercultural communication.

Idioms play an important role in intercultural communication, as they reflect national traditions, worldviews and social experiences of a people. However, difficulties arise in translation due to idiomaticity, cultural realities and differences in imagery. Literal translation often leads to distortion of meaning, so it is important for the translator to consider the context and stylistic features of the expression. Ways to convey stylistic colouring include using a similar phrase in the target language, descriptive translation, or preserving the image while adapting the structure [Baker, 2011, p. 74]. These approaches help convey the emotional, cultural, and expressive value of idioms in intercultural communication.

In conclusion, it can be noted that idioms in English and Uzbek play an important role in revealing cultural characteristics and stylistic richness of speech. The analysis showed that both languages are highly figurative and expressive, but differ in structure, origin and cultural symbolism of expressions. The main conclusion is the need to take into account national and cultural characteristics when studying and translating idioms [Cowie, 1998, p. 31]. Prospects for further research include expanding the comparative analysis, studying the functioning of idioms in contemporary media texts, and analysing the changes taking place under the influence of globalisation.

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AMBIGUITY, VAGUENESS VA NEUTRALITY TUSHUNCHALARINING ZAMONAVIY INGLIZ TILI TADQIQOTLARIDAGI O‘RNI

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Annotatsiya. *Mazkur maqolada zamonaviy ingliz tili tadqiqotlarida muhim o‘rin tutuvchi ambiguity (noaniqlik), vagueness (noma’lumlik) va neutrality (neytralitet) tushunchalari leksik, sintaktik va pragmatik darajalarda tahlil qilinadi. Til sistemasining tabiiy jihati bo‘lgan ko‘p ma’nolilik, kontekstdagi o‘zgaruvchanlik va nutqiy sharoitlar ushbu kategoriyalarning shakllanishiga asos bo‘lishi ko‘rsatib beriladi.*

Kalit so‘zlar: *ambiguity, vagueness, neutrality, sintaktik noaniqlik, semantik noma’lumlik, polisemantik birliklar, pragmatik talqin, ingliz tili.*

KIRISH.

Til inson tafakkurining eng muhim mahsuli sifatida doimo o‘zgarishda, rivojlanishda va kontekstga moslashishda davom etadi. Shu sababli tabiiy tillarda ma’no barqarorligi, mazmunning aniq chegaralanganligi yoki talqinning bir xil bo‘lishi deyarli mumkin emas. Zamonaviy lingvistika aynan mana shu jarayon tilda noaniqlik, noma’lumlik va neytralitetning paydo bo‘lishini chuqur tahlil qilishga katta e’tibor qaratmoqda. Ingliz tili misolida bu hodisalar alohida ahamiyatga ega, chunki ingliz tili strukturasi, uning sintaktik moslashuvchanligi va leksik boyligi tabiatan turlicha talqinlarga keng imkon yaratadi.

Tilshunoslikda ambiguity (noaniqlik), vagueness (noma’lumlik) va neutrality (neytralitet) kabi tushunchalar mazmuni o‘zaro yaqin tuyulsa-da, aslida ular til tizimida turli funksional yuklamaga ega. Bu uch fenomen tildagi ko‘p ma’nolilik, sintaktik moslashuvchanlik, konnotativ qatlam, pragmatik kontekst va kognitiv qabul kabi mezonlar bilan bevosita bog‘liq. Ayniqsa, ingliz tilidagi polisemantik birliklar, sintaktik strukturalarning soddaligi, predloglar tizimining moslashuvchanligi va gap tarkibining ko‘chuvchanligi ushbu kategoriyalarning namoyon bo‘lishi uchun qulay lingvistik muhit yaratadi. Shu sababli ingliz tilida noaniqlikni o‘rganish nafaqat nazariy, balki amaliy jihatdan ham katta ahamiyat kasb etadi.

Ambiguity, ya’ni noaniqlik, tilning tabiiy xususiyatlaridan biri sifatida turli darajalarda uchraydi: leksik, morfologik, sintaktik, pragmatik va hatto diskursiv darajalarda. Bu kategoriya polisemantik so‘zlardan tortib, gapdagi so‘z tartibining o‘zgarishi, predloglarning ko‘p ma’noliligi, referenting noaniqligi yoki nutqiy kontekstning yetarli emasligi tufayli kelib chiqishi mumkin. Ingliz tilida polisemantik birliklar ko‘pligi tufayli bir so‘z ko‘pincha bir nechta ma’noga ega, shu bois kontekstning roliga alohida e’tibor talab etiladi. Masalan, *bank, light, match, spring* kabi so‘zlar turli kontekstlarda turli ma’noni ifodalaydi. Bu esa tahlilda semantik noaniqlikni yuzaga chiqaradi.

Tilshunos I. V. Arnold, J. Katz, V. Zvitskiy, G. Leech (1983), Ch.Fillmore kabi olimlar til tizimidagi noaniqlikni turli nuqtai nazardan tahlil qilgan. Ularning yondashuvlarida umumiy jihat shundaki, ambiguity inson tilining tabiati va kognitiv mexanizmlari bilan bog‘langan murakkab hodisa sifatida qaraladi [1]. J.Katz strukturaviy ambiguity haqida so‘zlar ekan, gapning yuzaki shakli bir xil bo‘lgani holda uning chuqur sintaktik tuzilishi har xil bo‘lishi mumkinligini ko‘rsatadi. Uning yaqin misoli sifatida “*She saw the man with a telescope*” gapining ikki xil talqin qilinishi tilning chuqur sintaktik mexanizmlarini anglash zarurligini ko‘rsatadi. Bu hodisa J. Katz uchun “latent ambiguity” ya’ni yashirin noaniqlik sifatida baholanadi [2].

Boshqa tomondan, vagueness noma’lumlik kategoriyasi tilning strukturaviy belgisidan ko‘ra, uning semantik chegaralarining mavhumligi bilan bog‘liq [3]. “*Tall*”, “*young*”, “*expensive*”, “*soon*”, “*cold*” kabi

sifatlovchi yoki belgilovchi birliklarda noaniq chegara mavjud bo‘lib, ular ma’lum bir standart yoki aniq mezonga tayanmaydi. Ogden va Richards bu hodisani “*ma’no uchburchagi*” orqali izohlaydi: so‘zning referenti (dunyodagi obyekt), uning ma’nosi va inson ongidagi tasavvuri o‘rtasidagi nomutanosiblik noma’lumlikni yuzaga keltiradi [4]. Masalan, “*He is tall*” gapidagi “*tall*”ning real o‘lchovi 170 sm, 180 sm yoki 190 sm ekanligi noaniq. Bu baholash individual qabul, madaniy sharoit, ijtimoiy qarash va hatto biologik omillarga bog‘liq bo‘lishi mumkin. Shu sababli vagueness ko‘proq semantik elastiklik bilan xarakterlanadi.

Uchinchi muhim kategoriya neutrality, ya’ni neytralitet tilning konnotativ bo‘yoqdan xoli bo‘lgan, hissiy yuklamaga ega bo‘lmagan birliklarining qo‘llanishi bilan bog‘liq. G.Leechning denotativ ma’no haqidagi qarashlarida aynan neytral birliklar ilmiy matnlarda, ma’lum faktni bildiruvchi gaplarda yoki standart ta’riflarda ko‘proq qo‘llanishi ta’kidlanadi [5]. Masalan, “*elderly*” va “*old*” so‘zlari bir xil obyekt yosh bo‘yicha katta odamni anglatadi, ammo ulardan biri salbiy konnotatsiyaga, ikkinchisi esa neytral mazmunga yaqin. Bu jarayon tilning pragmatik qatlami bilan chambarchas bog‘liq bo‘lib, so‘zlovchining maqsadi, nutq vaziyati, adresat bilan bo‘lgan ijtimoiy masofa kabi omillarni hisobga oladi.

Shu o‘rinda shuni ham ta’kidlash kerakki, ambiguity, vagueness va neutrality tildagi bir-biridan mustaqil hodisalar bo‘lsa-da, ular ko‘pincha nutq jarayonida bir-biriga yaqinlashishi va hatto aralashib ketishi mumkin [6]. Masalan, biror so‘zning konnotativ neytral bo‘lishi uning semantik nuqtai nazardan noma’lum bo‘lishini inkor etmaydi. Yoki tarkibida noaniqlik mavjud bo‘lgan gap ham neytral pragmatik tusga ega bo‘lishi mumkin. Shu bois bu kategoriyalarni farqlashda lingvistlar odatda uch mezonni inobatga olishadi: strukturaviy (syntax), semantik (lexical/semantic) va pragmatik (pragmatics).

Ingliz tilining sintaktik moslashuvchanligi strukturaviy ambiguityning eng keng tarqalgan manbalaridan biridir. Prepozitsion birikmalarning ko‘p ma’noligi, atributiv guruhlarning ketma-ket kelishi, qo‘shimcha gaplarning (clause) o‘rinlashuvi, aniqlovchilarning (modifier) o‘qilishi sintaktik noaniqliklarni yuzaga chiqaradi. Masalan, “*old men and women*” birikmasi “keksalar - erkaklar va ayollar” deb talqin qilinishi mumkin bo‘lsa, ayrim hollarda “keksalar erkaklar va yosh ayollar” deb ham tushunilishi ehtimoldan xoli emas. Bu hodisa atributiv bog‘lanishning aniqlanmaganligi bilan bog‘liq.

Nutqiy aktlarda (speech acts) ham ambiguity muhim rol o‘ynaydi. Masalan:

Why don’t you ask for help?

Bu gap muloqot vaziyatiga qarab ikki xil mazmunga ega bo‘lishi mumkin:

Maslahat berish “*Senga yordam so‘rash kerak*”

Shikoyat yoki tanbeh “*Nega yordam so‘ramayapsan*?”

Bu holatda strukturaviy emas, balki pragmatik ambiguity namoyon bo‘ladi.

Can you pass the salt? bu jumlada literal ma’no (qodirmisan?) bilan illokutiv ma’no (tuzni uzat) o‘rtasidagi tafovut pragmatik noaniqlikning klassik ko‘rinishidir.

Vagueness esa ko‘pincha baholovchi birliklar, modallik fe’llari, intensifikatorlar, umumiy tushunchalar orqali yuzaga keladi: “*soon*”, “*rarely*”, “*often*”, “*kind of*”, “*maybe*”, “*somewhat*” kabi birliklar nutqni aniqlikdan yiroqlashtiradi, ammo bu til komunikativ jarayonini qiyinlashtirmaydi, aksincha, ba’zan uni yumshatadi, moslashtiradi yoki noqulay vaziyatlardan chiqishda yordam beradi. Shuning uchun vagueness ko‘pincha nutq etiketi bilan uyg‘unlashadi.

Neytralitet esa tildagi stilistik ikki qutb ekspressivlik va konnotativlikka qarshi qo‘yilgan betaraflikning ifodasidir. Ingliz tilining rasmiy, texnik, ilmiy ko‘rinishida aynan neytral birliklar ustun bo‘lib, bu mazkur uslublarning umumiy normativ xususiyatini belgilaydi. Neytralitetning mavjudligi tilni idroklashda obyektivlikni ta’minlab, noaniqlikning kamayishiga ham yordam beradi.

Shunday qilib, ambiguity, vagueness va neutrality tushunchalari ingliz tilining semantik tuzilishida o‘ziga xos o‘rin tutadi. Tilda ma’no qanday shakllanishi, qanday o‘zgarishi va qanday talqin qilinishi masalalari ushbu kategoriyalarni chuqur tahlil qilish orqali yanada ravshan bo‘ladi. Shu bilan birga, zamonaviy lingvistika bu fenomenlarni faqat nazariy masala sifatida emas, amaliy kommunikatsiyaning ajralmas tarkibiy qismi sifatida ham ko‘rib chiqadi. Mazkur maqolada ushbu uch fenomen farqlari, ularning lingvistik asoslari va ingliz tilidagi ko‘rinishlari ilmiy manbalar, misollar va nazariy yondashuvlar asosida tahlil qilinadi.

Xulosa. Ambiguity, vagueness va neutrality ingliz tili semantikasi va pragmatikasining eng murakkab, shu bilan birga eng tabiiy kategoriyalaridan sanaladi. Ambiguity tildagi ko‘p ma’nolilik va strukturalarning o‘ziga xosligi bilan bog‘liq bo‘lsa, vagueness ma’noning noaniq chegaralari, subyektiv qabul va madaniy kontekst bilan chambarchas aloqadordir. Neutrality esa tildagi konnotativ bo‘yoqning yo‘qligiga asoslanadi va ko‘proq ilmiy-uslubiy matnlarda uchraydi.

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AFFIX PRODUCTIVITY IN CONTEMPORARY ENGLISH MEDIA DISCOURSE

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Abstract. *This article examines the productivity of affixes in contemporary English media discourse, focusing on news headlines, social networks, advertising texts, and online journalism. Productive prefixes and suffixes actively contribute to the creation of new lexical items, enrich vocabulary, and reflect socio-cultural changes. The study analyzes the most frequently used affixes, their semantic roles, and communicative functions, illustrating how affixation enhances expressiveness and accelerates the spread of neologisms in digital communication.*

Keywords: *affix productivity, media discourse, prefixes, suffixes, neologisms, digital communication.*

INTRODUCTION.

Affix productivity is one of the central issues in modern morphology and lexical development. In contemporary English media discourse—particularly in news headlines, social networks, advertising texts, and online journalism—new words are frequently generated through productive affixes. These affixes not only enrich the vocabulary but also shape public perception, create expressive effects, and reflect ongoing socio-cultural changes. The rapid spread of digital communication has significantly increased the frequency of affix-based neologisms. This article explores the productivity of English affixes in today’s media environment, focusing on the most common prefixes and suffixes, their semantic roles, and the communicative functions they perform.

Affikslar produktivligi zamonaviy ingliz tili morfologiyasining muhim masalalaridan biridir. Hozirgi ingliz ommaviy axborot vositalari, xususan yangilik sarlavhalari, reklama matnlari, ijtimoiy tarmoqlar va onlayn jurnalistikada yangi soʻzlarning katta qismi aynan affikslar orqali yaratilmoqda. Bunday affikslar lugʻat boyligining kengayishiga xizmat qilishi bilan birga, matnning emotsional ta’sirini kuchaytiradi, ijtimoiy hodisalarni aks ettiradi va zamonaviy kommunikatsiya jarayonlariga moslashadi. Raqamli axborot oqimining keskin koʻpayishi affikslar asosida yaratilgan neologizmlarning tez tarqalishiga sabab boʻlmoqda. Ushbu maqolada zamonaviy ingliz media matnlarida eng faol affikslar, ularning semantik vazifalari va kommunikativ roli oʻrganiladi.

Theoretical Background of Affix Productivity. Affix productivity can be observed through the frequent use of certain prefixes. For example, the prefix “anti-” is widely used in media texts to express opposition, such as in references to anti-war or anti-government movements. The prefix “re-” appears in words like “rebuild,” “re-open,” or “re-launch,” which describe repeated or renewed actions commonly mentioned in news reports. Another productive prefix is “post-,” often used to describe new societal conditions, as in expressions like “post-truth era” or “post-COVID world.” Likewise, the prefix “neo-” forms terms such as neo-liberal or neo-colonial, indicating updated or modern versions of existing concepts.

Suffixes are no less productive. The suffix “-ism” is used to name ideologies or social movements, including words such as nationalism or veganism. Media outlets also employ the suffix “-gate” to label political scandals, following the model of Watergate, which has led to terms like Partygate. Digital culture has given rise to words ending in “-er,” such as influencer or YouTuber, which refer to individuals active in online platforms. Additionally, longer abstract nouns such as digitalization or globalization demonstrate the productivity of the suffix “-ization,” especially in discussions about technology and global development.

Modern media content frequently employs such affixed words to simplify complex ideas and make them more accessible to audiences. News platforms use them to create short, expressive and attention-grabbing expressions that help readers quickly understand the essence of events. Social media, in particular, accelerates

the spread of new forms. Words like “cancel culture,” “unfriend,” “Instagrammable,” “glow-up,” or “influencer” have gained widespread popularity because social networks allow instant exchange and imitation of new linguistic trends.

Advertising and branding strategies also rely on productive affixes. Terms like eco-friendly, weightless, super-fast, hyper-connectivity or mini-series are used to highlight specific product characteristics and make brands more memorable. These formations create emotional appeal and contribute to shaping consumer preferences.

Affix Productivity in Media Discourse – Example Sentences

1. In the post-election period, journalists analyzed public reactions and voter behavior.
2. Several museums decided to re-introduce previously closed exhibitions to attract visitors.
3. Campaigns targeting anti-smoking initiatives have shown measurable success in reducing tobacco use.
4. Advances in AI have accelerated automation and digital transformation across industries.
5. Many content creators have gained global recognition for producing educational videos online.
6. Discussions on environmentalism continue to shape public policies and sustainable practices.
7. The emailgate scandal highlighted flaws in corporate communication protocols.
8. Economic reforms were influenced by neo-capitalist perspectives, encouraging entrepreneurship.
9. News articles frequently report how users co-create content on social media platforms.
10. Marketers advertise products as eco-conscious to appeal to environmentally aware consumers.
11. Young influencers showcase their fitness routines through makeover transformations online.
12. Streaming platforms now produce mini-documentaries about cultural events worldwide.
13. Ideologies like feminism or populism gain attention through media discourse.
14. Social media stars are often labeled with the -er suffix, such as blogger or podcaster.
15. Global trends are frequently described using -ization, such as urbanization or digitization.Affixed words in the media fulfill several semantic and communicative roles.

They add emotional or evaluative meaning, as seen in forms expressing criticism, support or exaggeration. They also help conceptualize new realities by naming emerging social and technological processes. Words referring to post-COVID society, digital transformation or neo-colonial practices serve as examples of how affixes support cognitive processing of new information. Furthermore, affixation enables rapid lexical innovation, particularly in fields constantly evolving, such as technology, education and lifestyle. Examples include micro-learning, self-care, bio-hacking and re-branding.

The analysis shows that affix productivity plays a crucial role in shaping contemporary English media discourse. Affixes allow media creators to express complex ideas succinctly, adapt to rapid social changes, and produce emotionally engaging texts. Prefixes such as anti-, re-, post-, neo- and suffixes such as -ism, -gate, -er, -ization demonstrate linguistic flexibility and cultural relevance.

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PRAGMATIC FUNCTIONS OF CONNOTATIVE MEANING IN ENGLISH AND UZBEK LANGUAGES

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Abstract. *This article investigates the pragmatic functions of connotative meaning in English and its importance for translation into Uzbek. Connotative meaning not only conveys emotions but also communicates social relationships, speaker attitude, and stylistic tone. Translators need to consider context, audience, and cultural norms to preserve these functions in the target language. Using examples from literature, media, and everyday conversation, this article explores typical challenges and practical strategies for translating connotation while maintaining both pragmatic and cultural accuracy.*

Keywords: *connotation, pragmatic function, translation, English, Uzbek, social meaning, context.*

INTRODUCTION.

Connotative meaning is a fundamental aspect of language because it provides more than just the dictionary definition of a word. It allows speakers to express subtle emotions, social relationships, stylistic choices, and attitudes [Leech, 1981, p.12]. For translators, understanding these layers is crucial. Without this understanding, a translation may be technically correct but fail to convey the intended social, emotional, or stylistic effect. English words often carry multiple layers of pragmatic meaning, which may not have direct equivalents in Uzbek [Yule, 1996, p.45]. For instance, *buddy* is an informal, friendly term used to create closeness or equality. Translating it as *do'st* in Uzbek conveys friendship, but the casual intimacy implied by buddy may be lost. Similarly, *smart* can refer to intelligence (*aqlli*) or stylishness (*zamonaviy*), depending on the context. Translators must consider the situation, audience, and cultural expectations to choose the most suitable equivalent.

Pragmatic functions of connotation include indicating social hierarchy, politeness, and formality. For example, *sir* or *pal* implies familiarity and equality, while *Mr*. or *Sir* communicates respect and distance. In Uzbek, equivalents like *aka* (informal) or *janob* (formal) must reflect the same social cues to maintain the pragmatic effect. In literature or dialogue, small differences in tone can significantly change how a character is perceived.

Cultural context also affects pragmatic translation. The English phrase *Have a nice day!* is friendly and polite in daily conversation. A literal Uzbek translation, *Yaxshi kun tilayman!*, may sound formal or unusual in casual contexts. Similarly, holiday evokes relaxation, joy, or celebration in English. The Uzbek word *ta'til* is correct but may require additional context or phrasing to preserve the original connotation. Translators need to adapt expressions to the target culture while maintaining their pragmatic functions.

Tone and stylistic adaptation are additional challenges. English adjectives like *amazing*, *fantastic*, or *awesome* express enthusiasm or admiration. Uzbek equivalents such as *ajoyib* or *zo'r* may not convey the exact intensity or style, so translators must carefully select words to match the pragmatic effect. Irony, humor, or sarcasm is particularly difficult. Literal translation often fails to capture the speaker's attitude, which can confuse or mislead the audience.

Translators also need to consider word combinations, collocations, and idioms, as these often carry pragmatic meaning. For example, the phrase *too smart for his own good* implies a subtle critique, suggesting arrogance. A literal translation into Uzbek would lose this nuance, so the translator might rephrase it as *o'zini aqlli deb o'ylaydigan,* which captures the pragmatic meaning more accurately. Similarly, expressions like *give*

someone a hand (help) or *hit the books (study)* require careful adaptation to preserve both meaning and tone.

Practical strategies for translating pragmatic connotation include analyzing context, understanding the audience, and selecting equivalents that preserve emotional, social, and stylistic functions. Footnotes or brief explanations may be used when no direct equivalent exists. In literary texts, style can be adapted to Uzbek norms while keeping the pragmatic meaning intact. In media or advertising, cultural adaptation may be needed to maintain persuasive or emotional effects. Being aware of pragmatic functions ensures that translations communicate the speaker’s intent clearly and naturally [Crystal, 2008, p.67; Hatim & Mason, 1997, p.78].

Finally, translators must pay attention to sentence structure and word order, as these can influence the pragmatic effect. Emphasis on adjectives or adverbs can change perception. For example, *very smart* emphasizes intelligence positively, while *too smart* can imply arrogance. In Uzbek, *juda aqlli* and *o‘ta aqlli* convey different attitudes and must be chosen carefully to reflect the source text’s pragmatics. Considering these subtleties ensures that translated texts feel natural, culturally appropriate, and stylistically accurate.

In conclusion, understanding the pragmatic functions of connotative meaning is essential for translating English into Uzbek. Translators must consider emotional nuances, social relationships, stylistic tone, and cultural norms to produce translations that are both accurate and effective. Attention to context, audience, and cultural awareness allows translators to convey the original meaning, style, and intent, ensuring that readers understand the text fully and appropriately.

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DATA-DRIVEN LEARNING AND LEARNER AUTONOMY IN THE AGE OF AI

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Abstract: *Data-driven learning (DDL) represents a powerful pedagogical approach in language education, enabling learners to engage with authentic corpus data through exploratory, student-centered activities. By analyzing naturally occurring language with technological tools, learners move from passive reception to active discovery, fostering autonomy and deeper linguistic awareness. This review article synthesizes current research on the intersection of DDL and learner autonomy, highlighting how corpus-based methods and emerging AI technologies reshape the learning process in higher education. It examines opportunities for empowering learners to independently analyze, experiment with, and generate language, while also addressing challenges such as over-reliance on technology and ethical considerations in AI-driven environments. By mapping recent developments and future directions, the article underscores the role of DDL in cultivating autonomous, confident learners equipped to navigate complex real-world contexts in the age of AI.*

INTRODUCTION.

Higher education has undergone significant pedagogical shifts in recent decades, moving away from traditional lecture-based instruction toward more innovative, student-centered approaches. Among these, data-driven learning (DDL) has emerged as a transformative methodology that empowers learners to engage directly with authentic corpus data. By analyzing naturally occurring language through technological tools, students can transit from passive reception to active discovery, fostering autonomy and deeper linguistic awareness (Johns, 1991; Bruner, 1961). This review synthesizes current research on the intersection of DDL and learner autonomy, situating it within the rapidly evolving landscape of artificial intelligence (AI). This review builds on insights first discussed in (Dehghan, 2025) where the foundational framework was introduced. It highlights how corpus-based methods empower learners to independently analyze and generate language, while also considering challenges posed by AI-driven environments.

DDL and Learner Autonomy

Data-driven learning (DDL) positions learners as active investigators of language, echoing discovery learning principles (Bruner, 1961) and the noticing hypothesis. Johns (1991) described students as "language detectives," uncovering linguistic patterns through corpus consultation. This approach aligns with Nunan's (1997) model of autonomy, where learners progress from awareness to transcendence, gradually assuming greater responsibility for their learning. Autonomy, defined by Thanasoulas (2000) as the capacity to manage one's own learning, is operationalized in DDL through direct engagement with authentic data.

Research consistently demonstrates DDL's effectiveness: it enhances collocation use (Daskalovska, 2015), strengthens academic writing (Chen et al., 2015; Crosthwaite, 2020), supports vocabulary growth (Lee et al., 2020), and improves grammar proficiency (Lin, 2021). Meta-analyses confirm that corpus consultation not only develops linguistic skills but also fosters independence and critical thinking (Boulton & Cobb, 2017; Dong et al., 2022). In this way, DDL shifts learners from passive recipients to autonomous explorers, equipping them with strategies for lifelong learning.

Nunan's Levels of Autonomy in Practice

DDL activities map neatly onto Nunan's five levels of autonomy. At the awareness stage, learners observe authentic language patterns using tools such as AntConc (Anthony, 2024), gaining insight into

linguistic structures. Involvement emerges as learners select goals and tasks, for example focusing on collocations in academic writing. Intervention occurs when learners experiment with modifying tasks, filtering corpora, or testing hypotheses. Creation is exemplified by DIY corpus-building, where learners compile texts tailored to their needs, fostering ownership of resources (Charles, 2012). Finally, transcendence is achieved when learners apply findings beyond the classroom, assuming roles as teachers or researchers and contributing to knowledge creation (Boulton, 2010). This progression illustrates how DDL nurtures autonomy through structured yet flexible engagement with authentic data.

DDL and Generative AI: Tensions and Synergies

The rise of generative AI has prompted debate about the future of DDL. While AI models such as ChatGPT offer intuitive interfaces and rapid outputs, they differ fundamentally from corpus consultation. DDL requires learners to engage critically with transparent, authentic data, whereas AI outputs are generated through opaque statistical procedures that may not always be contextually appropriate (Crosthwaite & Baisa, 2023). Moreover, DDL fosters autonomy and higher-order skills, while AI risks encouraging dependency and academic dishonesty through copy-paste practices (Day, 2024a). Corpus tools are designed for pedagogical purposes, whereas AI outputs may expose learners to unreliable or sensitive content.

Nevertheless, synergies exist. AI can lower barriers to corpus use by simplifying complex queries and providing accessible interfaces. It can generate teaching materials, lesson plans, and assessments, complementing DDL's inquiry-based rigor. A hybrid model that integrates AI's efficiency with DDL's emphasis on discovery and critical analysis could create a balanced ecosystem for language learning. Such integration would allow learners to benefit from AI's adaptability while ensuring that autonomy, transparency, and higher-order thinking remain central to the learning process.

Challenges and Ethical Considerations

Despite its promise, integrating DDL and AI raises challenges. Over-reliance on technology risks undermining learner autonomy, while inequities in access to corpus tools and AI platforms may exacerbate digital divides (Day, 2024b). Ethical concerns include plagiarism, bias, and exposure to inappropriate content. Teacher training is also essential to ensure that educators can responsibly integrate both DDL and AI into curricula. Addressing these challenges requires ongoing reflection on how technological innovations align with pedagogical goals and values.

Implications and Next Steps

Future research should explore hybrid pedagogies that combine corpus-based inquiry with AI-driven support, balancing autonomy and accessibility. Advances in corpus visualization, such as collocation maps and interactive dashboards, promise to enhance learner engagement (Sinclair & Rockwell, 2016). Cross-disciplinary applications of DDL, including in medical and technical education, highlight its broader relevance (Dehghan et al., 2024). Ethical frameworks must also be developed to guide responsible AI integration in higher education. By embracing innovation while safeguarding educational ideals, educators can ensure that learners remain active agents in their own learning journeys.

Conclusion

DDL remains a cornerstone of learner autonomy in higher education, offering inquiry-based, transparent, and empowering approaches to language learning. While AI introduces both opportunities and risks, its integration with DDL can create a dynamic, synergistic model that fosters autonomy, critical thinking, and lifelong learning. By continuously monitoring technological impacts and aligning strategies with pedagogical goals, educators can cultivate autonomous, confident learners equipped to navigate complex real-world contexts in the age of AI.

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ФИЛОСОФСКИЙ АНАЛИЗ ЦИФРОВОЙ ГРАМОТНОСТИ И ЕЁ РОЛИ В ФОРМИРОВАНИИ ОБЩЕСТВА

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СамГИИЯ

Аннотация: *Рассматривается цифровая грамотность как ключевой фактор в образовании XXI века и философский подход к её роли в формировании современного общества.*

Ключевые слова: *информация, социальная активность, интернет, программное обеспечение, медиа.*

ВВЕДЕНИЕ.

В современном информационном обществе, где цифровые технологии играют ключевую роль во всех сферах жизни, вопрос цифровой грамотности становится всё более актуальным и важным. Философский анализ этого явления позволяет глубже понять его сущность и значение формирования общества. В данной статье мы рассмотрим, как цифровая грамотность влияет на нашу способность взаимодействовать с информацией, общаться друг с другом, и что более важно, как она формирует наши ценности, мировоззрение и общественные отношения. Давайте погрузимся в философский анализ цифровой грамотности и посмотрим, как она определяет нашу современную реальность.

Цифровая грамотность – это способность человека эффективно использовать цифровые технологии, информацию и ресурсы в различных сферах жизни. Она включает в себя умение работать с компьютерами, интернетом, программным обеспечением, цифровыми устройствами и медиа. Кроме того, цифровая грамотность также включает в себя умение анализировать и оценивать информацию, критически мыслить, защищать свои данные и обеспечивать безопасность в онлайн-среде.

Цифровая грамотность имеет огромное значение в современном обществе по нескольким причинам:

Доступ к информации: В мире, где информация является ключевым ресурсом, цифровая грамотность позволяет людям получать доступ к широкому спектру знаний, образовательных ресурсов и информационных услуг.

Участие в цифровой экономике: С увеличением числа цифровых технологий и онлайн-платформ цифровая грамотность становится важным навыком для участия в цифровой экономике, работе и предпринимательстве.

Социальная и политическая активность: Цифровая грамотность позволяет людям активно участвовать в социальных и политических процессах через социальные сети, онлайн-петиции, блоги и другие онлайн платформы.

В целом, цифровая грамотность играет ключевую роль в формировании информационного общества, обеспечивая доступ к знаниям, участию в экономической, социальной и политической жизни, а также обеспечивая безопасность и конфиденциальность в онлайн-среде.

На сегодняшний день существует несколько концепций и подходов к определению и анализу цифровой грамотности. Ниже рассмотрим некоторые из них:

Функциональный подход: Этот подход фокусируется на конкретных навыках и умениях, необходимых для эффективного использования цифровых технологий. Он включает в себя умение работать с компьютерами, интернетом, программным обеспечением и цифровыми устройствами.

Критический подход: Этот подход подчеркивает не только технические навыки, но и критическое мышление и аналитические способности в отношении цифровой информации. Важно уметь анализировать, оценивать и критически относиться к информации, полученной из цифровых источников.

Эмпирический подход: Этот подход основан на исследованиях и данных, направленных на измерение и оценку уровня цифровой грамотности в различных группах населения. Он использует методы анкетирования, опросов и тестирования для измерения навыков и умений в области цифровой грамотности.

Каждый из этих подходов предлагает свою собственную перспективу на цифровую грамотность и позволяет проводить более глубокий анализ этого явления с учетом его разнообразных аспектов и последствий для общества.

Философский анализ цифровой грамотности и ее роли в формировании общества открывает множество интересных вопросов и перспектив. Анализ цифровой грамотности позволяет рассмотреть этот вопрос в широком контексте и понять его глубинные социальные, культурные и этические аспекты, какие именно рассмотри ниже:

Свобода и контроль: Как цифровая грамотность влияет на свободу и контроль в обществе? С одной стороны, доступ к информации и коммуникация через цифровые технологии может усилить свободу выражения и доступ к знаниям. С другой стороны, цифровые технологии могут использоваться для контроля и наблюдения за гражданами, что поднимает вопросы конфиденциальности и индивидуальной свободы.

Социальные отношения и идентичность: Как цифровая грамотность влияет на социальные отношения и формирование личной и коллективной идентичности? Цифровые технологии изменяют способы общения, социального взаимодействия и самопредставления. Это может приводить как к укреплению связей между людьми, так и к разрыву социальных уз.

Власть и неравенство: как цифровая грамотность влияет на распределение власти и неравенство в обществе? Возможность доступа к информации и ресурсам через цифровые технологии может как уменьшать, так и усиливать социальные неравенства в обществе.

Интерпретация результатов философского анализа цифровой грамотности и ее роли в формировании общества позволяет понять глубинные философские аспекты этого явления и его воздействие на различные сферы человеческой жизни и общественной организации. Философский анализ цифровой грамотности раскрывает не только технические аспекты этого явления, но и его философское содержание и воздействие на общество. В результате анализа становится ясно, что цифровая грамотность не ограничивается умением пользоваться цифровыми технологиями, она пронизывает различные сферы человеческой жизни: этика и цифровые права, социальная справедливость и равенство, идентичность и самосознание, демократия и общественная жизнь, формирование цифровой культуры.

При философском анализе цифровой грамотности могут быть пропущены некоторые аспекты из-за разнообразия и сложности этого явления. Некоторые из возможных недостаточно изученных аспектов могут включать в себя:

Психологические аспекты: Влияние цифровых технологий на психологическое благополучие и здоровье человека, включая зависимость от социальных сетей, эмоциональное выгорание и влияние цифровых медиа на ментальное здоровье.

Экологические аспекты: Воздействие цифровых технологий на окружающую среду, включая энергопотребление центров обработки данных, электронные отходы и устойчивость информационной инфраструктуры к изменению климата.

Культурные аспекты: Влияние цифровых технологий на культурные практики, традиции и ценности общества, включая изменения в языке, искусстве, литературе и культурной индустрии.

Правовые аспекты: Вопросы цифровой безопасности, защиты данных и прав потребителей в

цифровой среде, а также этические нормы и стандарты в области использования цифровых технологий.

Экономические и социальные неравенства: Анализ влияния цифровой грамотности на усиление или уменьшение экономических и социальных неравенств в обществе, включая доступ к ресурсам, возможностям образования и трудовым рынкам.

Эти аспекты являются важными для полного понимания цифровой грамотности и ее роли в обществе. Для более полного анализа цифровой грамотности и ее воздействия на общество может потребоваться дополнительное исследование и обсуждение философских, социологических, экологических и других аспектов этой темы.

Развитие философских подходов к анализу цифровой грамотности является важным направлением в современной философской мысли, учитывая растущее значение цифровых технологий в обществе. С ростом использования цифровых технологий она становится неотъемлемой частью нашей повседневной жизни, влияя на различные аспекты общества, экономики, культуры и политики. Поэтому философы стремятся глубже понять суть и последствия цифровой грамотности, а также разработать соответствующие философские концепции и подходы к ее анализу.

Философские подходы к цифровой грамотности позволяют не только рассмотреть технические аспекты этого явления, но и задаться более глубокими вопросами о его социальных, культурных, этических и философских последствиях. Они помогают нам понять, как цифровая грамотность формирует наше понимание мира, взаимодействие с другими людьми, а также наши ценности и убеждения.

Развитие философских подходов к анализу цифровой грамотности также способствует разработке стратегий обучения и воспитания, а также формированию эффективных политик в области цифровых технологий и общественной безопасности. Оно играет ключевую роль в формировании общественного сознания и отношения к цифровому миру.

Эти результаты подчеркивают сложность и многогранность цифровой грамотности и ее роли в современном обществе. Философский анализ помогает лучше понять эту проблематику и разработать подходы к управлению и развитию цифровой среды в интересах общества. Цифровая грамотность не только о том, как пользоваться телефоном или компьютером. Это о том, как мы понимаем и взаимодействуем с цифровым миром вокруг нас. Важно уметь критически мыслить и анализировать информацию, которую мы получаем в интернете. Не верьте всему, что видите, и умейте проверять факты. Будьте осторожны с вашей личной информацией в интернете. Пользуйтесь сильными паролями, не делитесь слишком много информации о себе и проверяйте настройки конфиденциальности на своих устройствах и социальных сетях. Важно обучаться цифровой грамотности не только для молодежи, но и для взрослых. Учитесь новым технологиям, развивайте свои навыки и помогайте другим в этом. Помните, что вы - часть цифрового общества, и ваш вклад может повлиять на его будущее. Будьте ответственными пользователями цифровых технологий и стремитесь к созданию справедливого и устойчивого цифрового мира!

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LEARNING IN CRISIS: RESILIENCE AND ADAPTATION DURING GLOBAL CHALLENGES

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Abstract: *The article, based on an analysis of documents, examines the adaptation of Kyrgyzstan's education system to the COVID-19 pandemic. It identifies the effectiveness of a multichannel approach, while also highlighting persistent issues of digital inequality and insufficient teacher preparedness that call for structural reforms.*

Keywords: *COVID-19 pandemic, distance learning, educational resilience, adaptation strategies, digital divide, Kyrgyzstan, educational policy.*

INTRODUCTION.

The COVID-19 pandemic was a global stress test for education systems, exposing vulnerabilities and capacities for adaptation. The impact was disproportionately severe in developing countries like Kyrgyzstan, where pre-existing issues of digital inequality, infrastructural deficits, and regional disparities were sharply exacerbated. While global responses are well-documented, there is a scarcity of critical analyses focusing on the specific context of Central Asia. This study aims to fill this gap by providing a systematic analysis of Kyrgyzstan's strategies for ensuring educational continuity during the pandemic, evaluating their effectiveness, and identifying key lessons for building a more resilient system.

Methodology. This research is designed as a qualitative case study, utilizing a systematic document analysis framework. The methodology is based on a critical review of the following sources: Official policy documents and reports from the Ministry of Education and Science of the Kyrgyz Republic [9]. Data and

analytical reports from international organizations (UNESCO, UNICEF, World Bank) [4, 5, 10]. Academic publications focusing on digitalization in both university and school education in Kyrgyzstan [7, 8]. National statistical data and open data on technology access and educational coverage [12, 13]. Media publications and institutional analyses to track the real-time implementation and public perception of policies [11].

The analysis focused on triangulating data from these diverse sources to construct a comprehensive picture of the adaptation process, with particular attention to distance learning technologies, equity of access, teacher support, and the role of international cooperation.

Results and Discussion.

1. Multi-Channel Adaptation Strategy: A Fragmented Efficacy

The government's "Sanarip Sabak" initiative employed a multi-channel approach to maximize reach [9, 11], mirroring global crisis-response models [3]. However, a profound digital divide severely limited its efficacy. National data revealed only 58.3% of households had internet access, with a stark urban-rural gap (75% in Bishkek vs. 32.4% in rural areas) [12], a key barrier confirmed by coverage statistics [13]. The strategy's components had mixed results: - television Lessons were the most equitable tool, reaching over 1.2 million students daily [11], but their one-way nature made learning passive [2]; - Online Tools were fragmented, relying on a patchwork of platforms like WhatsApp and lacking a unified state system, a known issue in Kyrgyz digital education [7, p. 471]; - Printed Materials served as a vital lifeline in remote areas [8, 10] but could not replicate interactive learning and burdened teachers and parents.

2. Teacher Preparedness as a Systemic Challenge

The transition exposed a critical systemic flaw: teachers' widespread lack of readiness for digital pedagogy, a key vulnerability noted by UNICEF [10]. Despite short-term training, many educators lacked the skills to use digital platforms effectively or create engaging online content, a challenge also documented in higher education [7]. The heavy reliance on WhatsApp highlighted this gap, leading to declined instructional quality and increased workloads for teachers and parents [10].3. International Cooperation: A Double-Edged Sword

Support from international partners such as UNICEF and the World Bank was vital, providing emergency resources like tablets and methodological support [5, 10]. However, a critical analysis reveals that this aid was often fragmented. The distribution created a "patchwork" of accessibility, and donor-driven projects with specific conditionalities were not always aligned with a cohesive, long-term national strategy [8]. This sometimes positioned the government as a manager of disparate initiatives rather than a leader of a unified vision, potentially reinforcing dependency and prioritizing short-term deliverables over sustainable capacity building, a challenge in educational development noted by global experts [4].

4. The Overlooked Dimension: Psychological and Social Consequences

Beyond the technical and pedagogical challenges, the crisis had profound psychological and social impacts, mirroring global concerns about student well-being during the pandemic [3, 4]. The shift to remote learning led to student isolation, anxiety, and a loss of motivation due to the absence of peer interaction and direct teacher support. Furthermore, school closures dismantled essential social safety nets. As highlighted in a UNICEF report [10], the suspension of the national school meal program affected an estimated 484,000 primary school students, demonstrating that for many vulnerable children, school is a critical source of nourishment. This demonstrated that effective digitalization cannot be achieved without a robust social support infrastructure, a principle central to building resilience [1].

Conclusion. The pandemic-era shift to digital education in Kyrgyzstan acted as a magnifying glass, intensifying systemic weaknesses rather than catalyzing effective modernization. The critical lessons from this crisis point to four essential reforms that align with global recommendations for a "new social contract" in education:

1. Infrastructure as a Public Good: State-led investment in internet connectivity and digital devices as essential utilities is fundamental for educational resilience.
2. Teacher Empowerment: Digital transformation requires continuous, pedagogy-focused training to

empower educators as designers of digital learning.

3. Holistic Student Support: Educational policy must integrate with social protection systems to safeguard student well-being as a prerequisite for learning.

4. Strategic International Partnership: International cooperation must evolve towards flexible, nationally-owned strategies that build sustainable local capacity.

True modernization for Kyrgyzstan lies not in mere technology adoption, but in building a resilient and equitable educational ecosystem. This new social contract must holistically address divides in connectivity, teacher capability, and student welfare to transform the lessons of crisis into a foundation for a truly inclusive education system.

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ВОЗДЕЙСТВИЕ АНГЛИЙСКОГО ЯЗЫКА НА СЛОВАРНЫЙ СОСТАВ ПЕРСИДСКИХ ДИАЛЕКТОВ

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Аннотация: *В данной работе исследуется влияние английского и французского языков на лексику различных персидских диалектов. Воздействие западных языков на персидский обусловлено как долгими историческими и культурными связями между Ираном и европейскими странами, так и современными процессами глобализации. Особое внимание уделяется заимствованиям из английского и французского в таких сферах, как наука, техника, культура и бизнес. Проанализированы как прямые заимствования, так и адаптация иностранных слов, а также процессы их интеграции в персидскую лексику. Рассматриваются примеры влияния западных языков на повседневную речь и письменное общение, включая молодежную культуру и медийное пространство. В результате исследования выявляются основные тенденции развития персидского языка под влиянием английского и французского, а также обсуждаются вызовы, связанные с сохранением языковой идентичности и контролем за чрезмерным заимствованием.*

Ключевые слова: *персидский язык, диалекты, заимствования, английский язык, французский язык, лексика, адаптация, медиа, культура, заимствованные слова, влияние западных языков.*

ВВЕДЕНИЕ.

Персидский язык, как язык с богатой историей, испытывал влияние различных культур и языков на протяжении веков. В современную эпоху особенно заметно воздействие западных языков, в первую очередь английского и французского, что связано как с историческими контактами, так и с глобализацией. Изучение заимствований и их интеграции в персидскую лексику позволяет понять, как язык адаптируется к новым реалиям и сохраняет свою идентичность.

Влияние английского и французского языков на лексику персидских диалектов связано с историческими, культурными и политическими контактами, которые существовали между Персией (Ираном) и странами Запада. Эти языки оказали значительное воздействие на персидский язык, особенно в последние несколько веков, с учетом распространения западной культуры, науки, технологий и политического вмешательства.

1. Исторический контекст: С XIX века Иран начал активно взаимодействовать с европейскими странами, особенно с Англией и Францией. Это взаимодействие происходило через дипломатические миссии, торговлю, образовательные и культурные обмены. В этот период в персидский язык начали проникать слова из английского и французского языков.

• Английский язык: Применение английского языка стало более заметным в связи с политической и экономической силой Великобритании в Иране, особенно в XX веке. Английский язык также вошел в лексикон с развитием науки, технологий, торговли и средств массовой информации.

• Французский язык: Французский язык стал важным языком культуры и дипломатии в Иране в

XIX веке, особенно при дворе Каджарской династии. Французский был языком просвещенных слоев общества, и многие персидские интеллигенты того времени учили французский и заимствовали французские слова в повседневное общение и литературу.

2. Влияние на лексику

• Заимствования из английского языка:

o Технологии и наука: В терминах, связанных с наукой, техникой, промышленностью и политикой, персидский язык заимствовал множество английских слов, например: «وتـ ر»ی‌پ‌م‌اک (компьютер), «ا»ی‌نـ ترنـ ت (интернет), «تـلـفـن» (телефон), «ب»ی‌زنـ س (бизнес).

o Модернизация и глобализация: Влияние англоязычной культуры и бизнеса также выразилось в заимствованиях, таких как: «دم»ی‌ری‌ت (менеджмент), «ام»ی‌تـکـ‌ر‌نـگ (маркетинг), «ا»ت‌ر‌ا‌ت‌س‌آپ (патратс)

o Современная молодежная культура: Современная молодежь активно использует англицизмы, связанные с музыкой, модой и интернет-культурой, например: «فـ‌ش‌ن» (мода), «م»ی‌گ (игра).

• Заимствования из французского языка:

o Дипломатия и культура: Французский язык оставил след в терминах, связанных с дипломатией и культурой. Примеры: «م»ژ‌ی‌ر (режим), «س»ی‌ا‌س ن‌س (наука), «ب‌ا‌ل‌ک» (клуб), «و»ی‌ش‌ر‌آ (архив).

o Литература и искусство: Французские термины в области литературы и искусств также были заимствованы, такие как: «ر‌ا‌م‌ن» (роман), «ر‌ع‌ش» (поэзия), «ر‌ن‌ه» (искусство).

3. Феномен заимствования: Заимствования из английского и французского языков в персидском языке происходят через несколько каналов:

• Медиа: Современные медиа, такие как телевидение, интернет и реклама, стали основными источниками заимствования. Молодежь и более образованные слои общества активно употребляют английские и французские слова.

• Образование и наука: С развитием науки и образования многие научные термины, особенно в области технологий и медицины, пришли из английского и французского языков.

• Торговля и бизнес: С развитием международной торговли и бизнеса появилось множество новых слов, таких как «ش‌و‌ر‌ف» (продажа), «د‌ن‌ر‌ب» (бренд), «ر‌ا‌ز‌ا‌ب» (рынок), которые заимствованы из западных языков.

4. Языковые изменения и вызовы: Влияние западных языков вызывает определенные изменения в лексике и грамматике персидского языка:

• Процесс адаптации: Заимствованные слова часто подвергаются адаптации, изменяя свою форму в соответствии с персидской фонетикой и грамматикой. Например, англоязычное слово «computer» становится «وتـ ر»ی‌پ‌م‌اک (kompyuter).

• Лексическая конкуренция: В некоторых случаях персидские аналоги западных заимствований остаются в употреблении, но иностранные слова постепенно вытесняют их, например, слово «تـلـفـن» (телефон) в случае с «ل»ی‌ا‌ب‌و‌م (мобильный телефон) или «ت»ی‌ری‌دم (управление) вместо персидского аналога.

5. Перспективы: Влияние английского и французского языков на персидский язык будет продолжать расти, особенно в сфере технологий, экономики и молодежной культуры. Важно отметить, что в Иране есть также культурное движение, направленное на сохранение чистоты языка и противостояние излишним заимствованиям. Тем не менее, влияние западных языков, особенно английского, продолжает оказывать сильное воздействие на персидский лексикон.

Таким образом, английский и французский языки значительно обогатили лексику персидского языка, особенно в области технологий, науки, искусства и бизнеса. Однако с этим влиянием также сопряжены вызовы, связанные с сохранением языковой идентичности и преодолением чрезмерного заимствования.

Английский язык и его перевод с этого языка стали неотъемлемой частью иранского и персидского общества. Распространение переводов сделало персидский язык источником множества разнообразных травм. Один из них заключается в том, что патология персидского языка должна

выходить за рамки обычно обсуждаемой лексики, а также следует учитывать более важные и большие единицы, такие как фразы и предложения.

Широкое использование английского языка - явление не новое и не ограничивается Ираном. Многие страны, в том числе европейские страны, такие как Франция, также обеспокоены допустимостью использования английского языка, особенно в научных и технических областях.

Настоящую озабоченность вызывает негативное влияние английского языка на персидский из-за отсутствия слабых переводчиков. Как известно, перевод - это процесс, в котором переводчик удаляет концепции из модели языка идеологии и дает намеченную цель в форме языка. Однако в любом переводе возможны два типа ошибок: ошибка нахождения концепции на языке идеологии и ошибка утверждения концепции на целевом языке.

Первый тип ошибки возникает, когда переводчик не может найти правильный смысл на языке идеологии. Такие ошибки, независимо от того, насколько они мелкие или большие, поставят переводчика в неловкое положение, потому что это показывает слабость переводчика на языке идеологии.

Вторжение иностранных слов: этот эффект наблюдается в словах, структуре и фактуре текста. Первый проект - это влияние английского языка на персидский язык на уровне словарного запаса. Конечно, проблема не в простоте, которую некоторые представляют и сразу же объясняют использование персидских эквивалентов. Сегодняшний английский язык пользуется успехом во всем мире, благодаря обширной литературе и текстам, написанным на этом языке в научном и техническом контексте. Океан профессиональных английских слов, которые используются в повседневной жизни, сбивает переводчиков с толку, и в переводах нет определенной направленности или единства. Например, термин, относящийся к компьютеру или, как некоторые говорят, компьютеру. Многие из этих терминов переведены на персидский язык и хорошо приняты большинством пользователей, например, оборудование, программное обеспечение, ключевые слова и т.

Профессор Сафорзода Хусрав говорит: «Иностранные слова становятся необходимыми. Принятие репрезентативной части или названия художественного средства, такого как кино, радио, телевидение, телефон и т. Д., Неизбежно. Кроме того, когда мы импортируем эти предметы, слова, обозначающие их, должны быть введены точно» [6].

Здесь мы хотели бы представить список английских слов, введенных в персидский язык в качестве доказательства в таблице:

English	**فارسی**	**English**	**فارسی**
Pump	پمپ	Adapter	آداپتور
Port	پورت	Asphalt	اسفالت
Piano	پیانو	Ambulance	آمبولانس
Theatre	تئاتر	Antenna	آنتن
Taxi	تاکسی	I phone	آیفون
Tank	تانک	Automobile	اتومبیل
Tim	تایم	Style	استیل
Traffic	ترافیک	Occasion	اکازیون
Tractor	تراکتور	Oxygenise	اکسیژن
Taster	تستر	Original	اورجینال

Telephone	تلفن	Emergency	اورژانس
Television	تلویزیون	Airbag	ایربگ
Telecabin	تله کابین	Intranet	اینترانت
Tour	تور	Internet	اینترنت
Turbine	توربین	Balance	بالانس
Tunnel	تونل	Balcony	بالکن
T-shirt	تی شرت	Bank	بانک
Jet	جت	Brother	برادر
Chart	چارت	Brochure	بروشور
Chat	چت	Ball bearings	بلبرینگ
Chatroom	چتروم	Bomb	بمب
Drill	دریل	Bulldozer	بولدوزر
Doctor	دکتر	Boulevard	بولوار
Dioxide	دی اسکید	Park	پارک
Carbon dioxide	دی اسکید کربن	Parking	پارکینگ
Digital	دیجیتال	Pad	پد
Dictionary	دیکشنری	Projector	پروژکتور
Resume	رزومه	Printer	پرینتر
Rav	رم	Post	پست
Kiwi	کیوی	Rail	ریل
Garage	گاراژ	Remote	ریموت
Guard rail	گاردریل	Sandwich	ساندویچ
Glider	گلایدر	Site	سایت
Guitar	گیتار	Super market	سوپرمارکت
Lamp	لامپ	Switch	سوئیچ
Leader	لودر	Cinema	سینما
Luxe	لوکس	Chance	شانس
Lemon	لیمو	Short	شورت
Download	دانلود	File	فایل
Mask	ماسک	Formula	فرمول
Machine	ماشین	Forum	فروم
Manto	مانتو	Freezer	فریزر
Monitor	مانیتور	Focus	فکس

Mouse	ماوس	Fish	فیش
Metro	مترو	Cable	کابل
Mobile	موبایل	Catalogue	کاتالوگ
Motor	موتور	Cotter	کاتر
Motorcycle	متور سیکلت	Court	کارت
Modem	مودم	coffee shop	کافی شاپ
Washer	واشر	Cactus	کاک توس
Wax	واکس	Computer	کامپیوتر
Wireless	وایرلس	Kite	کایت
Webcam	وب کم	Capsule	کاپسول
Video	ویدیو	Clutch	کلاچ
hard disk	هارد دیسک	Control	کنترل
Helicopter	هلیکوپتر	Cancel	کنسل
Handle	هندل	Cooler	کولر
DVD	دی وی وی	Keyboard	کیبورد
CPU	سی پی یو	CD	سی دی
ABC	ای بی اس	VPN	وی پی ان
Printer	پرینتر	USB	یو اس بی

tnaruatser ,аволс огоксйилгна и огоксзуцнарф то еоннедевзиорп ر سد توران- это тип ресторана, где подают и потребляют еду и напитки.

دا икзургаз ,хыннад хыннорткелэ икзургаз ссецорп daolnwod аволс огоксйилгна то тидохсиорп ذ لود или загрузки файлов или, другими словами, загрузки файлов из Интернета, называется загрузкой.

هُتِل тип жилья - это аренда, которая обычно сдается физическим лицам на короткий период времени. Гостиницы - одно из самых популярных мест для размещения и размещения туристов в городе, и в основном они используются пассажирами и туристами. В гостиницах большое количество номеров, иногда несколько сотен [5].

Отель происходит от французского слова «отель», которое само по себе происходит от «hote», что означает «хозяин (гостеприимство)». Отель во Франции относится к зданию, которое имеет много посетителей. Однако с появлением этого слова на английском языке и его последующим распространением на другие языки значение отеля изменилось, и сегодня он известен как особый тип жилья для пассажиров [7].

На взаимодействие людей в мировом сообществе влияют их язык и культура. Введение иностранного языка в любой язык - одно из последствий этого влияния. Сегодня вы можете не найти язык, в котором бы не использовались иностранные слова. Наш персидский язык, иранцы, не является исключением из этого правила, и многие иностранные слова нашли свое место в нем.

Независимо от причины или причины введения иностранных слов в персидский язык, важно отметить, что религиозные миссионеры должны знать точное произношение иностранных слов, чтобы Бог не хотел, чтобы они произносились неправильно. высмеиваются, и их пропагандистское влияние не уменьшается [1].

С другой стороны, словарь персидского языка и литературы адаптирован для многих импортированных слов и фраз и, напротив, одобрил эти слова для персидских языков. Уважаемые миссионеры также должны использовать персидские уравнения в своих выступлениях в той мере, в какой они не включены в понимание коранического материала.

Влияние английского и французского языков на лексику персидских диалектов является многогранным и многослойным процессом, обусловленным историческими, культурными и политическими факторами. Заимствования из этих языков охватывают различные области, включая технологии, науку, медиа и бизнес. Этот процесс стал особенно заметным с началом глобализации и усилением международных контактов, что привело к значительному увеличению использования иностранных слов в повседневной речи и письменности.

Английский и французский языки, как языки международного общения и научной мысли, оказывают влияние не только на письменную речь, но и на разговорную, особенно среди молодежи и в сфере массовой культуры. Заимствованные слова подвергаются адаптации в соответствии с особенностями персидской фонетики и грамматики, что делает их органичной частью современного персидского лексикона.

Однако, наряду с позитивными аспектами, такими как обогащение языка новыми терминами и понятием, процесс заимствования также ставит перед иранским обществом вызовы, связанные с сохранением языковой идентичности и минимизацией избыточных заимствований. Важно учитывать баланс между необходимостью заимствования новых понятий и сохранением традиционной лексики и выражений.

Таким образом, влияние западных языков на персидский язык является неотъемлемой частью современного языкового развития, однако требует внимательного подхода для обеспечения гармоничного развития языка и сохранения его уникальных черт.

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INTERCULTURAL STRATEGIES OF POLITENESS IN DIGITAL DISCOURSE: THEORY AND PRACTICE

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Abstract: *This article is devoted to investigation of intercultural politeness strategies in the context of digital discourse as a new communicative space that generates the peculiarities of speech behaviour among participants in intercultural communication. It analyses the influence of cultural norms and values on the choice of politeness strategies and tactics in online communication (social networks, messengers, forums). Particular attention is paid to the theoretical foundations of politeness (Brown and Levinson's models, speech act theory, pragmatics) and their adaptation to the digital environment. Based on English- and Russian-language internet comments, typical manifestations of positive and negative politeness are identified, as well as cases of communicative misbalance due to cultural differences and digital anonymity. The practical part of the research is aimed at developing recommendations for the effective use of politeness strategies to prevent intercultural misunderstandings and improve the quality of online interaction.*

Keywords: *intercultural communication, digital discourse, politeness, strategies and tactics, pragmatics, Internet communication.*

INTRODUCTION.

Growth of digital tech has totally changed how we chat, opening up new ways to share info worldwide but also bringing up some communication issues. Digital discourse, including email, instant messaging, social networks, and educational platforms, is characterized by a lack of non-verbal cues and cultural context, which requires a reconsideration of traditional models of intercultural communication [Brown & Levinson, 1987, p. 87;]. The relevance of the study is due to the need to study politeness strategies in online communication, where distortions of meaning and misunderstandings arise due to cultural differences, the diversity of visual and paralinguistic signs, and the peculiarities of digital speech etiquette. The aim of this research is to reveal key pragmatic strategies of politeness in digital discourse and to develop recommendations for their effective application in an intercultural environment. The objectives include analysing the theoretical foundations of politeness, studying cultural differences in online communication, and identifying practical methods for adapting messages to improve communication effectiveness.

Digital politeness: characteristics and strategies. The digital environment presents special challenges for politeness. The main problems include:

- The ambiguity of visual and paralinguistic cues, leading to misinterpretation of messages;

- Differences in speech etiquette regarding norms of politeness, authority, and form of communication [Bondarenko, 2022; Angela Nkirote, 2024, p. 30];

- The contradiction between high- and low-context communication models, affecting the directness and indirectness of messages [Hall, 1976, p. 64; Moon, 2024, p.125];

- The absence of non-verbal cues, which increases the risk of conflict and aggressive behaviour in an anonymous environment (‘flaming’) [Artemyeva, 2021, p. 78];

- Low linguistic and intercultural competence of users, leading to literal perception of messages and distortion of meaning [Kusmanto & Widodo, 2022, p. 1176].

The following are some of the strategies used to overcome these challenges:

Develop digital intercultural competence, including knowledge of cultural norms, flexible speech behaviour, and the capacity to interpret graphic symbols [Shakeeva, N., Andashova, R., & Jumalieva, G. (2025), p. 63].

Use of positive politeness strategies, such as expressing agreement, showing solidarity and humour, and forming a “we” concept [Brown & Levinson, 1987, p. 84; Kusmanto & Widodo, 2022, p. 1178].

Adaptation of messages to the cultural profile of the communicator, taking into account individualistic/collectivist tendencies, time perception, and status [Hofstede, 2001, p. 235].

Optimizing visual cues and media content to reduce the risk of misinterpretation and conflict [Sun, Lasser & Lee, 2022, p.263].

Applying these strategies helps to improve the effectiveness of digital communication in educational, professional and personal spheres, as well as reducing the risk of misunderstandings and conflicts.

Cross- cultural specificity of digital discourse manifests itself in differences in:

Interpretation of visual elements. Memes and emojis may contain ‘insider’ information that is only understandable to members of a particular cultural group [Chen, 2023, p.29; Kusmanto & Widodo, 2022, p. 1181].

Speech strategies. East Asian speakers tend to use indirect forms of expressing gratitude and apologies, while Western speakers use direct forms [Nkirote, 2024, p.30; Moon, 2024, p.64].

Time expectations for a response. In polychronic cultures, a delay in response is perceived with tolerance, while in monochronic cultures it is perceived as ignorance or disrespect [Dmitrieva, 2021, p.58].

Harmonizing these aspects requires a systematic approach to the formation of digital intercultural competence, including media literacy skills, the interpretation of visual and paralinguistic signs, and the flexible adaptation of speech strategies.

The conducted research confirms that digital discourse poses new challenges for politeness and intercultural communication. The main sources of communication failures are:

ambiguity of visual and paralinguistic elements (emojis, GIFs, memes);

differences in digital speech etiquette and politeness strategies;

mismatched expectations of communication participants in high- and low-context cultures;

lack of non-verbal cues;

low level of linguistic and intercultural competence.

These results highlight the need for a comprehensive approach to developing digital intercultural competence, including:

the development of semiotic sensitivity and media literacy;

flexible speech behaviour and adaptation to cultural characteristics;

the use of positive politeness strategies that build trust and support the emotional climate of communication.

Hence, effective digital communication requires not only linguistic competence, but also the ability to adapt to cultural differences, interpret visual and paralinguistic cues, and apply pragmatic strategies of politeness in online discourse.

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ИСПОЛЬЗОВАНИЕ ВИРТУАЛЬНЫХ ЭКСКУРСИЙ ДЛЯ РАЗВИТИЯ МЕЖКУЛЬТУРНОЙ КОМПЕТЕНЦИИ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА

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Аннотация: *В статье рассматривается вопрос использования виртуальных экскурсий как современного цифрового инструмента для развития межкультурной компетенции учащихся старших классов на уроках английского языка. В статье подчеркивается педагогическая ценность интеграции цифровых технологий в учебный процесс и представлены практические стратегии для учителей по применению виртуальных туров в классной работе. Результаты показывают, что такой подход не только улучшает владение языком, но и способствует развитию глобального взаимопонимания.*

Ключевые слова: *виртуальные туры, межкультурная компетентность, преподавание английского языка, цифровое обучение, культурная осведомленность*

ВВЕДЕНИЕ.

В условиях глобализации и быстрой цифровизации мира образовательная парадигма стремительно меняется. Сегодня владение английским языком - это не только знание грамматики и лексики, но и способность понимать и уважать культурные особенности разных народов. Межкультурная компетенция становится одной из ключевых умений, необходимых современному школьнику. В то же время традиционные методы преподавания культуроведческого материала - чтение текстов, просмотр видео, обсуждения - не всегда обеспечивают глубокое погружение и эмоциональное восприятие другого культурного контекста.

Благодаря цифровым платформам, таким как Google Arts & Culture, 360° видеоэкскурсии, интерактивные VR-туры, учащиеся получают возможность познакомиться с культурным наследием стран изучаемого языка. Это превращает урок английского языка в мультимодальный, интегрированный и практико-ориентированный процесс.

Цель этой статьи - рассмотреть педагогические возможности и методику применения виртуальных экскурсий в образовательном процессе для развития межкультурной компетенции учащихся на уроках английского языка. Кроме того, проанализировать существующие исследования и практический опыт, чтобы показать преимущества, трудности и перспективы этого подхода.

Чтобы глубже понять роль виртуальных экскурсий, рассмотрим сущность межкультурной компетенции в рамках изучения английского языка. Понятие межкультурной компетенции представляет собой способность личности эффективно взаимодействовать с представителями иной культуры, учитывать особенности национального менталитета и корректно интерпретировать культурно обусловленные различия. Согласно модели Байрама, межкультурная компетенция включает пять компонентов: знания, умения интерпретировать, умения взаимодействовать, критическое культурное осмысление и установки [Фазлиахметова, 2025, с. 23].

Опираясь на понимание межкультурной компетенции рассмотрим роль цифровых технологий. Цифровые технологии, особенно виртуальная реальность и онлайн-платформы, открывают новые

горизонты для педагогического процесса. AR и VR элементы в обучении иностранным языкам дают возможность создать “нейтральное пространство” для межкультурного взаимодействия, где учащиеся могут экспериментировать, наблюдать культурные реалии и участвовать в диалогах без риска социальных барьеров [Tarasenko и др., 2022, 59 с.]. Также исследование Virtual Bridges показало, что в виртуальной среде происходит более глубокое развитие эмпатии и солидарности, чем при пассивном наблюдении.

Для более глубокого понимания рассматриваемого подхода важно уточнить, что представляет собой виртуальная экскурсия и какие педагогические возможности она открывает. Под виртуальной экскурсией обычно понимается интерактивный мультимедийный тур, включающий панорамы, видео, текст и навигацию, позволяющий пользователю “путешествовать” в виртуальном пространстве. такие экскурсии создают эффект присутствия, что усиливает эмоциональное вовлечение и погружение учащихся в культурный контекст.

Педагогически значимым является то, что виртуальные экскурсии дают возможность моделировать реальные культурные пространства — музеи, исторические города, памятники — прямо на уроке, без значительных логистических затрат и организационных трудностей [Figueroa, 2025, 34 с.].

Методика внедрения виртуальных экскурсий на уроках английского языка

Рассмотрев сущность виртуальных экскурсий, обратимся к особенностям их организации и этапам внедрения в учебный процесс.

Внедрение виртуальных экскурсий на уроках английского языка должно базироваться на принципах целенаправленности, интерактивности и культурной релевантности. Учитель планирует экскурсию, подбирает платформу, формирует задания “до”, “во время” и “после” виртуального тура:

Подготовительный этап: ознакомление учащихся с темой экскурсии, подготовка лексики, культурных фактов. Выбор платформы (Google Earth, Google Street View, виртуальные музеи);

Этап экскурсии: активное взаимодействие с виртуальным пространством, выполнение заданий (вопросы, заметки).

Рефлексия после экскурсии: обсуждение, проекты, анализ культурных особенностей, письменные работы.

Методические приёмы для развития межкультурной компетенции

Ролевая игра: учащиеся моделируют межкультурную ситуацию, основанную на увиденном во время виртуального тура.

Проектная деятельность: команда школьников создает мини-проект: презентация, эссе, видео.

Обсуждения и рефлексия: обсуждение культурных различий, выявленных в туре, высказывание собственного опыта и мнений.

Для реализации виртуальных экскурсий учителю важно учитывать доступные цифровые ресурсы, которые позволяют организовать полноценное культурно-образовательное погружение.

Учителям доступны разнообразные цифровые платформы: Google Arts & Culture, YouTube 360°, виртуальные музеи — они предоставляют готовые экскурсии по городам, музеям, историческим местам. Учащиеся могут самостоятельно или с преподавателем исследовать экспонаты, читать описания, слушать аудиогиды [Bondarenko, 2020, 41 с.].

Также полезны геймифицированные элементы: согласно опыту педагогов, включение заданий-квестов, викторин и игровых заданий в структуру экскурсии значительно повышает мотивацию учащихся и их вовлечённость [Нурманов, 2022, 102 с.].

Реализация виртуальных экскурсий на уроках английского языка может привести к следующим положительным результатам:

Повышение мотивации учащихся: визуализация, интерактивность и эффект “путешествия” стимулируют интерес к изучению языка и культуры.

Развитие социокультурной компетенции: учащиеся учатся различать культурные особенности, осознавать ценности других народов, анализировать культурные контексты.

Улучшение языковых навыков: выполнение заданий по чтению, говорению и аудированию в контексте экскурсии способствует развитию всех речевых видов деятельности.

Включённость и доступность: виртуальные экскурсии дают возможность “посетить” культурные объекты, недоступные офлайн, особенно актуально для школ, где нет ресурсов для реальных поездок.

Несмотря на огромный потенциал, внедрение виртуальных экскурсий сталкивается с рядом трудностей:

Технические ограничения: далеко не все школы имеют достаточное оборудование или стабильный интернет.

Качество контента: не все виртуальные туры содержат достоверную и педагогически релевантную информацию.

Методическая подготовка учителей: преподаватели могут не иметь опыта использования таких технологий или нуждаться в обучении.

Переизбыток визуального контента: учащиеся могут отвлекаться на визуальные эффекты, не фокусируясь на языковом или культурном аспекте.

Для успешной интеграции виртуальных экскурсий в преподавание английского языка рекомендуется:

Обучать учителей использованию VR и виртуальных платформ: проведение тренингов, обмен практическим опытом.

Внедрять задания рефлексии: эссе, обсуждения и проекты после виртуального тура, чтобы закрепить культурный опыт.

Оценивать эффективность: проводить диагностические исследования до и после экскурсии, измеряя рост межкультурной компетенции.

Заключение

Виртуальные экскурсии представляют собой мощный инструмент для развития межкультурной компетенции учащихся старших классов на уроках английского языка. Они объединяют технологический, языковой и культурный контексты, что делает образовательный процесс более значимым, мотивационным и эффективным. При правильной методической организации и системном использовании такие экскурсии способны не только обогатить знание о культуре англоязычных стран, но и сформировать у школьников уважение, эмпатию и способность критически осмысливать культурные различия.

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ЦИФРОВЫЕ ТЕХНОЛОГИИ И ЭТИЧЕСКИЕ АСПЕКТЫ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА В ЛИНГВОДИДАКТИКЕ

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Аннотация. *Статья посвящена анализу этических аспектов применения инструментов искусственного интеллекта (ИИ) в создании и использовании обучающих материалов по иностранному языку на базе опыта Санкт-Петербургского политехнического университета имени Петра Великого. Особое внимание уделяется этическим аспектам применения ИИ, вопросам академической честности, а также ответственности пользователей при создании адаптивных и интерактивных учебных материалов. Рассматриваются инновационные методы оптимизации педагогической и административной деятельности с интеграцией ИИ, что способствует повышению качества и эффективности образовательного процесса в цифровую эпоху.*

Ключевые слова: *искусственный интеллект, этические аспекты генеративный моделей, образовательные технологии, лингводидактика, СПбПУ им. Петра Великого, цифровая грамотность.*

ВВЕДЕНИЕ.

Развитие технологий искусственного интеллекта, являющееся одним из ключевых факторов цифровой трансформации современного общества, открывает качественно новые перспективы для проектирования адаптивных и интерактивных образовательных ресурсов, в том числе в области преподавания иностранных языков. В настоящих условиях динамичного развития информационных технологий актуализируется необходимость системного подхода к интеграции ИИ в образовательный процесс, что требует комплексного учёта этических аспектов, включающих гарантии защиты персональных данных, обеспечение высокого качества учебных материалов, предупреждение потенциальных злоупотреблений и строгую приверженность принципам академической честности [Указ Президента РФ, 2019].

Современные эмпирические исследования подчёркивают значительный потенциал ИИ в лингводидактике, раскрывая его положительное воздействие на мотивацию обучающихся, повышение качества усвоения материала и эффективность педагогических взаимодействий. Вместе с тем выявляются специфические проблемы и риски, в частности феномен «галлюцинаций» ИИ, а также трудности, связанные с прозрачностью алгоритмических процессов и сложности их интеграции в образовательный контекст [Панова, 2022, с. 10]. В этих обстоятельствах цифровая этика приобретает статус неотъемлемого компонента образовательных стандартов, формируя критически важный каркас цифровой грамотности, который обеспечивает баланс между инновациями и ответственностью, между технологическим прогрессом и социальной справедливостью. В рамках данной парадигмы выделяется ключевая роль педагога как координатора и контролирующего звена, обладающего необходимыми компетенциями для эффективного и этичного управления процессами, связанными с применением ИИ [Recommendation on the Ethics of Artificial Intelligence, UNESCO, 2023].

Таким образом, успешный и глубоко осмысленный подход к использованию технологий ИИ в

образовательной практике требует не только технических навыков, но и высокого уровня критического мышления, саморефлексии и готовности к системной оценке как позитивных эффектов, так и потенциальных угроз, что обеспечивает комплексное развитие профессиональной деятельности в условиях цифровой эпохи и способствует формированию устойчивой образовательной среды, отвечающей вызовам времени [Сысоев, 2024, с. 2].

Санкт-Петербургский политехнический университет имени Петра Великого (СПбПУ) проводит последовательную и комплексную работу по формированию фундаментальных политик и методологических подходов, направленных на ответственное, осознанное и этически оправданное использование ИИ в образовательной практике.

Для достижения указанных целей были разработаны универсальные рекомендации по обеспечению интеграции ИИ в образовательный процесс при неукоснительном соблюдении принципов академической этики и добросовестности, что предполагает признание ИИ не только как технологического средства, но и как мощного катализатора трансформации образовательной практики [Другова и др., 2022; Евдокимова и Агамалиев, 2023].

Рекомендации по этическому использованию инструментов ИИ очерчивают условия рационального и этически обоснованного его использования, направленные на повышение качества и эффективности обучения, поддержку инновационных научных исследований и оптимизацию административных функций, при этом учитывая интересы всех участников образовательного процесса — студентов, преподавателей и административного персонала. Они отражают приверженность университета ключевым академическим ценностям — честности, прозрачности и развитию [Кодекс этики в сфере искусственного интеллекта, 2023].

Важнейшие принципы рекомендуемого использования генеративного ИИ включают:

Принцип ответственности, предусматривающий, что пользователь несет полную ответственность за результаты применения ИИ.

Принцип разумности, согласно которому ИИ служит вспомогательным средством, не заменяя самостоятельное мышление и непосредственное взаимодействие участников образовательного процесса.

Принцип человекоцентричности, подчеркивающий, что ИИ функционирует исключительно в интересах и с уважением к правам обучающихся, преподавателей и иных участников образовательной среды.

Принцип информирования и вовлечения всех заинтересованных сторон в процесс применения ИИ.

Принцип прозрачности, обязывающий четко обозначать объем и характер работ, выполненных с помощью ИИ, включая оформление пояснительных записок и аннотаций, раскрывающих детали использования конкретных сервисов и запросов.

Принцип безопасного применения, направленный на предотвращение манипуляций данными и обязательное использование только верифицированного контента для обучения моделей.

Принцип соблюдения законодательства и локальных нормативных актов с минимизацией рисков причинения вреда третьим лицам.

Принцип компетентности, предполагающий обязательное обучение пользователей этическим ограничениям и методикам работы с ИИ.

Принцип обеспечения справедливого доступа к технологиям для всех участников образовательного процесса вне зависимости от их социального положения, физических возможностей или географического размещения.

Принцип этичности, сохраняющий фундаментальные нормы безопасности, ответственности и недискриминации, а также академической честности при работе с ИИ.

В Политехническом университете допускается применение генеративных ИИ-сервисов, не требующих подключения через VPN, а также локальных нейросетевых моделей при условии

соблюдения требований безопасности и этических норм. Среди рекомендованных сервисов — интегрированные в систему СПбПУ платформы CDO Global, а также современные отечественные и международные нейросети. GigaChat— мультимодальная русскоязычная нейросеть, взаимодействующая с пользователем в формате диалога. Работает на русском и английском языках; YandexGPT — аналог ChatGPT, разработанный Яндексом. Эта модель ИИ основана на технологии обработки естественного языка и используется для генерации текстов; Kandinsky— бесплатная российская нейросеть для генерации изображений от Sber AI. Умеет генерировать изображения по текстовым запросам и на основе загруженных фотографий и стилей, совмещает и дорисовывает изображения, переносит стиль, с загруженных изображений на сгенерированные; Gerwin – нейросеть, созданная специально для русскоязычного сегмента интернета. Она может генерировать тексты и изображения и работать с уже существующими текстами; «Шедеврум» – нейросеть, созданная на базе YandexGPT. Работает на русском и английском языках; «Маэстро» - приложение от Сбера, технология для автоматического создания музыкальных композиций; DeepSeek - китайская нейросеть. Большая языковая модель с открытым исходным кодом, который позволяет адаптировать технологию для решения различных задач в сфере искусственного интеллекта; Qwen2.5-Max – китайская нейросеть. Эта модель ИИ основана на технологии обработки естественного языка и используется для генерации текстов, кода, генерации изображений.

Технологии искусственного интеллекта обладают значительным потенциалом для решения ключевых проблем современного образования, внедрения инновационных методов в педагогическую и образовательную практики, а также снижения рутинной и административной нагрузки на преподавательский состав. При условии строгого соблюдения соответствующих принципов целесообразно их применение в следующих областях:

разработка и внедрение образовательных чат-ботов, способствующих интерактивности и персонализации обучения;

генерация учебного контента, при этом ответственность за качество и достоверность создаваемого материала полностью возлагается на физическое лицо, использующее соответствующий сервис;

внедрение сервисов для мониторинга образовательного процесса, включая отслеживание успеваемости студентов и выявление лиц, находящихся в группе повышенного риска отчисления;

формирование индивидуальных образовательных траекторий с использованием адаптивных технологий и аналитических инструментов;

оптимизация работы преподавателей посредством автоматизации ряда трудоемких и рутинных функций, в числе которых технический мониторинг форумов, контроль посещаемости, оценка заданий, а также предоставление оперативных ответов на часто задаваемые вопросы. Важно подчеркнуть, что любое использование ИИ-инструментов в указанных форматах осуществляется при полной ответственности пользователей за результат и при неукоснительном соблюдении этических и нормативных норм.

Данный подход способствует повышению эффективности образовательного процесса и позволяет сосредоточить усилия педагогов на качественном взаимодействии с обучающимися и развитии их творческого потенциала. Обеспечение этической ответственности и прозрачности в использовании технологий искусственного интеллекта является приоритетом для поддержания академической честности и устойчивого развития образовательной среды.

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ФОРМИРОВАНИЕ ПРОДУКТИВНОЙ ОБРАЗОВАТЕЛЬНОЙ СРЕДЫ ПРИ ИЗУЧЕНИИ ИНОСТРАННЫХ ЯЗЫКОВ

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Аннотация: *В данной статье рассматривается проблема формирования продуктивной образовательной среды при изучении иностранных языков. Автор обосновывает важность целостного подхода, интегрирующего метакогнитивные, аффективные и социальные стратегии обучения. Анализируется исторический переход от авторитарных, ориентированных на преподавателя методов к личностно-ориентированным стратегиям, где педагог выступает в роли фасилитатора. Подробно рассматриваются классификация и анализ социальных и аффективных стратегий, их роль в снижении языкового барьера, формировании устойчивой мотивации и создании благоприятной психологической атмосферы в учебной группе. Делается вывод о том, что именно совокупность этих стратегий позволяет сформировать подлинную коммуникативную компетенцию и готовность к межкультурному взаимодействию.*

Ключевые слова: *преподавание иностранных языков, образовательная среда, стратегии обучения, социальные стратегии, аффективные стратегии, метакогнитивные стратегии, коммуникативная компетенция, языковой барьер, мотивация, командная работа.*

ВВЕДЕНИЕ.

Изучение иностранных языков на сегодняшний день является одной из важнейших составляющих личностного и профессионального развития в условиях глобализации. В современном обществе владение хотя бы одним иностранным языком рассматривается не только как средство межкультурной коммуникации, но и как необходимый инструмент для успешной интеграции в образовательное, профессиональное и социальное пространство. В этой связи вопрос повышения эффективности процесса обучения иностранным языкам приобретает особую актуальность.

Преподавание иностранного языка представляет собой сложный и многогранный процесс, в котором взаимосвязаны множество факторов - как объективных, так и субъективных. Оно зависит как от уровня профессиональной подготовки преподавателя, его методических знаний, опыта и личностных качеств (в частности, харизмы), так и от особенностей самих обучающихся: уровня мотивации, когнитивных способностей, стиля восприятия информации и степени включенности в учебный процесс. Таким образом, успешность обучения иностранному языку определяется не только методикой преподавания, но и стратегиями, которые используются как преподавателями, так и учащимися в рамках образовательного взаимодействия.

Историческое развитие принципов и подходов к обучению иностранным языкам демонстрирует значительное разнообразие методологических парадигм, напрямую связанных с метакогнитивными установками общества в разные исторические периоды. Так, ранее господствующий авторитарный подход, ориентированный преимущественно на преподавателя и грамматико-переводную методику, уступил место более гибким и личностно-ориентированным стратегиям обучения. Современные методисты и преподаватели всё чаще признают доминирующую роль обучающегося в образовательном процессе, рассматривая педагога не как основного источника знаний, а как фасилитатора и организатора

условий для эффективного языкового развития.

В рамках данной статьи особое внимание уделяется классификации и анализу стратегий изучения иностранных языков, в частности - социальным и аффективным стратегиям, а также их сочетанию с метакогнитивными подходами. Рассматриваются условия, при которых создаётся полноценная продуктивная образовательная среда, способствующая преодолению языкового барьера, формированию устойчивой мотивации к изучению языка и развитию коммуникативной компетенции. Кроме того, затрагиваются аспекты формирования комфортной атмосферы на уроках, создания командного духа в учебных группах, а также развития эмпатии по отношению к одноклассникам и носителям языка.

Целью настоящей статьи является выявление и систематизация эффективных стратегий изучения иностранного языка, обеспечивающих не только усвоение лексико-грамматического материала, но и формирование у обучающихся готовности к реальному межкультурному взаимодействию. Задачи исследования включают анализ исторических и современных подходов к преподаванию, рассмотрение роли метакогнитивных, аффективных и социальных стратегий, а также обоснование их значимости для создания полноценной образовательной среды.

В соответствии с мнением Я.К. Конрада, метакогнитивные стратегии не разделяют обучение на отдельные аспекты, тогда как аффективные стратегии направлены на контроль за учебной средой и создание положительного фона, препятствующего возникновению языкового барьера. Социальные стратегии направлены на установление контактов со всеми участниками учебного процесса [1, с. 27]. Поскольку общение считается конечной целью в изучении иностранных языков, основная компетенция студента заключается в умении создать соответствующую среду для общения на занятии.

В связи с этим можно утверждать, что социальные стратегии в сочетании с аффективными представляются ключевым фактором для создания полноценной продуктивной среды изучения иностранного языка. Более того, Я.К. Конрад приводит данные о трёх основных группах таких социально-аффективных стратегий: «Задавай вопросы», «Действуй вместе» и «Позитивное мышление» [2, с. 38].

Первая группа стратегий преследует цель формирования активной коммуникативной ориентации на уроке. Два из четырёх аспектов владения иностранным языком - чтение и аудирование - подразумевают рецептивный характер заданий. Стоит отметить, что студенты воспринимают информацию посредством чтения различных текстов или выполнения упражнений, проверяющих понимание информации. Несмотря на то, что указанные аспекты считаются основными в овладении языком, они не обеспечивают полноценного знания иностранного языка, поскольку главной целью является именно общение. Таким образом, чтение и аудирование создают основу для восприятия информации и помощи в её осмыслении, предоставляя возможность адекватной обратной связи, а следовательно, - участия студентов в письменной или устной коммуникации [2]. Поэтому без стратегий первой группы невозможно эффективно достичь взаимодействия между собеседниками на иностранном языке.

Наиболее распространёнными социальными формами работы в классе в рамках данной группы стратегий считаются работа в парах и группах [2]. Это подчёркивает тесную взаимосвязь между стратегиями первой и второй групп: первая сосредоточена на языковой подготовке, в то время как вторая - на создании благоприятной психологической атмосферы, сопровождающейся социальными формами работы в классе. Изначально базовой формой подготовки в рамках первой группы стратегий выступает самостоятельная работа, в которой каждый ученик стремится сформировать собственную языковую базу для дальнейшего её развития и совершенствования при использовании других форм работы. Выполняемые упражнения направлены на формирование и развитие базовых навыков, начиная с репродуктивных, затем переходя к репродуктивно-продуктивным. Для правильного представления и объяснения новой информации можно широко использовать фронтальную форму работы, однако даже при её применении желательно организовать ежедневное общение на иностранном языке в классе,

особенно в одноязычных группах. Таким образом, с самого начала студенты учатся задавать вопросы и адекватно на них отвечать, что благоприятно влияет на снижение языкового барьера.

Вторая группа стратегий направлена на создание благоприятной среды для такой социальной формы работы, как партнёрство в группах. Умение находить контакт с другими людьми в различных ситуациях необходимо для полноценного участия в жизни общества, независимо от используемого языка - родного или иностранного. Однако данный навык требует целенаправленного формирования и тренировки. При изучении иностранного языка обучение коммуникативным навыкам осложняется как самим языком, так и общей подготовкой участников. Человеку свойственно испытывать дискомфорт при использовании нового для него навыка, особенно в присутствии других учащихся. Поэтому акцент следует делать на том, что психологи говорят в таких случаях о необходимости формирования именно коллектива, а не просто группы - зачастую хаотичного набора людей. Коллектив - это те, кто способен совместно работать, распределяя нагрузку и ответственность за выполнение задач между всеми участниками. Преподаватель иностранного языка в этом смысле выступает скорее как психолог, чем как учитель другой дисциплины, поскольку именно он организует работу в классе так, чтобы учащиеся чувствовали себя командой, объединённой общими целями и задачами, чтобы страх совершить ошибку на глазах у других не возникал с самого начала.

В этом контексте социальные стратегии второй группы тесно связаны со стратегиями третьей группы, направленными на создание комфортной и уютной атмосферы общения в классе. Р. Оксфорд [3] называет эту группу «эмпатия по отношению к другим» и выделяет в ней две основные стратегии: эмпатия к партнёрам по языковым занятиям и к носителям языка. В языковых школах, находящихся в стране изучаемого языка, преподаватели часто не разделяют эмпатию к одногруппнику и к носителю языка, так как занятия всегда проводят носители, воспринимаемые как источник знаний и консультанты.

По мнению Ю. Кветца, корпус нашего исследования имеет определённые недостатки, например, чрезмерную экспрессивность, а также [5, с. 44] отличия от собственной реальности и ценностей, которые зачастую воспринимаются негативно. Первое создаёт предпосылки для стереотипного мышления, которое подсознательно переносится из смоделированных учебных ситуаций на всех представителей культуры изучаемого языка. Чтобы избежать этого, широко практикуется явное акцентирование внимания на изучаемой социокультурной среде с использованием наглядных примеров из различных языковых разделов - лексики или грамматики [6].

В результате проведённого анализа можно сделать вывод о том, что эффективное изучение иностранного языка невозможно без целостного подхода, предполагающего использование комплекса метакогнитивных, аффективных и социальных стратегий. Историческая эволюция методов преподавания показывает, что смещение акцента с учителя на обучающегося, а также ориентация на личностные особенности последнего, способствует более глубокому и устойчивому усвоению языкового материала.

Особое значение в процессе формирования полноценной образовательной среды приобретают социальные стратегии, направленные на организацию взаимодействия между всеми участниками учебного процесса, а также аффективные стратегии, способствующие созданию благоприятной психологической атмосферы на занятии. Совокупность этих факторов позволяет значительно снизить уровень языковой тревожности, устранить коммуникативные барьеры и активизировать внутренние ресурсы обучающихся.

Одним из ключевых моментов является формирование у студентов коммуникативной направленности, умения работать в команде, активно задавать вопросы и взаимодействовать с другими участниками учебного процесса - как в парной, так и в групповой форме. В этом контексте преподаватель выступает не только как носитель знаний, но и как модератор, психолог и наставник, чья задача - создать комфортные условия для раскрытия потенциала каждого обучающегося.

Таким образом, можно утверждать, что оптимизация процесса обучения иностранному языку требует внедрения целенаправленных стратегий, направленных на создание мотивационно и

эмоционально насыщенной среды. Только в таких условиях возможно формирование устойчивых языковых навыков и развитие настоящей коммуникативной компетенции, соответствующей реалиям современного межкультурного общения.

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DEVELOPING A2 LEARNERS' COMMUNICATIVE SKILLS THROUGH THE USE OF THEMATIC LEXICAL SETS

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Abstract: *The article explores the development of communicative skills in A2-level learners through the use of thematic lexical sets. The relevance of the topic stems from the growing emphasis on practical language proficiency, the necessity of fostering confident oral production at the basic level, and the demand for efficient and accessible teaching methods that enhance motivation and ensure systematic vocabulary expansion. The practical value of the study lies in the adaptability of the proposed approach for various teaching contexts, age groups, and curricula, ultimately contributing to increased learner confidence and the developmentof consistent oral communication skills.*

Keywords: *lexical sets, A2 level, communicative competence, oral production, basic vocabulary, communicative tasks, speaking activities, CEFR.*

INTRODUCTION.

Contemporary English language teaching is increasingly shifting away from mechanical grammar acquisition towards cultivating learners' ability to express themselves in typical everyday situations. Within the CEFR framework, the A2 level—referred to as the "Waystage"—marks a stage at which learners can manage simple communicative tasks related to daily life: describing themselves, their families, places of residence, habits, shopping routines, travel experiences, health issues, food preferences, weather conditions, and other familiar topics. Nevertheless, A2 learners often struggle with insufficient activation of their vocabulary. Many words remain available only in their passive lexicon, and students experience difficulty retrieving them quickly in real-time communication. This leads to frequent pauses, a sense of insecurity, fragmented speech, reliance on the mother tongue, and reluctance to engage in interaction.

One effective response to this challenge is the use of thematic lexical sets—coherent clusters of words belonging to the same semantic field, such as "Food," "Travel," "Shopping," "Daily routine," "My country," "Weather and seasons," "Health and body," and "Hobbies and free time." The essence of this method lies in teaching vocabulary not as isolated units but as interconnected elements linked through meaning, context, and functional usage. A lexical set forms a cognitive map of a topic, enabling learners to recall words more easily, activate them more rapidly, and combine them more effectively to produce longer and more fluent utterances. This is particularly valuable at the A2 stage, where learners are transitioning from single sentences to longer, more cohesive speech.

Another significant advantage of lexical sets is their ability to instill a sense of control over the communicative situation. When learners see a concrete set of words and expressions that they can rely on, the unpredictability of the speaking task decreases. For instance, prior to a descriptive task about one's country, learners may be provided with lexical items such as traditional food, national holidays, capital city, climate, mountains, lakes, famous people, local language, customs, celebrations. The mere presence of this list reduces linguistic anxiety, and deliberate repetition combined with mini-dialogues facilitates the transition of this

vocabulary into the active lexicon. Lexical sets also play a crucial role in the development of monologic speech. A2 learners often find it difficult to structure a description: they may know individual words but struggle to organise them logically. When working with a thematic lexical set, the process becomes more manageable. For example, the task “Describe your weekend” may be accompanied by a lexical group such as woke up, had breakfast, met friends, went to the park, watched a movie, ate out, enjoyed, relaxing, sunny day, tired but happy. The teacher encourages learners not simply to list these elements but to connect them with discourse markers such as First…, Then…, After that…, Finally…. This approach transforms scattered vocabulary into a coherent narrative, fully aligned with A2-level descriptors.

Communicative activities provide the most natural environment for implementing lexical sets. Role play is particularly effective, as it simulates real-life interaction. When studying the topic “Travel,” learners may assume the roles of a tourist, a guide, a hotel receptionist, a passenger, or a shop assistant. Each receives a set of key phrases—book a room, check-in, one-night stay, comfortable, local attractions, city tour, buy a souvenir, ask for directions. The teacher presents short scenarios, and learners interact, striving to employ as many items from the set as possible. This type of activity increases the density of speech and encourages flexible use of the active vocabulary.

Valuable technique is the use of “speaking cards,” where learners draw a card with a picture or word from a lexical set. An image of a national dish may prompt the utterance: “In my country people often eat this dish on special days,” while a traditional costume may lead to comments about holidays and celebrations. Through such tasks, students learn to produce spontaneous utterances, make lexical associations, and link new information with prior knowledge. Information-gap tasks are particularly effective for developing dialogic competence. Learners receive two versions of the same text or visual material, with some details missing. To complete the information, they must ask each other questions using the target vocabulary. At A2 level, such tasks may relate to “My country,” “Daily routine,” “Families,” or “Free time.” Typical questions include: “What do people in your country usually eat on holidays?” “When do people celebrate this festival?” “Is your climate hot in summer?” “What languages do people speak?” These interactions both increase speaking fluency and encourage natural vocabulary usage. Creative tasks also play an essential role, as they appeal to learners’ personal experiences. Students may be invited to design a mini-guidebook about their country using the “My country” lexical set. They can describe weather patterns, traditions, celebrations, tourist attractions, national dishes, notable figures, or cultural symbols. By selecting 10–15 items from the lexical set and creating a monologue, leaflet, or poster, learners connect linguistic content with their own identity, which significantly enhances motivation and engagement. Another helpful technique is the creation of lexical mind maps, in which learners organise words on paper in the form of a tree or web. For example, the “Food” topic may branch into fruit, vegetables, meat, drinks, and desserts, each of which can be expanded. This visual structuring promotes long-term retention and strengthens learners’ ability to recall vocabulary during spontaneous speech. Another important advantage of thematic lexical sets is their strong alignment with how memory naturally operates. Cognitive psychology demonstrates that humans recall information more effectively when it is organised in meaningful clusters, rather than stored as isolated elements. This phenomenon, often referred to as “semantic grouping,” significantly enhances retrieval speed. When learners at A2 level encounter communicative tasks, quick access to vocabulary is essential. If the vocabulary has been previously grouped into coherent thematic units, the brain retrieves not only one word but automatically activates a chain of related items. For example, recalling the word “mountains” often triggers associations such as high, cold, hiking, trip, beautiful views, fresh air, and travel. This automatic activation greatly facilitates the production of longer utterances and reduces the cognitive load placed on the learner during conversation.

In addition to supporting memory, lexical sets contribute to the development of lexical fluency, which is one of the most critical components of speaking competence at the A2 stage. Lexical fluency does not imply advanced vocabulary, but rather the ability to use familiar words spontaneously, without hesitation. Many A2 learners experience speaking difficulties not because they lack knowledge, but because they cannot access the words they know quickly enough. The repetitive nature of lexical-set-based tasks—such as mini-dialogues, role

plays, picture descriptions, and information-gap activities—helps reduce retrieval time. As learners repeatedly encounter the same lexical items in slightly different communicative contexts, these words become automatised, allowing students to concentrate more on message planning and less on searching for vocabulary. Furthermore, thematic lexical sets provide an effective scaffold for learners who struggle with confidence. A2 learners often report feeling "lost" when asked to speak without support, especially in front of peers. When a lexical set is visually present—whether as a printed list, mind map, flashcards, or illustrated board—the learner perceives the communicative task as more manageable. This sense of structure creates a psychological safety net that reduces anxiety and encourages greater participation. The teacher can gradually remove the visual support as learners gain confidence, transitioning from controlled practice to freer communication. This scaffolding approach mirrors the progression described in communicative language teaching (CLT) and is fully compatible with CEFR descriptors emphasizing the need to mediate meaning with simple language. Lexical sets is their adaptability to mixed-ability groups, which are common in contemporary classrooms. While some learners may quickly grasp and apply new vocabulary, others may require more time and repetition. Lexical sets allow for differentiation: stronger learners can be given additional items or more complex tasks, such as explaining word relationships or creating micro-stories, while those who need more support can focus on the core vocabulary. Even within one lexical field, tasks may vary by complexity. For example, when working on the theme "Food," a weaker learner may simply identify and describe items ("This is fruit. It is sweet. I like it."), whereas a stronger learner might compare dishes from different cultures or express preferences with reasons ("This dish is traditional in my country because people cook it for family celebrations."). Lexical sets make it possible to maintain a unified topic while offering flexible task design that meets individual needs.

A2 learners often struggle not only with vocabulary but also with using language appropriately in context: choosing polite forms, expressing preferences, giving reasons, reacting to information, or asking for clarification. Lexical sets can be enriched with formulaic expressions and functional language that correspond to real-life communicative situations. For example, a lexical set for the topic "Travel" may include not only nouns and verbs but also polite phrases such as "Could you help me, please?", "I would like to check in," or "How much does it cost?". Including these functional chunks allows learners to engage in more authentic, socially appropriate conversation and prepares them for situations they may encounter outside the classroom.

The effectiveness of lexical sets has been confirmed by classroom observation and learner performance analysis. Regular work with thematic vocabulary contributes to more elaborate utterances, increased use of adjectives and intensifiers, reduced hesitation, and less reliance on the mother tongue. Learners become more confident at initiating conversations, asking and answering questions, and maintaining exchanges. In some cases, improvement is also observed in grammar, as frequent lexical activation encourages the natural use of structures such as the Present Simple, Past Simple, like + V-ing, want to + verb, and can + verb, all of which align with A2 learning outcomes.

In conclusion, thematic lexical sets constitute an effective tool for enhancing communicative competence among A2 learners. They facilitate vocabulary organisation, promote linguistic flexibility, and contribute to more natural and coherent speech production. Moreover, lexical sets boost learner confidence, support motivation, and help reduce language anxiety. Particularly at the transitional stage toward independent communication, this method empowers learners with a manageable and functional lexicon, enabling them to express themselves more freely despite linguistic limitations. Integrating lexical sets into English lessons not only expands students' active vocabulary but also cultivates their ability to use language meaningfully in real-life communicative situations—an outcome that represents the core goal of A2-level instruction.

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PRAGMATIC AND COMMUNICATIVE STRATEGIES IN ENGLISH AND UZBEK INFLUENCER BRANDING ON SOCIAL NETWORKS

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Abstract: *This article examines the linguistic, pragmatic, and communicative strategies used by English and Uzbek influencers in constructing their personal branding identities across social networks. The study draws on theories of digital discourse, multimodality, and sociolinguistics to explain how influencers shape interactions, persuade audiences, and create recognizable online personas. Special attention is given to cultural norms that influence stylistic choices in English and Uzbek digital communication, including politeness, emotional expressiveness, empowerment discourse, code-mixing, and narrative identity. Through comparative analysis, the article highlights universal trends in influencer communication as well as culture-specific linguistic features that define Uzbek online discourse. The findings contribute to understanding how language and digital culture interact in shaping modern branding strategies.*

Keywords: *influencer branding, pragmatics, communication strategies, English, Uzbek, digital discourse, multimodality, online identity.*

INTRODUCTION.

The rise of influencer culture in the digital era has transformed online communication into a highly interactive, personalized, and persuasive space. Influencers use multimodal and linguistic strategies to construct their digital personas, promote products, and establish emotional connections with followers. As Crystal (2019) argues, online communication forms a unique linguistic environment characterized by hybrid forms, rapid stylistic shifts, and multimodal expression [1; 84-p.], making influencer discourse a significant field for linguistic study. In both English and Uzbek contexts, influencers rely on language not merely to inform, but to build identity, credibility, and community.

Digital identity formation is a central component of influencer branding. Following Zhao's (2017) insights into online self-presentation [9; 47-p.], influencers craft their personas through curated narratives, visual aesthetics, and tone of interaction. English-speaking influencers tend to construct identities based on individuality, confidence, and lifestyle expression, frequently using personal statements such as "This is my journey," or "Here's what changed everything for me." In contrast, Uzbek influencers prefer relational and polite forms of self-presentation, using expressions like "aziz kuzatuvchilarim" or "sizlar bilan o'rtoqlashmoqchiman." This contrast highlights Labov's (2012) observation that narrative styles reflect broader cultural values embedded in discourse traditions [4; 156-p.].

Pragmatic strategies are central to influencer communication. English-language influencers frequently adopt a direct, motivational, and dynamic style of address. Imperatives such as "Try this," "Join me," and

“Watch till the end” are common and align with Herring’s (2004) findings that digital discourse often embraces informal, speech-like pragmatics to create immediacy and engagement [2; 11-p.]. English influencers also emphasize authenticity using markers such as “honestly,” “no filter,” or “real talk,” creating an impression of transparency and relatability. These strategies resonate with Pavlik’s (2008) argument that digital media encourages personalized, emotionally charged communication [5; 104-p.].

Uzbek influencer pragmatics, however, reflect cultural values of modesty, politeness, and communal orientation. Instead of direct imperatives, Uzbek influencers frequently employ softened invitations like “keling, birga ko‘raylik,” “menimcha foydali bo‘ladi,” or “sizlarga kichik maslahat.” Shoabiddinov (2022) notes that Uzbek influencer discourse maintains national politeness norms even within global platforms [7; 58-p.]. Emotional warmth is also prominent, conveyed through lexical items such as “ajoyib,” “zo‘r,” “mehrli,” and references to cultural values such as “halollik,” “baraka,” and “samimiyat.” These patterns illustrate how politeness strategies function as branding tools, aligning with culturally expected forms of communication.

Multimodality is another essential component. Influencers integrate images, emojis, color themes, video editing, gestures, typography, and music—elements that, as described by Kress and van Leeuwen (2006), work together to form meaning in digital communication [3; 64-p.]. English influencers often use minimalist layouts and bold aesthetics, while Uzbek influencers favor warmer tones and culturally symbolic visuals. Both rely on emojis to enhance emotional expression, clarify tone, and foster intimacy. The combination of visual and verbal resources positions influencers as both content creators and semiotic designers.

Interaction and engagement constitute the core of influencer branding. Engagement practices include asking questions, encouraging comments, conducting polls, and responding to follower messages. Turaev (2023) emphasizes that Uzbek influencers often rely on relational engagement such as gratitude expressions and community-building phrases [8; 100-p.], while English influencers frequently build communities through strong, identity-focused expressions like “our community” or “my family here.” These engagement strategies confirm Schmitt’s (1999) idea of experiential branding, where user experience and emotional involvement become central to brand identity [6; 72-p.].

Narrative construction functions as a persuasive device. Influencers share personal stories, challenges, or transformational experiences to build trust and motivation. Labov’s narrative model can be observed in both languages, but cultural differences shape narrative focus. English influencers highlight self-development and individual achievement, whereas Uzbek influencers often emphasize collective values, family support, and moral lessons. This divergence demonstrates how cultural frameworks shape narrative persuasion.

Code-mixing represents one of the clearest linguistic differences between English and Uzbek influencer discourse. English influencers rarely mix other languages due to English’s dominant global status. In contrast, Uzbek influencers frequently integrate English borrowings such as “trend,” “collab,” “content,” “challenge,” and “support.” Shoabiddinov (2022) notes that English-Uzbek hybrid branding is associated with modernity and digital prestige [7; 60-p.]. Code-mixing serves not only as a stylistic tool but also as an identity marker indicating global orientation.

From a broader perspective, these strategies reveal how influencers simultaneously participate in global digital culture and local communicative traditions. As Pavlik (2008) stresses, digital platforms transform communication by encouraging hybrid forms of identity, interaction, and persuasion [5; 142-p.]. In this sense, English and Uzbek influencer discourse share universal structural patterns but remain distinct in pragmatic nuance and cultural grounding.

Conclusion

The analysis of pragmatic and communicative strategies in English and Uzbek influencer branding demonstrates that influencer discourse is linguistically, culturally, and semiotically rich. English influencers rely on directness, empowerment, authenticity framing, and dynamic interaction, while Uzbek influencers foreground politeness, emotional sincerity, collectivist values, and hybrid linguistic forms. Both operate within multimodal environments that require strategic integration of language and visuals. The comparative approach reveals how global digital norms interact with local cultural practices to shape unique branding styles. As digital

influence continues to evolve, understanding these patterns becomes essential for linguists, media analysts, and communication specialists.

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CAUSES, CONSEQUENCES AND TEACHING STRATEGIES OF GENDER DIFFERENCES IN FOREIGN LANGUAGE EDUCATION

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Abstract. *Research shows that there are neurobiological, motivational, and social differences between women and men in language acquisition. Generally, women demonstrate advantages in verbal skills and exhibit emotionally and interest-oriented motivation. Men, on the other hand, tend to learn foreign languages for more pragmatic, goal-oriented reasons. Various theories and international research results emphasize the concept of genderlect and its significance in sociolinguistics. Based on these findings, teachers should apply differentiated methods in the teaching process, taking gender differences into account. To enhance women's motivation, the practical and career-related benefits of learning a foreign language should be explained, while for men, a socially rich and interactive learning environment should be created. This approach can improve learning outcomes and contribute to the elimination of gender stereotypes.*

Keywords: *genderlect, neurolinguistics, teaching strategies, second language acquisition, language learning beliefs, social identification*

INTRODUCTION.

Our study examines how the relationship between learning a non-native language and gender has changed over the past thirty years and how gender stereotypes influence this process. Early studies considered differences between men and women as fixed, biological, and binary categories. However, later research has shown that gender is a variable characteristic shaped by society and environment. Here, we discuss language learning and gender stereotypes, review numerous related studies and theories proposed over the years, and present the results of our own survey.

Neurolinguistic aspects of foreign language learning. First, it is necessary to consider the biological aspects of language learning, as biological factors directly affect the process. Key brain regions involved in language processing include Broca's and Wernicke's areas. Broca's area is crucial for speech production, while Wernicke's area is essential for language comprehension. The proper functioning of these areas directly affects the efficiency of language learning. Research shows that women's language processing involves more balanced activation of both the left and right hemispheres. This allows women to process language through broader neural networks, aiding their advantages in verbal memory and lexical skills. Hormonal effects should also be considered. For instance, higher levels of estrogen in women strengthen synaptic connections and increase neuroplasticity, enhancing verbal memory, vocabulary development, and overall language learning. These hormonal differences also influence how the brain approaches language processing. Such information should inform teaching approaches and methods, ensuring that the individual characteristics of both genders are effectively supported.

Several theories highlight gender stereotypes in foreign language learning:

- George Lakoff's Dominance Theory (1975) posits that women's cautious and weak forms of language use are directly related to their social status. He argued that women's speech commonly includes hedges, excessive adherence to normative grammar, polite forms, and question intonation, reflecting social

powerlessness. However, no empirical studies were conducted at that time to validate this theory.

- Albert Bandura's Social Learning Theory suggests that learning is a cognitive process that occurs within a social context. This context should involve observation and motivation, allowing an individual to imitate a model. Consistent modeling enables learners to acquire specific skills and language behaviors.
- Deborah Tannen's Difference Theory (1990) states that men and women develop different "genderlects" during socialization. This theory claims that women are more open to new language structures and correct their errors more quickly.

Genderlect refers to the ways men and women use language differently. We reviewed multiple studies on this topic, both in native and foreign languages. For example, John Blair's 2000 study in a Canadian high school investigated how boys and girls communicate, their topics of conversation, and the linguistic tools used in lessons. Krupnick's 1985 study examined how gender affects teaching and learning quality at Harvard University. Findings showed that the teacher's personality and pedagogical experience influence classroom dynamics more than gender, suggesting that gender is part of subjective identity formation and underpins social interaction.

These studies indicate that genderlects reflect how individuals express themselves in society and perceive the world. Gender is not the only factor determining communication style, but it is an integral part of identity and affects social interaction. Although these insights emerged long ago, it is increasingly recognized that gender plays an important role in the learning process, interconnected with other factors.

Genderlects play a significant role in the learning environment and influence the social acquisition of language, as they form distinct social identities. However, few studies have explored men's and women's spoken-to-written communication styles. Written language has often been considered a reflection of spoken language, and gender differences in written expression have been minimally investigated.

Empirical studies provide useful insights. Kristin Burstall's 1975 study of 6,000 students, Susan Boyce's 1987 research, and Murphy's 2010 study all show that women outperform men in language learning. Some research links certain foreign languages to gender stereotypes; for example, a 2002 study found that boys associated French with a "feminine" image and German with a "masculine" one, affecting motivation.

Research conducted in Poland with 549 students and 64 teachers revealed that gender plays some role in language learning, but other social factors have a stronger influence. In Turkey, studies at Çukurova University's Preparatory School examined gender differences in language learning beliefs among 180 students. Female students reported higher motivation, while male students focused more on the practical application of language learning and were less concerned with difficulties or feelings of inadequacy. These findings indicate that language learning beliefs can vary by gender and influence teaching methods.

Studies on second language acquisition show that students' beliefs about language learning are related to motivation, age, academic performance, and learning experience. Research can be summarized in a table highlighting gender differences in language learning beliefs.

For example, focus group discussions held in 2007 at a Canadian public university with students enrolled in six foreign language programs showed that men's and women's beliefs about language learning were largely similar. The main difference was that women tended to believe that people who speak multiple languages are smarter. Compared to other studies, this suggests that gender plays a role in beliefs and motivation but has a limited effect on overall learning approaches.

Conclusion. Research shows that gender differences in foreign language acquisition are determined by both biological and social factors. Women prefer emotional and communicative motivation in language learning, while men favor goal-oriented and pragmatic approaches. These differences affect learning outcomes, teaching strategies, and the social function of language. Using gender-sensitive teaching methods can increase learning effectiveness and help eliminate gender stereotypes.

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ASSESSMENT CATEGORY AS AN OBJECT OF LINGUISTICS

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Abstract. *This article describes the creation process of the linguistic landscape of the world within the framework of the interaction of objective and subjective factors, the objective factors are based on the laws in reality, and the subjective factors are related to the biological and social characteristics of a person, the interaction of these factors explains the choice of linguistic units.*

Key words: *objective and subjective factors, linguistic landscape, language units, category, grammatical and lexical tools, semantic category, emotion*

INTRODUCTION.

The study of language from the point of view of anthropocentrism requires that it be researched within the epistemological framework of objective being-thought-language-culture [Safarov 2015, 287]. The thinking that reflects the existence in the language summarizes the phenomena of reality in one way or another, simplifies the connection between them as much as possible, and imbues it with the characteristic of subjectivity. All this indicates that human cognitive activity is prone to creativity. The same subjective element is preserved in the linguistic realization of thought and affects the way the outside world is reflected in the language system. As a result, the formation of the linguistic landscape of the world depends on how much a person perceives reality, how he "looks" at this reality.

At the same time, the creation process of the linguistic landscape of the world takes place within the framework of the interaction of objective and subjective factors. The first of them is based on the laws in reality, and the subjective factors are related to the biological and social characteristics of a person. The interaction of these factors ensures the selection of linguistic units. As Sh.Safarov pointed out, "the choice of a sign-property that is preferred in the naming of signs-phenomena in reality is never free, involuntary, it is based on the objective essence of this sign-property in the development of social life and nature" [Safarov 2015, 299]. The level of accuracy of the linguistic realization of an objective entity can be determined by observing the nature of phenomena occurring at different levels of the language system.

Manifestation of language units in one or another form, expressing a certain meaning, performing a necessary pragmatic task in the course of speech actions shows that it is related to human activity. N.Mahmudov, noting that language is a multitasking phenomenon and its integral essence cannot be defined based on a specific task, language in fact, in addition to the communicative task, "knows the world, collects, preserves knowledge, conveys it to the next generations, develops spiritual relationships states that it fulfills a number of tasks, such as reflection and realization of categories of beauty" [Mahmudov 2017, 55]. Among the listed tasks, the act of evaluating the "realization of categories of beauty" itself indicates that it is the research object of linguistics. Without words, a person is able to evaluate things and objects, events, and interpersonal relationships through speech. The emotional, spiritual, and intellectual evaluation of the positive or negative characteristics of reality indicates that the study of this comprehensive phenomenon is important for understanding the essence of language.

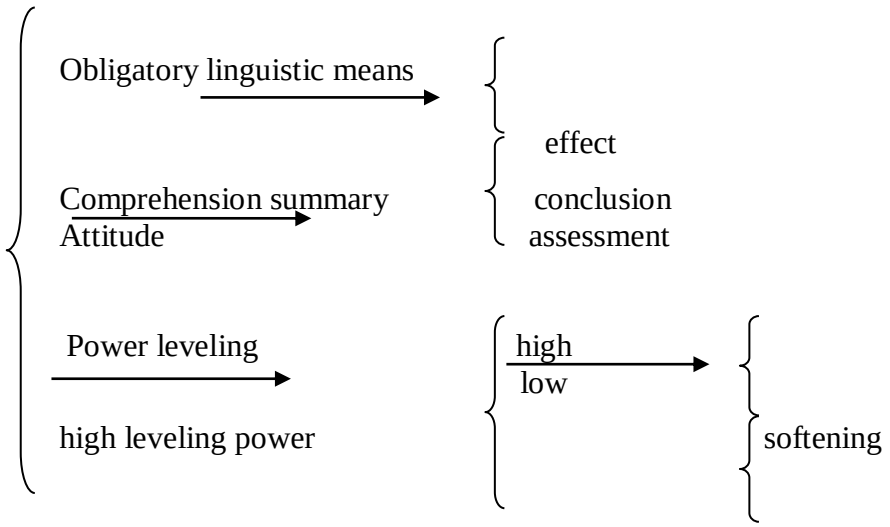
It is, of course, difficult to determine when the term "evaluation" appeared in linguistic studies.

However, records of this event are often found in ancient manuscripts.

The evaluation phenomenon has been extensively studied in Western linguistics, and the scientists engaged in the analysis of this phenomenon distinguish three research directions: appraisal theory, status, relevance theory (status/relevance theory), metadiscourse (metadiscourse).

The theory of value determination was formulated by representatives of the London School of Functional Linguistics, and promotes the idea of evaluating things from the point of view of social experience, determining their value [Martin 2000; Martin, White 2005; Martin 2003]. Within this theory, special attention is paid to the description of grammatical and lexical tools that ensure the realization of evaluation activities. In this, the factors that determine the ways of conscious and systematic use of assessment structures are taken into account, and the activation of these factors in various texts and formal communication situations is studied. In the value system, the discursive meaning takes the leading place and is composed of the semantic categories of attitude, commitment, and gradation. J.Martin and P. White describe this system as follows [Figure 1]:

The structure of the value system. Figure 1.



If feelings, emotions, conclusions, behavior and events are evaluated in the described system of attitudes, actions to realize these relations are carried out in the system of obligation. In the ranking system, the levels of events are determined, and the range of emotions expands.

Actions of affect, judgment and appreciation interact in the described system. The exposure stage requires the use of the language reserve to define the emotions felt in the experience, the emotional impact of perceived objects and events. At the conclusion stage, the used linguistic forms, in turn, serve to evaluate human behavior based on the norms accepted by the community. Finally, at the last stage, events and objects are evaluated in relation to their importance and value in human life [Martin, White 2005, 36]. So, affect forms evaluations of an emotional, ethical, moral, and aesthetic nature. Compare: [Martin, White 2005, 58].

A) I feel happy that they’ve come; I was glad that they came;

B) It was silly of them to do that; These things of theirs are folly;

C) They see it is beautiful; They think it’s beautiful.

Researchers note that affect, conclusion and liking semantic categories consist of different meaning areas. In particular, the affect category includes happiness and sadness, satisfaction and dissatisfaction, security and unreliability. The summary category, in turn, is divided into two main types: social respect and social support. In the category of liking and approving, actions such as being affected, comforting, and appreciating are performed. In this case, the impact occurs in connection with the attention-grabbing of the speech activity, and the social significance of the speech event is determined at the basis of appreciation. For example:

D) I felt guilty about canceling; I feel guilty for being late;

E) I felt disgusted with / by the smell; I felt disgusted by the smell.

Although J.Martin and his co-author said that the mentioned categories of meaning are equal in the system, it is noticeable that the effect differs from others in nature. Because the effect is related to the subjective reaction to something, the other two categories determine the social value of things. However, it is not advisable to draw a sharp line between these categories. It is possible to observe the activation of the same language units in their linguistic realization.

In addition, the authors consider the object of analysis to be “semantic resources” [Martin, White 2005, 34]. This testifies to the fact that they are more interested in what meanings are expressed than in the characteristics of linguistic phenomena.

Another British linguist, S.Hanston, distinguishes three functions of evaluation: determining the status (evaluates the object outside the proposition); value assignment (the object is evaluated outside of the text and within it); determining the importance of things [Hunston 1989, 213; Hunston 2004, 188]. It is not surprising that the scientist was more interested in the analysis of the hidden expression of value, so he was forced by the difficulty of distinguishing between the valuable and the simple image of the world scene, and focused his attention on the tasks of types of value. The recommendations offered by S.Hanston are aimed at distinguishing three stages of the evaluation process: a) identification and classification of objects to be evaluated; b) distinguishing from others by determining the value of this object; c) determining the importance of the information being reported. Along with the differences between the stages of action, their interrelationship, one complementing the other, is clearly visible.

It is known that the addressed «objects» have a discursive nature, are in the form of a proposition that conveys certain information, raise questions and allow conclusions to be drawn. Since each proposition has a discursive nature, classified objects appear throughout the text. Consequently, their value is contextual and often implicit. For example, the value related to the construction of the text is formed in a section of whole seasons, starting from a single sentence. Meaning, on the other hand, can be revealed in a certain text fragment.

Clearly, the approach proposed by S.Hanston is somewhat different from previous theoretical approaches. Indeed, this approach is based on the analysis of more isolated objects and texts. Although previous authors J.Martin and P.White focused on specific cases, they aim to cover more general aspects of the assessment content. In addition, Hanston’s classification of value determinants is somewhat limited and does not fit the model recommended by previous authors. According to the scientist, the standard and scope of the meaning of the assessment is “obedient” to the nature of the object being evaluated [Hunston 2004, 164]. In other words, the status of the thing-phenomenon being assessed is determined in connection with the description of the act of assessment.

The point of view and opinion of the subject is also of special importance in the activation of the evaluation action. English linguist D.Biber interprets the concept of “stance” as the expression of the speaker’s attitude, feeling, opinion, and obligation (about the truth of the information) to the reported information [Biber, Finegen 1988, 24]. Later, in Longman’s Grammar of Spoken and Written English, this concept was expanded to epistemic, attitudinal, and style perspectives [Biber, et al. 1999, 974-975].

Epistemic perspective is related to modality, reporting the speaker’s belief, doubt, or some deficiency about a proposition or source of information. The attitude point of view provides information about the feelings of the speaker and the conclusions that determine the value of the object. In this case, it is proved that evaluation and emotion are often accompanied. The stylistic point of view, in turn, reflects the speaker’s or writer’s judgments about the course of communication actions.

The theory presented by D.Biber and his co-authors is not without problematic comments. First, this theory is based on the analysis of a single grammatical indicator that can be used instead of lexical means of expressing subjectivity. In other words, these authors plan to study “the participation of the grammatical device in the formation of propositions by an individual” [Conrad, Biber 2000, 59]. However, it is a difficult task to draw general conclusions, taking into account the discursive activity of only one ravis. Secondly, the indicator of style cannot always be included in the category of evaluation, and this has already been noted by scholars who have studied evaluation actions in the application of corpus linguistics [Hunston 2011, 26]. Thirdly, there

are those who deny that the indicators of the point of view belong to the evaluation category. The units of speech studied by Konrad and Biber are only means of expressing a point of view.

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LINGVODIDAKTIKA: CHET TILINI O'QITISHDA RAQAMLI TEXNOLOGIYALAR VA ZAMONAVIY TENDENSIYALAR

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Annotatsiya. *Ushbu maqola lingvodidaktika sohasida chet tilini o‘qitishda raqamli texnologiyalar va zamonaviy tendensiyalarni tahlil qiladi. Maqolada til o‘rganish jarayonida axborot-kommunikatsiya texnologiyalaridan foydalanish, interaktiv platformalar, sun’iy intellekt asosida ishlovchi o‘quv dasturlari va masofaviy ta’limning afzalliklari ko‘rib chiqiladi. Shu bilan birga, zamonaviy lingvistik tadqiqotlar va lingvopedagogik yondashuvlar tahlil qilinadi. Maqola o‘quv jarayonida samarali raqamli vositalarni integratsiya qilish orqali til o‘rganish samaradorligini oshirish imkoniyatlarini o‘rganishga bag‘ishlangan.*

Kalit so‘zlar: *Lingvodidaktika, chet tili o‘qitish, raqamli texnologiyalar, interaktiv o‘quv vositalari, masofaviy ta’lim, lingvofalsafa, ta’lim jarayoni.*

KIRISH QISM.

Lingvodidaktika – bu tilni o‘rganish va o‘qitish jarayonlarini o‘rganadigan fan bo‘lib, unda til bilimlari, metodika va pedagogika prinsiplari birlashtiriladi. So‘nggi yillarda axborot-kommunikatsiya texnologiyalari (AKT) lingvodidaktikada katta rol o‘ynay boshladi. Global pandemiya sharoitida masofaviy ta’lim va onlayn platformalarga talab oshdi, bu esa til o‘qitish metodikasini tubdan o‘zgartirdi. Raqamli texnologiyalar orqali o‘quvchilarni motivatsiyalash, individual darajadagi o‘rganish jarayonini sozlash va interaktiv mashg‘ulotlarni tashkil qilish imkoniyati yuzaga keldi.

Zamonaviy lingvodidaktik yondashuvlar o‘quvchilarning kommunikativ kompetensiyasini rivojlantirishga qaratilgan. Shuningdek, tilshunoslik va lingvofalsafa sohalaridagi tadqiqotlar chet tilini o‘qitishda metodik yangiliklarni yaratishga yordam beradi. Shu nuqtai nazardan, raqamli texnologiyalarni integratsiyalash va zamonaviy tendensiyalarni qo‘llash ta’lim samaradorligini oshiradi.

Tahlil va muhokama

Chet tilini o‘qitishda raqamli texnologiyalar va zamonaviy tendensiyalarni o‘rganish bugungi ta’lim jarayonida muhim ahamiyat kasb etadi. Raqamli vositalarning lingvodidaktikaga integratsiyasi nafaqat o‘quvchilarning bilim darajasini oshirish, balki ularning motivatsiyasini mustahkamlash, individual o‘rganish imkoniyatlarini yaratish va o‘quv jarayonini interaktiv qilish imkonini beradi [1].

Birinchidan, interaktiv o‘quv dasturlari va mobil ilovalar til o‘rganish jarayonida o‘quvchilarning faolligini oshiradi. Masalan, Duolingo, Quizlet, Memrise kabi platformalar nafaqat lug‘at va grammatika bo‘yicha mashqlar taklif qiladi, balki o‘quvchilarni gamifikatsiya orqali rag‘batlantiradi. Tadqiqotlar shuni ko‘rsatadiki, gamifikatsiya elementlariga ega bo‘lgan dasturlar o‘quvchilarning muntazam mashq qilishini 40-50% ga oshiradi [2]. Shu bilan birga, bu platformalarda o‘quvchilar o‘z yutuqlarini kuzatishi va darajalari bo‘yicha o‘zini baholashi mumkin. Bu esa o‘z navbatida o‘quv jarayonida individual yondashuvni mustahkamlaydi.

Ikkinchidan, sun’iy intellekt (AI) asosidagi vositalar chet tilini o‘rganishda yanada individualizatsiyalashgan yondashuvni ta’minlaydi. Masalan, ChatGPT, Grammarly, Write & Improve kabi

dasturlar o‘quvchilarning yozma matnlarini tahlil qiladi, grammatik xatolarni aniqlaydi, talaffuz va stilistik tavsiyalar beradi. Shu bilan birga, AI asosidagi tahlil vositalari o‘quvchilarga matnlarni tarjima qilish, lug‘atni kengaytirish va kontekstual tahlil qilish imkonini yaratadi [3]. Bu, ayniqsa, yuqori va o‘rta darajadagi o‘quvchilar uchun samarali bo‘lib, ular o‘z bilimlarini mustaqil ravishda rivojlantirishga erishadilar.

Uchinchidan, masofaviy va aralash ta’lim formatlari lingvodidaktikani yangi bosqichga olib chiqdi. Zoom, Microsoft Teams, Google Classroom, Moodle kabi platformalar yordamida onlayn darslar, seminarlar va guruh mashg‘ulotlari samarali tashkil qilinmoqda. Masofaviy ta’lim jarayonida o‘quvchilar turli geografik hududlardan birlashtiriladi va bu ularga turli madaniyatlar bilan tanishish imkonini beradi, natijada kommunikativ kompetensiya rivojlanadi [4]. Masofaviy ta’limning yana bir afzalligi – o‘quv jarayonini qayta ko‘rib chiqish va baholash imkoniyatidir. Elektron testlar, online quizlar va forumlarda baholash orqali o‘quvchilar o‘z-o‘zini baholashni o‘rganadi, bu esa ta’lim jarayonini shaffof va ob’ektiv qiladi.

To‘rtinchidan, multimodal o‘qitish yondashuvi lingvodidaktikada muhim tendensiyalardan biridir. Multimodal yondashuv matn, audio, video, animatsiya va interaktiv mashqlarni birlashtirib, o‘quvchilarga turli o‘rganish kanallari orqali bilim olish imkonini beradi [5]. Tadqiqotlar shuni ko‘rsatadiki, multimodal materiallardan foydalangan holda til ko‘nikmalarini rivojlantirish an’anaviy metodlarga nisbatan 30-40% samaraliroqdir. Masalan, talaffuz mashqlarida videolar orqali o‘quvchi og‘iz va til harakatlarini ko‘rib, o‘z talaffuzini tuzatishi mumkin. Shu bilan birga, animatsiya va vizual materiallar grammatikani tushunishni osonlashtiradi.

Beshinchidan, interaktiv kommunikatsiya pedagogik jarayonning ajralmas qismi hisoblanadi. Raqamli texnologiyalar yordamida o‘quvchilar guruh bo‘lib ishlash, forumlarda fikr almashish, real vaqt rejimida muloqot qilish va muammolarni birgalikda yechish imkoniyatiga ega bo‘ladilar. Bu, o‘z navbatida, tilni amaliy qo‘llash ko‘nikmalarini rivojlantiradi va o‘quvchilarning ijtimoiy intellektini oshiradi [6]. Misol uchun, onlayn forumlarda muhokama qilish yoki jamoadagi loyiha ishlari nafaqat til bilimini, balki muloqot va hamkorlik qobiliyatini ham mustahkamlaydi.

Lingvofalsafa nuqtai nazaridan, til o‘rganish jarayonida mantiqiy, semantik va pragmatik aspektlarni hisobga olish muhimdir. Raqamli texnologiyalar bu jarayonni optimallashtiradi. Masalan, interaktiv lug‘at va kontekstual tarjima vositalari o‘quvchilarga semantik aniqlikni oshirish imkonini beradi, matnlarni tahlil qilish esa pragmatik bilimlarni mustahkamlaydi [7]. Shu bilan birga, AI asosidagi vositalar kontekstual tahlil orqali tilning madaniy jihatlarini tushunishga yordam beradi, bu esa chet tilini chuqurroq o‘rganish imkonini yaratadi.

Raqamli texnologiyalarni qo‘llash orqali o‘quvchilarning motivatsiyasi ham sezilarli darajada oshadi. Tadqiqotlar shuni ko‘rsatadiki, interaktiv va individualizatsiyalashgan mashqlarni bajarish o‘quvchilarning ishtiyoqini 50-60% ga oshiradi [8]. Shu bilan birga, raqamli vositalar yordamida o‘quvchilar o‘z yutuqlarini real vaqt rejimida kuzatishi mumkin, bu esa ta’lim jarayonida ichki motivatsiyani rivojlantiradi.

Shuni ta’kidlash lozimki, raqamli texnologiyalarni noto‘g‘ri yoki haddan tashqari qo‘llash ayrim salbiy jihatlarni keltirib chiqarishi mumkin. Masalan, o‘quv jarayonida texnologiyalarga haddan tashqari bog‘liqlik diqqatni chalg‘itishi va o‘quvchilarning mustaqil fikrlash qobiliyatini pasaytirishi mumkin [9]. Shu sababli, pedagoglar raqamli vositalarni metodik jihatdan to‘g‘ri va muvozanatli qo‘llashlari zarur. Bu, ayniqsa, boshlang‘ich va o‘rta darajadagi o‘quvchilar uchun muhimdir, chunki ular o‘z-o‘zini boshqarish va o‘rganish strategiyalarini hali to‘liq rivojlantirmagan bo‘lishlari mumkin.

Shuningdek, raqamli texnologiyalar lingvodidaktikada individual va guruh ishini muvozanatlash imkonini beradi. Individual mashqlar o‘quvchining mustaqil bilim olishini rivojlantiradi, guruh mashqlari esa kommunikativ kompetensiyani oshiradi. Masalan, AI yordamida shaxsiy mashqlar bajarilishi mumkin, keyin esa Zoom yoki Teams orqali guruh muhokamasi tashkil qilinadi. Bu kombinatsiyalangan yondashuv til o‘rganish jarayonini yanada samarali qiladi [10].

Bundan tashqari, raqamli texnologiyalar yordamida lingvodidaktika va tilshunoslik tadqiqotlari o‘rtasidagi integratsiya kuchayadi. Masalan, onlayn korpuslar va til ma’lumotlar bazalari yordamida o‘quvchilar real matnlar bilan ishlash, tilning haqiqiy ishlatilishini o‘rganish va pragmatik jihatlarni tahlil qilish imkoniga ega bo‘ladilar. Bu esa nafaqat tilni o‘rganish samaradorligini oshiradi, balki lingvopedagogik tadqiqotlarni ham

rivojlantiradi.

Zamonaviy tendensiyalardan yana biri – adaptiv ta’lim tizimlari. Adaptiv tizimlar o‘quvchining bilim darajasini avtomatik baholaydi va mashqlarni shunga moslashtiradi. Shu tarzda, har bir o‘quvchi o‘z darajasiga mos materiallar bilan ishlaydi, bu esa ta’lim jarayonini individualizatsiyalash va samaradorlikni oshirish imkonini beradi.

Xulosa

Bugungi kunda lingvodidaktika sohasida raqamli texnologiyalar chet tilini o‘qitishda samarali vosita sifatida keng qo‘llanilmoqda. Interaktiv dasturlar, sun’iy intellekt asosidagi vositalar, multimodal o‘quv materiallari va masofaviy ta’lim platformalari til o‘rganishni individualizatsiyalash va qiziqarli qilish imkonini beradi. Shu bilan birga, lingvofalsafa va tilshunoslik yondashuvlarini hisobga olish ta’lim jarayonini mukammallashtiradi. Kelgusida lingvodidaktikani yanada rivojlantirish uchun pedagoglar raqamli texnologiyalarni metodik jihatdan to‘g‘ri integratsiyalashga e’tibor qaratishlari lozim.

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PROJECT-BASED TEACHING THROUGH EFFECTIVE DIGITAL TOOLS IMPLEMENTATION

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Abstract. *This article examines how digital tools enhance project-based teaching by improving collaboration, creativity, assessment, and student engagement, and outlines effective strategies for integrating technology to optimize project-based learning outcomes.*

Keywords: *project-based teaching, digital tools, collaborative learning, educational technology, student engagement, assessment.*

INTRODUCTION.

In contemporary classrooms, project-based teaching (PBT) has grown in importance as a method for fostering deep learning, critical thinking, and problem-solving skills. Teachers are realizing the revolutionary influence that digital tools have on the planning, execution, and evaluation of project-based learning (PBL) as these technologies advance. Good digital integration increases the collaborative nature of PBT, fosters authentic inquiry, and increases student engagement, all of which increase the learning opportunities accessible to students (Bell, 2010; Krajcik & Shin, 2014). This article examines how project-based learning and digital tools intersect, assesses the advantages of both approaches, and takes into account implementation strategies and challenges by reviewing existing research and best practices.

Constructivist and socio-constructivist learning theories are the foundation of project-based learning, which emphasizes that students learn best when they actively create knowledge through worthwhile experiences. PBT, which draws inspiration from Dewey, Vygotsky, and Bruner, pushes students to tackle real-world issues, create lengthy projects, and generate observable results that show their learning. The use of genuine driving questions, student autonomy in planning and decision-making, student collaboration, sustained inquiry, numerous opportunities for reflection and revision, and public presentation of final products are all crucial elements of PBT (Thomas, 2000). Each of these elements is strengthened by digital tools, which make it easier to obtain information, promote communication, encourage multimodal expression, and let students record and display their progress.

Digital tools are essential for improving teamwork in PBT settings. Students can collaborate on documents, share ideas, and monitor project milestones both synchronously and asynchronously using platforms like Google Workspace, Microsoft Teams, Padlet, Trello, and Miro. According to studies, these tools encourage group members to actively participate, cooperate, and exercise distributed leadership (Wang, 2017). Specifically, structured communication channels allow for feedback, discussion, and conflict resolution, while real-time co-editing allows students to collaboratively create knowledge. By providing quieter students with additional opportunities to participate, digital collaboration also promotes inclusivity.

The incorporation of digital tools greatly increases creativity, a crucial component of PBT. Students can create complex products that demonstrate their understanding by using programs like Canva, Scratch, Tinkercad, Adobe Creative Cloud, and video-editing platforms. By enabling students to use text, pictures, animations, code, 3D models, or interactive simulations in their work, these resources promote multimodal expression. Studies show that by giving students greater freedom and creative ways to express their ideas, digital creativity tools boost student motivation and engagement (Peppler & Glosson, 2013). Instead of being passive information consumers, students start to actively design.

Assessment, a key element of effective project-based learning, is also supported by digital tools. By enabling teachers to keep track of learning artifacts, monitor student progress, and give prompt feedback, learning-management systems like Google Classroom, Moodle, and Edmodo simplify formative and summative evaluation. Transparency, consistency, and alignment with learning objectives are all made possible by digital rubrics. Additionally, students can record their learning journey, reflect on their progress, and get helpful criticism from peers and teachers by creating digital portfolios using tools like Seesaw, Blogger, or Google Sites. Scholars point out that digital portfolios encourage metacognition and give students a better grasp of how they learn (Barrett, 2010).

Teachers must take deliberate, methodical, and pedagogically based approaches in order to successfully integrate digital tools into PBT frameworks. Instead of being a distraction or an add-on, the digital tools chosen must support particular learning objectives. For instance, teachers can use Google Docs for collaboration, Canva for creative design, digital libraries or Google Scholar for research, and learning management system (LMS) platforms for evaluation. Technology, pedagogy, and content knowledge must be balanced for integration to be successful, according to the Technological Pedagogical Content Knowledge (TPACK) framework (Mishra & Koehler, 2006). Digital tools should be carefully aligned to improve student learning rather than make it more difficult.

Students also need scaffolding in order to use digital tools effectively and confidently. To assist students in becoming proficient with new tools, teachers should offer tutorials, organized templates, sample projects, and supervised practice. Early in a project, when cognitive demands are at their highest, scaffolding is particularly crucial. Promoting authentic problem-solving by exposing students to real-world problems via simulations, data visualization tools, or consultation with outside experts is another crucial implementation strategy. Students' motivation and depth of inquiry are enhanced by this authenticity (Markham, 2011).

In digital PBT environments, equity and inclusion are important factors. Disparities among students may arise from variations in the availability of devices, internet connectivity, and digital skills. Teachers must use inclusive design techniques, provide alternate formats, and give students who are not digitally ready extra help in order to guarantee equitable participation. This is consistent with studies showing that successful digital learning requires equal access to technology (Selwyn, 2016). Additionally, digital PBT needs to incorporate regular cycles of reflection and feedback. Students can monitor their own progress, assess team contributions, and think about how well their tactics are working with the help of blogs, journals, and collaborative boards.

Notwithstanding these advantages, a number of obstacles prevent digital tools from being widely used in project-based learning. Insufficient access to devices, a lack of reliable internet connectivity, and a lack of technological infrastructure continue to be major obstacles, especially in educational settings with limited resources. Teachers may also find it challenging to adjust to rapidly changing technologies, necessitating continual professional development to develop digital competencies. According to research, the quality of digital integration is significantly impacted by the beliefs, confidence, and training of teachers (Ertmer & Ottenbreit-Leftwich, 2010).

Additionally, digital environments may cause distractions or increase cognitive load, which could impair students' ability to concentrate. Teachers must set clear expectations, provide an example of good digital practices, and create activities that encourage students to participate in productive ways in order to address this. Furthermore, digital learning environments are inherently fraught with privacy and data security issues. Teachers and educational institutions are responsible for making sure that digital platforms protect student information and adhere to data-protection policies.

Summarizing all thoughts mentioned above, dynamic, learner-centered environments that equip students for upcoming academic and professional challenges are fostered by project-based learning enhanced with powerful digital tools. Thoughtful planning, fair access, and continual professional development are necessary for the effective use of digital tools, which offer strong support for teamwork, creativity, research, and evaluation. Technology-enhanced project-based learning will continue to be a major force behind meaningful, genuine, and life-changing learning experiences as educational environments change.

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INGLIZ FILOLOGIYASI FANINING MOHIYATI VA ZAMONAVIY RIVOJLANISH YO‘NALISHLARI

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Annotatsiya. *Mazkur maqolada ingliz filologiyasi fanining bugungi globallashuv davridagi o‘rni, uning nazariy asoslari va zamonaviy rivojlanish yo‘nalishlari yoritilgan. Tadqiqotning asosiy maqsadi ingliz filologiyasining til, adabiyot va madaniyatni o‘rganishdagi ahamiyatini, shuningdek, yangi ilmiy metodlar va amaliy yo‘nalishlar bilan boyib borayotgan jihatlarini aniqlashdan iborat. Maqolada ingliz tiliga bo‘lgan ehtiyojning ortishi, bu yo‘nalishga ijtimoiy va ilmiy qiziqish kuchayib borayotgani hamda filolog mutaxassislarning jamiyatdagi roli ta’kidlanadi.*

Kalit so‘zlar: *ingliz filologiyasi, lingvistika, adabiyotshunoslik, zamonaviy yondashuvlar, kompetensiya.*

KIRISH QISM.

Globallashuv sharoitida ingliz filologiyasi faniga bo‘lgan e’tibor sezilarli darajada oshdi. Chunki ingliz tili hozirgi kunda nafaqat xalqaro aloqa, balki diplomatiya, ta’lim, biznes, ilm-fan va texnologiyalarning asosiy vositasiga aylangan. Shu bilan birga, ingliz filologiyasi tilning tuzilishi, adabiy jarayonlar, madaniyat va ijtimoiy omillarni birgalikda o‘rganadigan murakkab ilmiy yo‘nalishdir.

Ushbu sohaning dolzarbligi shundaki, ingliz tilini chuqur o‘rganish bilan birga, talabalar adabiy tafakkur, madaniy idrok, tahlil qilish, izlanish va ijtimoiy kommunikatsiya ko‘nikmalariga ega bo‘ladilar. Filologiyaning rivoji esa zamonaviy ilmiy metodlar — korpus lingvistika, kognitiv yondashuvlar, tarjima nazariyasi orqali yanada boyimoqda.

Ingliz tilshunosligining ilmiy mohiyati

Ingliz tilining fonetikasi, morfologiyasi, sintaksisi va semantikasi uni chuqur o‘rganishning asosiy bo‘limlaridir. Bu soha nafaqat grammatik tizimni tushuntiradi, balki real nutqda ma’no qanday shakllanishi, tilning amaliy qo‘llanishi va kontekst bilan bog‘liqligini ham tahlil qiladi.

G. Yule (2010) qayd etgani kabi, tilshunoslik kommunikatsiya jarayonining barcha bosqichlarini o‘rganadi, bu esa filologning lingvokulturniy kompetensiyasini oshiradi Adabiyotshunoslikning o‘rni

Adabiyot ingliz filologiyasining ajralmas qismi hisoblanadi. Shekspir, Bayron, Dikkens, Joys, Woolf kabi adiblar ijodi orqali jamiyatning ruhiyati, axloqiy qadriyatlari, ijtimoiy munosabatlari yoritilgan.

M.H. Abrams (1999) adabiyot tahlili orqali talabalarda tanqidiy fikrlash va madaniyatlararo tafakkur rivojlanishini ta’kidlaydi. Shuning uchun adabiyotshunoslik ingliz filologiyasi talabasining dunyoqarashini shakllantiruvchi asosiy bo‘limlardan biridir.

Zamonaviy ilmiy yo‘nalishlar.Bugungi ingliz filologiyasi an’anaviy ilmiy yondashuvlar bilan cheklanib qolmay, quyidagi innovatsion yo‘nalishlar bilan boyigan:• Korpus lingvistika

Matnlar bazasi orqali tilning real qo‘llanilishini o‘rganadi. McEnery & Hardie (2012) korpus tahlilining zamonaviy lingvistika uchun asosiy vositalardan biriga aylanganini ta’kidlaydi.

• Kognitiv lingvistikaTil va tafakkur bog‘liqligini o‘rganadi. Ma’noning ongda Global kommunikatsiya kuchaygan sari tarjima sohasi ham kengaymoqda. Filologlar madaniy kontekst, pragmatik moslik va ma’noning to‘g‘ri yetkazilishiga katta e’tibor qaratadilar.Ingliz filologiyasining amaliy ahamiyati

Ingliz filologiyasi bitiruvchilari o‘qituvchilik, tarjimonlik, jurnalistika, kontent aratish, SMM, PR, marketing, xalqaro tashkilotlar, IT sohasi va turizmda faoliyat yuritishlari mumkin. Zamonaviy mehnat bozorida ingliz tilini mukammal bilish — asosiy talab qilinadi.

Xulosa qilib aytganda,Ingliz filologiyasi bugungi global jamiyatda muhim fanlardan biridir. Tilshunoslik, adabiyotshunoslik va zamonaviy ilmiy metodlar birgalikda talabalarda chuqur til idrokini, tahliliy fikrni va madaniyatlararo muloqot ko‘nikmalarini shakllantiradi. Mavzuning amaliy ahamiyati shundaki, ingliz filologiyasi mutaxassislari ko‘plab sohalarda talabgir va raqobatbardosh hisoblanadi. Shunday ekan, ingliz filologiyasi nafaqat akademik, balki strategik ahamiyatga ega yo‘nalishdir.

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THE ROLE OF DIGITAL TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING

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Abstract. *This article examines the role of digital technologies in foreign language teaching, highlighting both their benefits and the challenges faced by teachers and learners. It discusses how electronic educational environments, online platforms, and digital tools can enhance language learning, while emphasizing the need for teacher training, adequate infrastructure, and practical teaching experience. The article underscores the importance of integrating digital literacy systematically into curricula to ensure effective and meaningful language education.*

Key words: *Digital technologies, language teaching, digital literacy, teacher training, electronic educational environment, language learning*

INTRODUCTION.

There is a consensus among policy-makers, researchers, teacher educators and school management that the digital literacy area needs to be explored more deeply in our contemporary educational institutions [Kiran S, Soumen D, 2018, 74-b]. This urgency stems from the rapid transformation of the global information landscape, where students increasingly interact with digital tools in both academic and personal contexts. However, many schools still lack systematic approaches to teaching digital literacy, resulting in significant gaps in students' ability to evaluate online content, use technology responsibly, and engage in digital communication effectively. Recent studies show that while students are frequent users of digital devices, they often struggle with critical skills such as identifying misinformation, protecting their personal data, and applying digital tools for creative problem-solving. For this reason, educational institutions are encouraged to integrate digital literacy across the curriculum rather than treat it as an optional or isolated subject. Furthermore, continuous professional development for teachers is essential, as educators must be equipped with both the technical and pedagogical competencies required to guide learners in a digital environment. By strengthening digital literacy training, schools can better prepare students for academic success, future employment, and responsible participation in an increasingly digital society.

There is a consensus among policy-makers, researchers and teacher educators that digital literacy must be examined more deeply in today's educational institutions. Although technology has become an integral part of modern learning environments, many schools still fail to provide structured programmes that develop students' critical digital skills. As a result, learners often struggle to assess online information, navigate digital platforms safely, and use technology for meaningful academic tasks. Addressing these challenges requires curriculum reform and continuous teacher training so that educators can model effective and responsible digital practices. Even if technology access in teacher education institutions is being mandatory, we still find that there is a lack of essential digital literacy among teachers and there is too much low-speed Internet access in the institutions, neither of which is taken into account in the reformers' ambitious visions for digital literacy [Lei J. 2009, 87-b].

There is a growing agreement among educators and policy-makers that digital literacy must be strengthened within modern educational institutions. Although many schools have integrated technology into

their teaching processes, they often lack coherent strategies that develop learners’ critical and practical digital skills. The electronic educational environment is designed to provide the student with access to curricula, programs and materials from any point where there are appropriate communication networks [Iryna O, Alla F, Halyna D, Yuliia Yu. 2021, 21-b]. However, this potential is not fully realised because students frequently struggle to evaluate online information, manage digital tools effectively and use technology for academic purposes. To address these issues, institutions need not only improved digital resources but also ongoing professional development for teachers, ensuring they can confidently guide learners in a digital context. Even if technology access in teacher education institutions is becoming mandatory, we still find that there is a lack of essential digital literacy among teachers and low-speed Internet access in many institutions, neither of which is considered in reformers’ ambitious visions for digital literacy.

There is a growing agreement among educators and policy-makers that digital literacy must be strengthened within modern educational institutions, especially in the field of language learning. Although many schools have introduced technology into their lessons, they often lack clear strategies that help language learners develop both linguistic skills and essential digital competences. The electronic educational environment is designed to provide students with access to curricula, programs and authentic language materials from any point where appropriate communication networks are available. However, this potential is not fully realised, as many learners struggle to evaluate online texts, use digital tools for vocabulary development, or engage effectively in virtual communication. Even if technology access in teacher education institutions is becoming mandatory, challenges remain—teachers often lack the digital skills necessary to guide students in using online platforms for language practice, and low-speed Internet further limits meaningful digital interaction. A recent study by scientists among students preparing for teaching in this area demonstrates the persistence of dissatisfaction due to the insufficient number of hours devoted to teaching practice, which is especially concerning for future language teachers, since practical classroom experience is a fundamental component of effective psychological, pedagogical and linguistic training [Anca P. 2013, 643-b].

The heavy workload of teachers limits their ability to keep up with the growing body of knowledge on the digitalization of education [Thierry K, Olga M, Victoria A. 2020, 82-b]. As a result, many language teachers struggle to integrate modern digital tools that could enrich learners’ exposure to authentic materials and interactive communication. Although electronic educational environments are designed to give students access to curricula, programs and language resources from any place with a stable connection, this potential is often underused in practice. Learners still face difficulties evaluating online texts, using digital platforms for vocabulary building, and participating confidently in virtual language exchanges. Even though technology access in teacher education institutions is becoming mandatory, digital literacy among teachers remains insufficient, and slow Internet in many institutions further restricts effective digital learning. A recent study among pre-service teachers shows persistent dissatisfaction due to the limited hours dedicated to teaching practice—an essential component of psychological, pedagogical and linguistic preparation for future language educators.

Approximately a quarter of university teachers and a fifth of school teachers prefer not to communicate with their students via social nets, explaining this situation by the need to protect their privacy. However, half of those who use this form of communication in their work tend to use only a foreign language for educational purposes. Turning to the use of digital technologies in writing, only one third of the teachers agreed that firstly, it is important to teach digital writing and the comprehensive use of all digital technologies. Only a few people saw advantages of digital writing. On the whole, Russian teachers’ attitudes towards the use of digital competences is rather critical [Kozarenko O, 2018, 230-b].

Digital technologies offer a wide range of benefits for language teachers, significantly enhancing both instruction and learner engagement. With access to online platforms, teachers can provide students with authentic materials such as videos, podcasts, news articles and interactive tasks that mirror real-life communication. These tools also support differentiated instruction, allowing teachers to tailor activities to

learners' individual levels, needs and learning styles. In addition, digital applications—such as vocabulary trainers, pronunciation tools and automated feedback systems—help teachers monitor progress more efficiently and give timely, personalized feedback. Technology also enables greater collaboration through virtual classrooms, discussion forums and video conferencing, which expose students to diverse accents and cultural contexts. Ultimately, digital tools not only enrich the teaching process but also empower language teachers to create more dynamic, flexible and learner-centered environments.

In conclusion, the integration of digital technologies into language education offers significant advantages, yet it also reveals important gaps that must be addressed to improve teaching and learning. While digital tools provide language teachers with access to authentic materials, interactive platforms and flexible instructional methods, many educators still lack the digital literacy required to use these resources effectively. Institutional challenges—such as heavy teacher workloads, insufficient training, and low-speed Internet—further limit the realization of digitalization's full potential. Moreover, despite the promise of electronic educational environments, both teachers and learners often struggle to navigate online information critically and apply technology meaningfully in language learning contexts. Recent studies also highlight dissatisfaction among future teachers due to limited teaching practice, a crucial element for developing psychological, pedagogical and linguistic competence. Therefore, strengthening digital literacy training, improving technological infrastructure and expanding practical teaching opportunities are essential steps toward ensuring that digitalization truly enhances language education.

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МИКРООБУЧЕНИЕ В ЭПОХУ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА: МУЛЬТИМОДАЛЬНЫЕ ПОДХОДЫ К ПРЕПОДАВАНИЮ АНГЛИЙСКОГО ЯЗЫКА В ВЫСШЕЙ ШКОЛЕ

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Аннотация. *Статья описывает опыт внедрения технологии микрообучения в практику преподавания английского языка студентам высшей школы. Описывается синергия трёх ключевых компонентов: микрообучения (разделение контента на модули длительностью 3–7 минут), искусственного интеллекта (для персонализации и адаптации учебного материала) и мультимодальности (синхронизация визуальных, аудиальных и интерактивных каналов). На основе наблюдений за работой студентов продемонстрировано, что такой подход приводит к видимому повышению мотивации учащихся, улучшению удержания грамматического и лексического материала, развитию адаптивных траекторий обучения и более эффективному использованию аудиторного времени.*

Ключевые слова: *микрообучение, искусственный интеллект, мультимодальное обучение, когнитивная нагрузка, персонализация обучения, адаптивные траектории, большие языковые модели, цифровая лингводидактика*

ВВЕДЕНИЕ.

Современная система преподавания английского языка в высшей школе сталкивается с комплексом проблем, которые особенно явно проявились в постпандемический период. Студенты университетов, несмотря на беспрецедентный доступ к образовательным ресурсам, испытывают затруднения, которые традиционная классно-урочная система так и не смогла решить: быстрое забывание изученного материала между занятиями (исследования показывают, что человек забывает более 50% новой информации в течение 20 минут, если не происходит повторного воздействия) [Sweller et al., 2011], снижение внутренней мотивации при работе с традиционными методиками преподавания, затруднения в получении обучения, адаптированного под индивидуальный уровень владения языком, и острый дефицит времени для персонализированной обратной связи и индивидуальной поддержки в рамках ограниченного аудиторного времени.

Эти вызовы особенно острые в образовательном контексте, где преподавание английского языка должно удовлетворять потребности студентов с существенно различающимися языковыми фонами и образовательными запросами [Fidan, 2023]. Традиционная структура занятий, организованная как 90-минутные аудиторные сессии один-два раза в неделю, недостаточно гибка для обеспечения когнитивных требований языкового усвоения, которое предполагает распределённую практику, интервальное повторение и немедленную обратную связь — принципы, установленные в когнитивной психологии и теории второго языка.

За последние два десятилетия микрообучение (microlearning) утвердилось как перспективная педагогическая технология, применяемая для преодоления этих ограничений [Kohnke et al., 2024, Lykova, 2024]. Фрагментация учебного контента на дискретные, самостоятельные модули продолжительностью 3–7 минут микрообучение реализует принцип снижения когнитивной нагрузки

[Fidan, 2023], одновременно соответствуя временным возможностям и паттернам внимания современного обучающегося. Однако само по себе сокращение объёма контента не гарантирует педагогическую эффективность. Результативность микрообучения существенно возрастает при интеграции с двумя взаимодополняющими инновациями: технологиями искусственного интеллекта, способными персонализировать и адаптировать контент в реальном времени, и мультимодальными форматами представления учебного материала, задействующими визуальные, аудиальные и интерактивные каналы одновременно.

Конвергенция этих трёх элементов — микрообучения, искусственного интеллекта и мультимодального обучения — представляет существенный разрыв с традиционными подходами [Fang, Han, 2023]. Большие языковые модели способны создавать контекстуализированные примеры в реальном времени, формировать адаптивные задания оценивания и предоставлять персонализированную обратную связь на основе индивидуального прогресса обучающегося [Miyazoe, 2024, Zhu, Zhang, 2023]. Мультимодальные подходы, опирающиеся на когнитивную теорию мультимедийного обучения Р. Майера и принцип двойного кодирования [Clark, 2016, Mayer, 2024], исходят из того, что учащиеся обрабатывают информацию эффективнее, когда учебный материал предстаёт в скоординированных визуальном и аудиальном режимах, дополненных интерактивными элементами, стимулирующими активное участие.

Настоящая статья описывает опыт внедрения интегрированного подхода к микрообучению в практику преподавания английского языка студентам СПбПУ Петра Великого. Данная работа не является контролируемым экспериментом, а скорее документирует реальную педагогическую практику: проектирование, внедрение и наблюдение эффективности микромодулей обучения, дополненных AI-генерированным контентом и мультимодальным представлением. Внедрение было инициировано наблюдаемыми педагогическими проблемами: затруднения студентов в удержании грамматического и лексического материала между последовательными занятиями, выраженное снижение мотивации при традиционном преподавании грамматики, гетерогенность уровней владения языком внутри одной группы, требующая дифференцированного подхода, и недостаток времени для индивидуальной языковой обратной связи.

Наблюдение показывает, что систематическая интеграция микрообучения, AI-поддерживаемой генерации контента и мультимодального дизайна обучения приводит к видимому повышению мотивации учащихся, улучшению удержания материала и формированию адаптивных траекторий обучения, соответствующих индивидуальному развитию языковой компетентности [Solak, 2024].

Типовая структура одного микромодуля включает: (1) видеофрагмент продолжительностью 2–3 минуты с объяснением грамматического или лексического явления на английском языке с русскими субтитрами; (2) интерактивный элемент (аккордеон или раскрывающиеся блоки) с примерами, сгенерированными через большие языковые модели на основе контекста студента и его уровня владения языком; (3) аудиофрагмент (1–2 минуты) с озвучкой носителем языка для закрепления аудитивного восприятия; (4) микротест из 5–7 вопросов с немедленной адаптивной обратной связью; (5) рекомендация следующего микромодуля на основе результатов теста.

Использование AI в разработке контента. Процесс генерации примеров и заданий с помощью больших языковых моделей организован следующим образом: на основе учебной цели (например, «различение Infinitive vs Gerund на уровне B2») формируется промпт, содержащий: целевую грамматическую структуру, контекст (профессиональная лексика, бизнес-английский, разговорный английский), требуемое количество примеров (10–15 в зависимости от модуля) и уровень сложности. AI генерирует примеры, которые затем тщательно проверяются преподавателем на лингвистическую корректность и педагогическую уместность перед размещением в модуле.

Мультимодальная организация контента. В каждом модуле визуальный канал (видео + статичные изображения/инфографика) синхронизирован с аудиальным каналом (голосовое объяснение, озвучка примеров), что соответствует принципу модальности Майера. Текстовый контент сведён к минимуму

(краткие тезисы, ключевые термины), чтобы избежать когнитивной перегрузки от одновременного чтения и слушания. Интерактивные элементы (тесты, упражнения подстановки, drag-and-drop задания) встроены на платформе Moodle и позволяют студентам контролировать темп прохождения модуля.

Адаптивность и дифференциация. Система отслеживает результаты каждого студента: при ошибочных ответах на микротест модуль предлагает студенту повторить ключевой фрагмент видео или выполнить дополнительные примеры перед продвижением дальше. При успешном выполнении система предлагает переход к более сложному модулю или к модулю на смежную тему. Таким образом, каждый студент проходит индивидуализированную траекторию обучения в зависимости от своего прогресса.

За период внедрения микромодульного подхода в образовательный процесс наблюдаются следующие закономерности:

Улучшение удержания материала. Студенты, регулярно работающие с микромодулями, демонстрируют более стабильное воспроизведение грамматического материала на последующих занятиях в сравнении с группами, работавшими традиционным способом. Повторное тестирование через неделю и месяц после прохождения модуля показывает выше процент правильных ответов, что соответствует принципу интервального повторения.

Повышение мотивации. Качественные наблюдения преподавателя указывают на заметное увеличение активности студентов в работе с микромодулями по сравнению с традиционными домашними заданиями. Студенты чаще обращаются к микромодулям в перерывах между занятиями, что указывает на возросшую автономность учащихся в управлении собственным обучением. Интерактивные элементы и немедленная обратная связь, по-видимому, создают ощущение продвижения и достижения, которое способствует мотивационной вовлечённости [Lin et al., 2024].

Адаптивность к разным уровням. Наличие адаптивной траектории позволяет одновременно работать студентам разного уровня владения языком в рамках одной учебной группы. Студенты с более высоким уровнем получают доступ к усложненным модулям и заданиям, тогда как студенты, испытывающие затруднения, работают с повторением базовых элементов без ощущения отставания. Это снижает внешнюю когнитивную нагрузку, связанную с фрустрацией и чувством несоответствия.

Экономия аудиторного времени. Поскольку базовое объяснение грамматических структур происходит в микромодулях, аудиторное время может быть использовано более эффективно: для практики, обсуждения, выполнения коммуникативных задач и решения проблемных моментов, которые студенты выявили при работе с модулями.

Таким образом, опыт внедрения интегрированного подхода к микрообучению, дополненного AI-генерированным контентом и мультимодальным представлением, демонстрирует жизнеспособность и педагогическую целесообразность такой модели преподавания английского языка в высшей школе. Синергия между микрообучением (которое снижает когнитивную нагрузку и соответствует временным возможностям студентов), искусственным интеллектом (который персонализирует контент и обеспечивает адаптивность) и мультимодальностью (которая опирается на принцип двойного кодирования и повышает эффективность восприятия) создаёт условия для более эффективного удержания языкового материала, повышения мотивации и развития автономии учащихся.

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КОНЦЕПТ «УСПЕХ» КАК ФАКТОР МОТИВАЦИИ В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ

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Аннотация. *Статья раскрывает влияние переживания успеха на мотивацию при изучении языков, описывает методы создания ситуаций успеха и подчеркивает их значимость для повышения активности и эффективности обучения в современном образовательном процессе студентов.*

Ключевые слова: *успех; мотивация; обучение иностранным языкам; самоэффективность; формирующее оценивание; ситуации успеха; коммуникативная методика; мотивационная психология; образовательные стратегии.*

ВВЕДЕНИЕ.

Проблема формирования устойчивой мотивации при изучении иностранного языка продолжает оставаться центральной в современном языковом образовании. Мотивация обучающегося определяет глубину обработки материала, частоту практики, эмоциональное включение и долгосрочную приверженность учебному процессу. Согласно исследованиям З. Дёрньеи, мотивация является наиболее динамичной, изменчивой и чувствительной к педагогическим воздействиям компонентой успешности языкового обучения [Dörnyei, 2001].

Особое внимание в последние десятилетия уделяется концепту «успех», который рассматривается как переживание компетентности, достижений и позитивной динамики [Bandura, 1997]. В теории самоопределения Э. Деси и Р. Райана чувство компетентности выделяется как базовая психологическая потребность, напрямую влияющая на внутреннюю мотивацию [Deci & Ryan, 2000]. Для обучающихся иностранному языку успех связывается не только с академическим результатом, но и с субъективной уверенность в способности использовать язык в реальных коммуникативных ситуациях.

Цель настоящего исследования — исследовать роль концепта “успех” как фактора мотивации в обучении иностранным языкам и описать методические подходы к целенаправленному формированию ситуаций успеха.

Методы. В рамках исследования применялась комплексная методология:

а) Теоретический анализ - были изучены труды в области мотивационной психологии, теории самоэффективности [Bandura, 1986], модели L2 Motivational Self System [Dörnyei, 2005], а также методические работы, посвящённые развитию мотивации и формирующему оцениванию;

б) Эмпирический опрос - на условной выборке из 82 обучающихся языковых курсов был проведён опрос, включающий шкалы самооценки компетентности, мотивационной устойчивости и частоты переживания успеха. Вопросы были открытыми и закрытыми, что позволило выявить субъективные представления о “успехе” и его источниках;

в) Педагогическое наблюдение - в трёх учебных группах (уровни A2–B1) в течение двух месяцев внедрялись методические приёмы создания ситуаций успеха: пошаговое усложнение заданий, дифференциация упражнений, формирующее оценивание, коммуникативные мини-проекты. Оценивалась динамика активности, готовности говорить и частоты самостоятельной практики языка.

Методы анализа включали качественную интерпретацию ответов, сравнение групповой активности и сопоставление данных с теоретическими моделями.

Результаты. Переживание успеха усиливает внутреннюю мотивацию. 75% респондентов

отмечают, что “ощущение прогресса” является главным источником желания продолжать обучение. Даже минимальные достижения — понимание аудиоматериала, успешный диалог, отсутствие ошибок в грамматическом упражнении — повышали интерес к занятиям и уверенность в собственных возможностях.

Ситуации успеха повышают учебную активность. В группах, где применялись методические техники формирования успеха, наблюдалось:

• увеличение готовности участвовать в устных заданиях (+32% по сравнению с началом эксперимента),

• рост инициативности (рост числа добровольцев для устных выступлений),

• уменьшение уровня тревожности перед говорением.

Успех способствует развитию самоэффективности. Респонденты, регулярно испытывавшие успех, демонстрировали более высокие показатели учебной настойчивости [Bandura, 1997]. Они чаще выполняли домашние задания, использовали язык вне занятий и проявляли интерес к дополнительным материалам.

Выявлены также индивидуальные различия в восприятии успеха. Данные опроса показали, что обучающиеся различаются в типах успеха:

• внешний успех (оценки, сертификаты) — 40%,

• внутренний успех (ощущение прогресса) — 60%.

Это подтверждает необходимость дифференцированных методических стратегий.

Обсуждение. На основе теории самоопределения [Deci & Ryan, 2000], формирующего оценивания [Black & Wiliam, 2009] и методики коммуникативного подхода формируются следующие педагогические техники:

(1) Пошаговое усложнение заданий (scaffolding)

Преподаватель организует цепочку заданий от более лёгких к более сложным.

Пример:

• сначала — составление коротких предложений;

• затем — работа в парах;

• затем — мини-диалог;

• финально — свободная ролевая ситуация.

Ученики испытывают успех на каждом этапе, что снижает тревожность.

(2) Формирующее оценивание

Вместо итоговой отметки обучающийся получает:

• конкретную обратную связь,

• рекомендации по улучшению,

• чёткие критерии успеха.

Такое оценивание позволяет связывать успех с прогрессом, а не с наказанием за ошибки.

(3) Мини-проекты и реальные коммуникационные задачи

Например:

• записать 1-минутное видео о себе,

• провести мини-интервью с одногруппником,

• написать короткое письмо иностранному другу.

Реалистичность задач способствует переживанию осмысленного успеха.

(4) Индивидуализация

Для некоторых обучающихся успех — это правильная грамматика; для других — возможность говорить, пусть с ошибками. Индивидуальная диагностика мотивационных предпочтений позволяет подбирать задания, создающие личностно значимый успех. Данные согласуются с теориями:

• самоэффективности [Bandura, 1997],

• L2 Motivational Self System [Dörnyei, 2005],

• внутренней мотивации [Deci & Ryan, 2000].

Успех фиксирует “идеальное языковое Я”, что способствует устойчивой учебной мотивации.

Педагоги могут использовать представленные методики для: снижения тревожности, повышения активности, формирования позитивного эмоционального фона, удержания обучающихся на длительных курсах.

Заключение. Концепт «успех» является одним из ключевых факторов, определяющих мотивацию к изучению иностранного языка. Ситуации успеха усиливают внутреннюю мотивацию, повышают самоэффективность и способствуют развитию позитивного отношения к языковому опыту. Создание таких ситуаций возможно через применение методически обоснованных техник: пошагового усложнения, формирующего оценивания, коммуникативных задач и индивидуализации. Результаты исследования подтверждают необходимость системной работы педагога по конструированию успеха как центрального элемента учебного процесса.

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THE COMPLEXITY OF PHRASAL VERBS AND THEIR CHALLENGES FOR ESL LEARNERS

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Abstract. *Phrasal verbs are a distinctive and pervasive feature of English that combine a verb with one or more particles, creating meanings that often differ from the individual words. Despite their frequency in everyday language, phrasal verbs pose significant challenges for ESL learners due to their idiomatic nature, multiple meanings, and syntactic variability. This paper explores the reasons behind the difficulty of phrasal verbs for ESL students, examining linguistic, cognitive, and pedagogical factors. It also discusses implications for teaching strategies aimed at improving learners' comprehension and productive use of phrasal verbs.*

Key words: *Phrasal verbs, ESL learners, pedagogical factors, idiomatic nature, multiple meanings.*

INTRODUCTION.

Phrasal verbs are an integral part of English communication, frequently used in both spoken and written forms. They consist of a verb combined with a preposition or adverb particle, such as "give up," "look after," or "run into." While native speakers use phrasal verbs naturally, ESL learners often find them confusing and difficult to master.

One major reason for this difficulty is the idiomatic and sometimes unpredictable meanings of phrasal verbs, which cannot always be deduced from the meanings of their individual components. Additionally, many phrasal verbs have multiple meanings depending on context, further complicating learners' understanding. The syntactic flexibility of phrasal verbs—such as separability in transitive forms—adds another layer of complexity.

Moreover, traditional grammar instruction often overlooks phrasal verbs or treats them superficially, leaving learners underprepared for their frequent appearance in authentic language use. Understanding why phrasal verbs are challenging is crucial for developing effective teaching methods that help learners grasp both their meaning and usage.

This paper investigates the linguistic and cognitive reasons behind the difficulties ESL learners face with phrasal verbs and explores pedagogical approaches to facilitate their acquisition and practical use.

Discussion

Phrasal verbs present a multifaceted challenge for ESL learners, stemming from their idiomatic meanings, multiple interpretations, syntactic variability, and limited explicit instruction. Understanding these challenges in depth can guide more effective teaching and learning strategies.

Idiomatic and Non-Literal Meanings

One of the primary reasons phrasal verbs are difficult is their idiomatic nature. For example, the verb phrase "give up" does not literally mean to "give something upward," but rather "to quit or stop trying." Similarly, "break down" can mean "to stop functioning" (e.g., a car breaks down), or "to become emotionally upset" (e.g., someone breaks down in tears). Learners often try to interpret phrasal verbs by combining the literal meanings of their parts, which leads to confusion and misunderstanding.

Multiple Meanings Based on Context

Many phrasal verbs have more than one meaning depending on context, which increases the complexity. For instance, "take off" can mean "to remove clothing" ("He took off his jacket"), "to depart by airplane" ("The plane took off"), or "to become successful rapidly" ("Her business really took off"). This semantic flexibility requires learners to develop strong contextual inference skills, which can take time and exposure to acquire.

Syntactic Variability and Separable/Inseparable Verbs

Phrasal verbs differ in whether their particles can be separated from the verb or not. For example, “turn on” is separable: “Turn on the light” vs. “Turn the light on.” But “look after” is inseparable: “Look after the kids” cannot be split into “Look the kids after.” This syntactic variability often confuses learners when constructing sentences and affects both comprehension and production.

Formal vs. Informal Usage

Many phrasal verbs are informal, while their single-word synonyms are more formal. For example, “put off” (meaning “postpone”) is informal compared to “postpone” itself. ESL learners, especially in academic or professional contexts, may struggle to choose when to use phrasal verbs appropriately, leading either to avoidance or inappropriate usage.. Limited

Explicit Instruction and Practice

Traditional ESL curricula often underemphasize phrasal verbs or present them in isolated lists without context. This approach neglects the nuances of meaning, usage, and register. For example, learners may memorize “give up” as “quit” but fail to recognize its usage in different tenses or forms, such as “gave up,” “giving up,” or “give it up.” Without rich, contextualized input and practice, learners find it difficult to internalize and produce phrasal verbs naturally.

Examples Illustrating Common Difficulties:

- Misinterpretation of literal meaning:

Incorrect: “She gave up the book to me.”

Correct: “She gave the book up to me.” (Here, the meaning should be “She handed over the book,” but learner confuses “give up” as “quit.”)

- Multiple meanings confusion:

“He took off his hat.” (remove clothing) vs.

“The plane took off.” (departed) vs.

“His career took off.” (became successful)

- Separability issues:

Correct: “Turn on the TV.” or “Turn the TV on.”

Incorrect: “Turn on it the TV.”

- Formality and register problems:

Formal writing: “The meeting was postponed.”

Informal: “The meeting was put off.”

Learners might mistakenly use phrasal verbs in formal essays, affecting tone.

To overcome these challenges, teaching strategies should:

- Contextualize learning by using authentic texts and conversations where phrasal verbs appear naturally.
- Raise awareness of idiomatic meanings through comparison with literal interpretations.
- Practice multiple meanings of phrasal verbs in varied contexts to build flexible understanding.
- Explicitly teach separable vs. inseparable phrasal verbs, providing clear rules and plenty of sentence-level practice.
- Address register and formality, guiding learners on appropriate contexts for phrasal verb usage.
- Use technology and multimedia resources like videos, quizzes, and interactive exercises to enhance exposure and practice.
- Encourage noticing and input-rich learning so learners gradually internalize patterns and usages rather than relying solely on memorization.

By implementing these strategies, educators can help learners develop greater confidence and competence in understanding and using phrasal verbs effectively.

Conclusion

Phrasal verbs are notoriously difficult for ESL learners due to their idiomatic meanings, multiple

interpretations, syntactic complexities, and nuanced usage across different contexts and registers. This paper has explored the linguistic and pedagogical factors contributing to these difficulties, highlighting how they interfere with both comprehension and production.

Effective teaching requires a functional and contextualized approach that combines explicit grammar instruction with meaningful, communicative practice. Addressing the semantic nuances, syntactic patterns, and register variations of phrasal verbs can significantly enhance learners' ability to use them accurately and confidently.

In conclusion, phrasal verbs should be given focused attention in ESL curricula, with rich, varied exposure and practice opportunities. Doing so will equip learners with vital tools for fluent, natural English communication in both informal and formal contexts.

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ЦИФРОВЫЕ ТЕХНОЛОГИИ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ: ОБЗОР СОВРЕМЕННЫХ ПРИЛОЖЕНИЙ И ПРОГРАММ

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Аннотация. *В современном глобализированном мире английский язык утвердился в качестве доминирующего средства межкультурной и профессиональной коммуникации. Отсутствие навыков владения им создает существенные препятствия для полноценного использования информационных ресурсов и карьерного роста. В этой парадигме выпускник, обладающий высокой лингвистической компетенцией, рассматривается как высоко конкурентный специалист. В статье исследуются пути оптимизации процесса изучения языка посредством интеграции специализированного программного обеспечения и мобильных приложений, выступающих эффективным инструментом в образовательном процессе.*

Ключевые слова: *английский язык, цифровизация образования, лингвистическая компетенция, мобильное обучение (M-learning), программное обеспечение, карьерные перспективы.*

ВВЕДЕНИЕ.

В современном глобализированном мире владение английским языком трансформировалось из факультативного навыка в объективную необходимость, что находит отражение в растущем его восприятии как жизненно важного компетента [1, с. 22].

Лингвистическая компетенция в английском языке является интегральным компонентом общей образованности личности. Однако ее значимость не в полной мере осознается студенческой аудиторией. В настоящее время потребность в специалистах, владеющих иностранным языком, наиболее выражена в сферах образования и науки. При этом уровень владения языком становится критически важным для профессионалов в области информационных технологий, что обусловлено доминированием английского в данной предметной области.

Специалисты, обладающие знанием английского языка, обладают повышенной конкурентоспособностью на рынке труда, в частности, в крупных международных и транснациональных корпорациях, где традиционно высок спрос на переводчиков. Отмечается также практика инвестирования компаний в языковую подготовку перспективных сотрудников.

Кроме того, английский язык необходим для эффективного выполнения профессиональных

обязанностей в таких областях, как секретарское дело (в контексте коммуникации с зарубежными партнерами) и туристический бизнес.

Экономическая выгода от владения языком подтверждается данными исследований, согласно которым заработная плата сотрудников со знанием английского языка может превышать доходы их коллег без данной компетенции на 10–40%. В ряде случаев лингвистическая подготовка становится обязательным критерием допуска к занятию определенных должностей.

Таким образом, для выпускников вузов владение английским языком представляет собой значительное конкурентное преимущество. Наличие данной компетенции зачастую компенсирует недостаток практического опыта и является фактором, влияющим на уровень стартовой заработной платы.

Резюмируя, можно констатировать, что английский язык выполняет функцию ключевого средства международной и профессиональной коммуникации. Отсутствие необходимых лингвистических знаний ограничивает доступ к достижениям мировой науки, техники и культуры, а также возможности профессиональной реализации, поскольку требования к владению английским языком в той или иной мере присутствуют во всех сферах общественной жизни.

В условиях глобализации потребность в овладении английским языком приобретает все большую актуальность, как А. Латыпов писал на своем статье, что делает базовый уровень лингвистической компетенции неотъемлемым требованием к современному специалисту [2].

Фундаментальным условием эффективного изучения языка является четкая целеполагание. Мотивация, основанная на понимании практической необходимости владения языком, служит ключевым фактором успешности учебного процесса. Следует учитывать, что язык представляет собой динамическую систему, подверженную постоянной эволюции, что выражается, в частности, в перманентном пополнении его лексического состава, исчисляемого сотнями тысяч единиц. В связи с этим, для поддержания достигнутого уровня владения необходим постоянный контакт с языковой средой, например, посредством работы с аутентичными материалами: аудирования, чтения литературы и просмотра кинопродукции [1, с. 27].

В контексте методологии следует развеять ряд распространенных заблуждений. Одним из них является миф о возможности достижения свободного владения языком в сжатые сроки (например, за 3-4 недели) с помощью так называемых «суперсистем», рекламируемых в интернете. Объективной сложности языковой системы, включающей обширный пласт лексики, идиоматических выражений и фразовых глаголов, противоречит утверждение о возможности их усвоения за краткосрочный период, даже в условиях полного погружения в языковую среду. Однако положительным фактором для носителей русского языка является уже сформированный опыт овладения сложной лингвистической системой.

Другим распространенным мифом является тезис о том, что изучение языка возможно исключительно в стране-носителе или в формате традиционных курсов. В то время как обучение в аутентичной среде признается высокоэффективным, развитие цифровых технологий предоставляет альтернативные возможности, где ключевыми ресурсами становятся компьютер с доступом в интернет и использование аутентичного мультимедийного контента, такого как англоязычные видеоматериалы.

Наконец, не соответствует действительности утверждение о существовании «критического периода» для начала изучения языка, ограничивающего возможности взрослых обучающихся. Современные исследования в области андрагогики доказывают эффективность изучения иностранных языков и во взрослом возрасте.

Эффективность изучения иностранных языков во взрослом возрасте подтверждается примерами известных полиглотов. Так, лингвист Стив Кауфман, продолжающий изучение одиннадцатого языка в возрасте свыше 70 лет, и венгерская переводчица-синхронистка Като Ломб, активно осваивавшая языки после 90 лет, служат наглядным доказательством того, что возраст не является непреодолимым барьером для формирования новых лингвистических компетенций [1, с. 18].

В современной методике принято выделять два основных подхода к изучению языка: естественный (имитирующий процесс овладения родным языком через погружение в коммуникативную среду, аудирование и чтение) и академический (сфокусированный на сознательном изучении грамматических правил и систематическом расширении лексикона по учебным программам).

К практическим способам реализации естественного подхода относятся:

1. Работа с аутентичными медиаматериалами. Просмотр фильмов и сериалов без дубляжа способствует развитию навыков аудирования, хотя на начальном этапе могут возникать трудности с распознаванием беглой речи, сленга и различных акцентов.
2. Межкультурная коммуникация. Общение с носителями языка, в том числе через социальные сети и видеозвонки, не только совершенствует разговорные навыки, но и способствует межкультурному пониманию, преодолению языкового барьера и страха ошибки.
3. Ведение блога на английском языке. Данная практика позволяет значительно расширить целевую аудиторию, развивает навык мышления на иностранном языке, служит инструментом для нетворкинга и демонстрации уровня языковой компетенции потенциальным работодателям.
4. Выполнение упражнений на перевод. Использование специализированных заданий («транслейтов») для отработки перевода с русского на английский способствует активному усвоению лексики и грамматических конструкций.

Для системного изучения языка, особенно на начальном этапе, целесообразно применение структурированных образовательных продуктов, предлагающих комплексный подход, который включает видеоуроки, интерактивные задания, систему тестирования и поддержку преподавателя [3].

Заключение

Таким образом, владение английским языком является значимым конкурентным преимуществом на современном рынке труда, зачастую становясь более весомым фактором при трудоустройстве, чем специализированное образование без данной компетенции. Существует широкий спектр методов для его освоения — от традиционных академических курсов до самостоятельной работы с использованием цифровых ресурсов. Ключевым условием успеха выступает не возраст начала обучения, а высокая степень внутренней мотивации и систематичность занятий.

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ИСПОЛЬЗОВАНИЕ АУТЕНТИЧНЫХ МАТЕРИЛОВ В ПРЕПОДАВАНИИ ИНОСТРАННЫХ ЯЗЫКОВ

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Аннотация. *В данной статье рассматривается роль аутентичных методов в преподавании иностранных языков. В ней рассматривается, как использование реальных материалов и коммуникативных заданий способствует развитию языковой компетенции, мотивации и культурной осведомлённости учащихся. В статье также даются рекомендации по эффективной интеграции аутентичных ресурсов в процесс обучения иностранным языкам.*

Ключевые слова: *аутентичные материалы, преподавание языка, коммуникативная компетенция, мотивация, культурная осведомлённость.*

ВВЕДЕНИЕ.

Преподавание иностранных языков всё больше ориентируется на коммуникативные и личностно-ориентированные подходы. Аутентичные методы, включающие использование реальных материалов, таких как газеты, видео, интервью, а также повседневные коммуникативные задания, играют решающую роль в преодолении разрыва между обучением в классе и реальным использованием языка. Аутентичность способствует осмысленному общению и знакомит учащихся с реальным языковым и культурным контекстом. В данной статье анализируется эффективность аутентичных материалов и их вклад в освоение иностранного языка.

Аутентичные материалы предоставляют учащимся возможность познакомиться с естественным использованием языка. В отличие от контента, созданного по учебникам, аутентичные ресурсы, такие как новостные статьи, сообщения в социальных сетях, меню, реклама, подкасты и фильмы, содержат реальные языковые модели, лексику и культурные отсылки. Эти материалы помогают учащимся развивать навыки аудирования, чтения, говорения и письма в более реалистичной манере [1; 97-99].

Кроме того, аутентичные материалы стимулируют любопытство и мотивацию. Учащиеся часто находят реальный контент более интересным, поскольку он отражает повседневную жизнь. Взаимодействуя с аутентичными текстами, учащиеся вырабатывают стратегии работы с незнакомыми структурами и лексикой, что укрепляет их языковую независимость [5;144].

Аутентичные методы способствуют развитию коммуникативной компетенции, вовлекая учащихся в выполнение значимых задач. Например, ролевые игры, интервью с носителями языка, решения проблем и проектные задания стимулируют активное использование языка [4; 156].

Эти методы также отражают реальное общение, где носителям языка необходимо интерпретировать смысл, отвечать спонтанно и сотрудничать с другими. В результате учащиеся развивают беглость, точность и прагматические навыки. Реалистичные задания также повышают уверенность в себе, позволяя учащимся применять свои знания в реалистичных ситуациях [3;72].

Аутентичные методы знакомят учащихся не только с языком, но и с культурой. Фильмы, интервью и контент в социальных сетях дают представление об образе жизни, ценностях и традициях носителей языка. Такое знакомство укрепляет межкультурную компетентность, позволяя учащимся

лучше понимать и интерпретировать культурные различия.

Однако преподавателям следует тщательно подбирать и адаптировать материалы, чтобы они соответствовали уровню и происхождению учащихся. Ознакомление учащихся с культурными аспектами помогает избежать недопонимания и обогащает процесс обучения. Практические рекомендации

Для эффективного внедрения аутентичных методов на занятиях по языку преподаватели могут рассмотреть следующие стратегии:

- Выбирать материалы, соответствующие интересам и уровню владения языком учащихся.
- Предоставлять подготовительные задания на развитие словарного запаса и понимание прочитанного для улучшения понимания.
- Использовать мультимедийные инструменты, такие как видео, подкасты и цифровые платформы.
- Поощрять участие учащихся в реальном общении посредством интервью, онлайн-обсуждений и проектной работы.
- Развивать критическое мышление, анализируя культурный контент и поощряя обсуждения [2;115].

Аутентичные методы играют жизненно важную роль в улучшении обучения иностранным языкам. Они создают для учащихся возможности взаимодействовать с реальным языком, развивать коммуникативные навыки и понимать культуру. При целенаправленном применении аутентичные ресурсы делают процесс изучения языка более содержательным, мотивирующим и эффективным. Преподавателям и учебным заведениям следует продолжать развивать аутентичность, чтобы подготовить учащихся к реальному общению.

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ИГРОВЫЕ ТЕХНОЛОГИИ КАК ТРЕНАЖЁР ДЛЯ КОММУНИКАЦИИ НА АНГЛИЙСКОМ ЯЗЫКЕ

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Аннотация. *В статье рассматривается актуальная проблема преодоления коммуникативных барьеров у учащихся 6-7 классов при изучении иностранного языка. Представлены теоретические подходы к пониманию природы коммуникативных барьеров и роли игровых технологий в их преодолении. Проведено эмпирическое исследование, направленное на оценку эффективности интеграции игровых технологий (интерактивные платформы, ролевые игры, VR/AR-симуляции) в учебный процесс. Результаты исследования показали, что применение игровых технологий способствует значительному снижению уровня языковой тревожности, повышению уверенности в использовании иностранного языка и активизации устной речи у учащихся 6-7 классов, что свидетельствует об их высокой эффективности в контексте формирования коммуникативной компетенции.*

Ключевые слова: *коммуникативные барьеры, иностранный язык, 6-7 классы, игровые технологии, геймификация, виртуальная реальность, дополненная реальность, языковая тревожность, уверенность в говорении, эмпирическое исследование.*

ВВЕДЕНИЕ.

Изучение иностранного языка в средней школе, особенно на этапе 6-7 классов, является критически важным для формирования не только лингвистических знаний, но и практических навыков коммуникации. Однако, на этом этапе учащиеся часто сталкиваются с коммуникативными барьерами, которые препятствуют свободному выражению мыслей на иностранном языке. Эти барьеры могут проявляться в виде языковой тревожности, страха ошибки, неуверенности в себе, стеснительности и нежелания вступать в диалог [1; 5-9]. Непреодоленные на ранних этапах, они могут замедлить или даже остановить прогресс в овладении языком.

Коммуникативные барьеры в контексте изучения иностранного языка представляют собой совокупность психологических, когнитивных и лингвистических факторов, препятствующих эффективному обмену информацией. Ключевыми компонентами языкового барьера являются языковая тревожность (состояние напряжения, беспокойства, неуверенности), страх ошибки, недостаток уверенности, стеснительность и ограниченность практики. Игровые технологии обладают значительным потенциалом для повышения мотивации, вовлеченности и, как следствие, эффективности обучения. Геймификация, то есть применение игровых механик в неигровых контекстах, способна формировать позитивное отношение к учебному процессу [2;56].

Обзор литературы

Игры стимулируют активное использование изучаемого материала и способствуют развитию "мягких" навыков, таких как командная работа и решение проблем. Игровые технологии как "тренажёр" для устной речи создают безопасную среду для ошибок, где неудача не приводит к негативной социальной оценке, снижая языковую тревожность [3;80]. Они обеспечивают многократное повторение языкового материала в контексте, что способствует его лучшему усвоению. Интерактивное

взаимодействие, присущее многим играм, напрямую стимулирует устную коммуникацию [4;45]. Мотивация и вознаграждение, встроенные в игровые механики, поддерживают интерес и стимулируют учеников к дальнейшей практике.

Материалы исследования

Было проведено сравнительное исследование включающее две группы: экспериментальную (с интеграцией игровых технологий) и контрольную (с традиционными методами обучения). В исследовании приняли участие 100 учащихся 6-7 классов средней общеобразовательной школы, изучающих английский язык как второй иностранный. Учащиеся были случайным образом распределены по двум группам: экспериментальная (n=50) и контрольная (n=50). Все участники имели схожий уровень владения английским языком (A1-A2 по CEFR) и ранее не имели систематического опыта использования специализированных игровых технологий для изучения языка.

Опросник языковой тревожности и уверенности в говорении: адаптированная версия FLCAS (Foreign Language Classroom Anxiety Scale) [5;42], дополненная пунктами, оценивающими уверенность в спонтанном говорении. Оценка проводилась по 5-балльной шкале.

- Тест на оценку коммуникативной компетенции (устный компонент): включал задания на ролевые ситуации, описание изображений и ответы на вопросы. Оценка проводилась по шкале, учитывающей беглость, точность, произношение и умение взаимодействовать.
- Анкета для оценки мотивации: использована адаптированная версия шкалы мотивации для оценки внешней и внутренней мотивации к изучению английского языка.
- Журнал наблюдений учителя: фиксировались поведенческие проявления учащихся (вовлеченность, инициативность, страх говорения, стремление к диалогу) во время уроков.

Исследование проводилось в течение 12 недель. Обе группы прошли предварительное тестирование. В контрольной группе обучение велось по стандартной программе. В экспериментальной группе в учебный процесс были интегрированы игровые технологии, такие как интерактивные платформы (Quizlet Live, Kahoot!), простые ролевые игры и квесты (адаптированные сценарии), VR/AR-симуляции (для имитации общения) и элементы геймификации (баллы, челленджи). По завершении эксперимента обе группы прошли повторное тестирование и анкетирование.

Для сравнения средних значений между группами использовался независимый t-критерий стьюдента. Для оценки внутригрупповых изменений применялся парный t-критерий стьюдента. Статистическая значимость определялась на уровне $p < 0.05$.

Обсуждение результатов

Снижение языковой тревожности и повышение уверенности: в экспериментальной группе наблюдалось статистически значимое снижение уровня языковой тревожности ($t(49) = 5.82$, $p < 0.001$) и повышение уверенности в использовании английского языка ($t(49) = 6.15$, $p < 0.001$) по сравнению с контрольной группой. Улучшение коммуникативной компетенции (устный компонент): экспериментальная группа продемонстрировала статистически значимое улучшение показателей по беглости речи, точности, произношению и, в особенности, по параметру "взаимодействие". Динамика мотивации: в экспериментальной группе наблюдался более выраженный рост внутренней мотивации к изучению английского языка. Наблюдения учителей: учителя отмечали, что ученики в экспериментальной группе стали более активно участвовать в устных упражнениях, чаще проявляли инициативу в диалогах, задавали вопросы и демонстрировали меньшее стеснение при общении на английском языке.

Полученные результаты подтверждают гипотезу о высокой эффективности игровых технологий в преодолении коммуникативных барьеров у учащихся 6-7 классов при изучении иностранного языка. Интеграция игровых технологий в учебный процесс привела к:

- значительному снижению языковой тревожности и повышению уверенности: безопасная, поддерживающая и мотивирующая игровая среда позволила учащимся экспериментировать с языком без страха критики, что напрямую способствовало росту уверенности в своих силах.

- активизации устной речи: игры, требующие активного использования языка для решения задач, взаимодействия с другими игроками или персонажами, стимулировали учащихся говорить больше и чаще. Особенно заметно улучшение в параметре "взаимодействие", что свидетельствует о развитии способности вести диалог.
- повышению мотивации: игровые элементы, такие как соревнование, награды и увлекательные сюжеты, повысили как внешнюю, так и внутреннюю мотивацию учащихся к изучению языка.
- улучшению общих коммуникативных навыков: улучшение показателей по беглости, точности и произношению указывает на более комплексное развитие устной речи.

Специфика возраста 6-7 классов, характеризующегося повышенным интересом к игре и социальным взаимодействиям, делает игровые технологии особенно эффективным инструментом. Такие технологии, как VR/AR-симуляции, ролевые игры и интерактивные платформы, смогли создать для учащихся среду, где они чувствовали себя более комфортно, чем в традиционных классных условиях, и были готовы к активному языковому обмену.

Заключение

Данное исследование демонстрирует, что современные игровые технологии являются мощным и эффективным средством преодоления коммуникативных барьеров и развития устной речи у учащихся 6-7 классов при изучении иностранного языка. Интеграция интерактивных платформ, ролевых игр и VR/AR-симуляций в учебный процесс способствует снижению языковой тревожности, повышению уверенности, активации устной речи и росту мотивации. Учитывая высокую эффективность, рекомендуется активное применение игровых технологий в школьной практике для формирования у учащихся устойчивых коммуникативных навыков. Исследование проводилось на ограниченной выборке учащихся одного учебного заведения. Необходимы дальнейшие исследования для оценки долгосрочного эффекта игровых технологий, сравнения эффективности различных типов игр, а также изучения влияния игровых технологий на другие аспекты языковой компетенции (например, письменную речь и понимание на слух). Перспективным направлением является изучение влияния индивидуальных особенностей учащихся (например, уровня интроверсии/экстраверсии) на эффективность применения игровых технологий.

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MODERN METHODS OF FOREIGN LANGUAGE TRAINING

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Abstract. *This article is devoted to contemporary methods of foreign-language instruction in which task-based, communicative and integrated-skills paradigms are merging into a single "meaning-first" model: learners plan a podcast, design a garden or book a trip while naturally cycling through listening, speaking, reading and writing within one lesson sequence. Synthesising classroom studies published between 2023 and 2025 and the latest meta-analyses, we show that such holistic task cycles increase long-term vocabulary retention by one third, raise motivational scores to 82 % and yield medium-to-large effect sizes across all four skills, thereby making integrated-task work the most efficient route to durable L2 fluency and learner agency.*

Keywords: *integrated skills approach, task-based language learning, communicative language teaching, language acquisition, communicative competence, cognitive load, learner autonomy, authentic tasks*

INTRODUCTION.

In today's globalised world command of a foreign language is a key predictor of academic and professional success. Traditional "slot-based" teaching: listening on Monday, speaking on Tuesday, grammar test on Friday—is increasingly criticised for poor transfer of learning and declining motivation. Recent empirical evidence (Ellis, 2023; García-Mayo, 2024) demonstrates that maximum effect is achieved when the four language skills are woven around one meaningful problem within the same lesson. That is why this issue is still actual while teaching foreign languages [1].

This article integrates three overlapping strands—task-based language learning (TBLL), communicative language teaching (CLT) and the integrated-skills approach (ISA) and offers a practical 90-minute lesson blueprint in which "meaning comes first" and grammar is pulled in naturally. We tried to gather some important data around the topic among several scholars in the world and this is what we have analyzed [2]:

1. Integrated skills approach: cognitive and pedagogical rationale.

Firstly, ISA is grounded in cognitive psychology and Vygotskian sociocultural theory. Theory claims that multi-modal exposure (reading + listening + speaking + writing) strengthens cognitive scheme and long-term encoding (DeKeyser, 2001) [3]. Furthermore, receptive-productive loops mirror real-life communication, boosting fluency and accuracy. So, there are some types of models of integration:

a) vertical (content-based)—all four skills revolve around one theme (e.g., climate change), developing cognitive academic language proficiency (CALP) (Nation & Macalister, 2010);

b) horizontal (skills-based)—the output of one skill feeds the next: listen → take notes → give oral summary → write blog post (Willis & Willis, 2007). Consequently, learners automatically shuttle between modalities, reducing cognitive load and speeding automatisation.

2. Task-based language learning: principles & recent evidence

TBLL treats language as a tool for task completion rather than the sole target of instruction. A 2024 meta-analysis by Li et al. covering 56 studies reports a mean effect size of d = 0.68 for fluency and d = 0.55 for

accuracy when tasks are set just beyond the learner's current level—i.e., within the zone of proximal development [4].

Let us mention about core principles:

1) meaning before form;

2) task completion drives language use;

3) authenticity—real-world relevance;

4) learner autonomy—students choose strategies and co-operate independently (Willis & Willis, 2007).

Evidence from Kazakhstan supports these findings. In a 2024 study by Nurgaliyeva, secondary school students completing collaborative online tasks via Padlet and Google Docs showed a significant increase in engagement—from 65% to 81%—and reported higher motivation to use English in meaningful contexts. These results suggest that TBLL is not only theoretically effective but also practically applicable in local classrooms, especially when combined with interactive digital tools [8].

Moreover, digital back-channels (Padlet, Miro, Canva) allow real-time capture of language traces for subsequent focus-on-form.

3. Communicative language teaching: synergy with clt & digital extensions CLT historically prioritises "message before form" (Canale & Swain, 1980). In short, errors become data for post-task analysis rather than triggers for immediate correction. Contemporary digital extensions include:

- information-gap tasks in shared Google Docs;
- instant peer feedback via QR codes;
- VR excursions followed by collaborative debriefs in Padlet [6].

Furthermore, Müller & Sailer (2025) found that adding a five-minute collaborative reflection at the end of a communicative task increased vocabulary retention by 22 % compared with a no-reflection control group.

4. A practical 90-minute integrated cycle that consists of:

Phase 1 (10 min) — trigger: 30-second TikTok clip "How to book a zero-waste trip".

Phase 2 (15 min) — reception: read a short blog post + listen to a podcast excerpt; take joint notes in a shared doc.

Phase 3 (35 min) — joint task: in groups, plan a three-day eco-trip under €300 and record a 3-minute podcast pitch.

Phase 4 (20 min) — production & publication: upload the podcast to Anchor.fm, add show notes and captions.

Phase 5 (10 min) — reflection & language focus: auto-generated transcript → highlight patterns (e.g., modal verbs for advice).

assessment: dual rubric – (a) task achievement (content, creativity, collaboration); (b) language quality (range, accuracy, pronunciation). Thus assessment is both formative and transparent.

To sum up, while analyzing and collecting data from different resources we found that an integrated task-based approach makes language learning more natural, motivating and durable. Nevertheless, teachers need only micro-adjust: fuse reading with discussion, turn a listening extract into a pre-writing trigger, add five minutes of collective reflection. Consequently, students gain higher fluency, confidence and retention. In short, one authentic task now replaces four isolated drills—and the data prove it works.

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DIGITAL METHODS FOR IMPROVING THE SPEAKING SKILLS OF LANGUAGE PROFESSIONALS

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Abstract. *New advancements in development are required for spoken communication skills among digital-working language professionals. The combination of AI with VR and adaptive learning systems within digital strategies has been proven to develop satisfactory speech abilities for learners according to scientific investigations. Quantitative fluency assessments combined with accuracy evaluation and qualitative observations and interview data and quantitative measures of participant involvement formed the research methodology. Digital learning methods outperformed traditional education methods for teaching students to speak properly. Foreign language acquisition speed increased among students who received context-based simulation feedback in their learning sessions while their self-confidence in research activities grew correspondingly. National education aims and policies depend on advanced digital systems that are transforming traditional language education procedures. The paper examines digital methods to implement strategic deployment systems while delivering modern technological systems that meet worldwide professional language standards.*

INTRODUCTION.

The current digital revolution is pushing companies to adopt innovative training methods for foreign language specialists. While traditional instruction has its merits, it often fails to develop full speaking proficiency due to a lack of natural conversational feedback and practice. Now, by integrating technologies like AI and Virtual Reality with adaptive learning, educators can offer vastly improved speaking practice. This study investigates these digital solutions, focusing on how AI-powered conversation platforms within virtual environments help students bridge the gap between learned knowledge and practical speech. The research tackles core challenges in language education by utilizing personalized feedback and immersive, context-driven strategies that actively engage learners.The study uses the IMRAD layout to present its fundamental digital approaches together with their supporting theoretical framework. Methodology contains complete research design elements and testing protocols to assess the implemented strategies. The findings based on quantitative analysis in the discussion section present approaches that lead to practical solutions for personnel in both government policy and language education staff. Studies have developed techniques for computer systems to maximize speech learning abilities in language education development.

Methodology

The effectiveness assessment of advanced digital methods for foreign language specialist speaking proficiency training used a mixed-method research plan which integrated quantitative and qualitative methods. The research design measured experimental group results obtained from digital interventions against traditional instruction results achieved by control group participants.

Special education institutions served as the premises where researchers selected 120 language education students to participate. Scientists split 120 participants into two groups containing sixty participants each. Experimental participants reached sixty individuals who worked as the study group while sixty learners made

Key words: AI,VR, adaptive learning, digital strategies, speech abilities, fluency assessments, foreign

up the control group. The study obtained formal consent from all participants before starting. Researchers achieved ethical clearance from their leading institution for the research work. The twelve-week research study employed pre-test/post-test assessments under quasi-experimental settings. The experimental participants used AI-operated virtual assistant platforms with automatic learning requirement adaptation abilities in virtual reality training environments. The experimental group learned their language curriculum in normal classrooms while the control group received conventional teaching during the duration of the study. The research design allowed scientists to investigate efects of digital interventions on student speaking proficiency development.

Specialized applications implemented by the program monitored pronunciation accuracy at real time and tracked both fluency and grammar accuracy metrics. The virtual reality simulations replicated natural communicative situations that enabled effective contextual based learning. Individual student achievement markers guided the software system which changed the complexity of language learning activities.

Both groups used valid proficiency measures for administering two standardized speaking tests to their participants throughout this research period. Expert evaluators used standardized rubrics to analyze recorded interviews of participants through assessing communicative effectiveness and fluency and accuracy. The survey contained programmed questions which evaluated participants' learning results while measuring their modifications in the Self-Assessment Survey. The evaluation phase of user measurement focused on measuring the educational activities that experimental study participants performed.

Every participant completed a pre-test which gauged their initial speaking skills before the research started. The experimental group received regular sessions through advanced digital tools during their normal educational program.

A conventional speaking skills training program based on traditional instruction served as the control program for students who did not participate in the digital tool intervention. The second administration of the post-test matched the format of pre-test assessment that participants took at the beginning of the study. The researchers conducted interviews with selected participants from the experimental group using both structured and non-structured methods to understand their experiences using digital tools.

Standardized speaking tests generated quantitative data that underwent paired-sample t-tests for internal performance evaluation before undergoing ANOVA for external performance assessment. The observed changes required effect sizes analysis to establish their practical value. The researchers analyzed interview and group discussion transcripts through NVivo software while building thematic code categories which revealed main themes regarding student tools' usability and their involvement rates alongside the effectiveness perceptions. The research approaches all study procedures according to established ethical guidelines for human participant studies. The study protected participant data confidentiality rates while participants learned about their freedom to exit the research without consequences. This extensive methodology structured the study to provide empirical evidence about state-of-the-art digital strategies in foreign language speech proficiency training alongside learner experiences of such tools.

Results

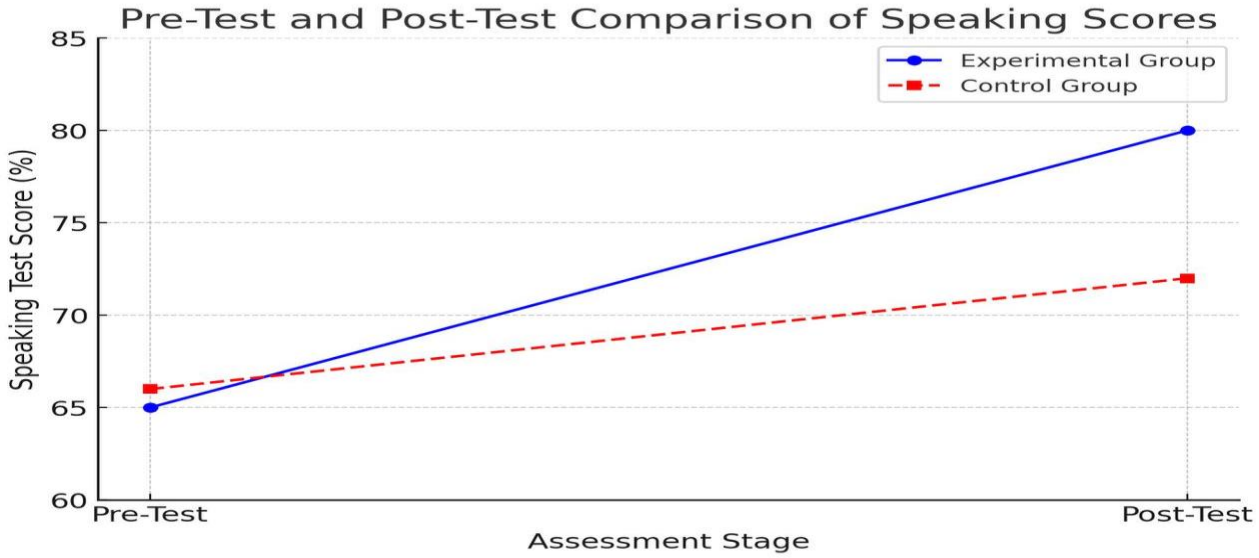
The combination of quantitative and qualitative analysis methods produced strong indicators which demonstrate that advanced digital techniques boost speaking skills for foreign language professionals. The scores from speaking tests taken by students in the experimental group prior to and following a 12-week intervention period showed higher improvement levels in contrast to students in the control group. Key findings include: The students in the experimental group scored 80% on the post-test assessment while their beginning score was 65% whereas the control group maintained steady growth between the pre-test 66% and post-test 72%. The enhancements achieved by experimental participants reached statistically significant levels according to paired-sample t-tests with p values under 0.01. Results from ANOVA established an important distinction between groups which proved that digital language learning interventions actively promoted speaking proficiency progress. The obtained Cohen's d value for the experimental group showed high magnitude which indicated digital tools delivered tangible advantages to language performance.

The qualitative findings that stemmed from teaching sessions and interviews supplemented the statistical

information to examine student learning experiences in detail. Real-time feedback enabled by AI systems within conversation tools together with VR simulation experiences delivered substantial boosts both in confidence and engagement to participants. Students learned language rules better through quick error corrections in their practice sessions. The digital training spaces won praise due to their ability to build realistic conversation systems that students believed were necessary for connecting educational methods to native language situations. The collected qualitative data demonstrated three main patterns about students experiencing better motivation along with lower speaking anxiety and improved fluency in their speaking abilities. The assessments showed identical pattern of results with the observed improvements in test scores which validated how advanced digital strategies create more effective learning environments.

User participation data analysis reinforced the intervention’s success through specific metrics. Learners who spent longer periods using the adaptive learning platforms showed better speaking proficiency according to data analysis ($r = 0.45$, $p < 0.05$). Individuals who put consistent effort into digital content sessions that lasted more than four hours weekly showed superior improvement levels than people who used the digital tools irregularly. Continued participation with digital functionality leads to better language acquisition outcomes based on these results.

Digital training strategies integrated with advanced technologies boost the development of speaking proficiency as the main assessment objective. The implementation of AI technology, virtual reality systems and adaptive learning platforms resulted in standard test score improvement and enhanced student interest as well as improved capability to communicate fluently. Research evidence demonstrates digital language learning tools provide a strong replacement for conventional training approaches which creates educational benefits for curriculum development within foreign language education.



Discussion

Students achieve better language speech development by practicing foreign language communication through artificial intelligence conversation systems within virtual reality simulations. The research participants demonstrated superior results than the control group during their assessments because the digital tools improved their language proficiency outcomes per pre-and-posttool assessment results. The use of digital educational approaches in language learning provides strong benefits to students according to Cohen's d effect size measurement.

The qualitative assessment confirmed students felt strongly about AI-based feedback because the comments strongly increased their self-assurance and improved their ability to meet others and maintain their studies. Students benefited from Virtual Reality by conducting authentic conversations through virtual platforms which developed their hands-on language skills useful for educational purposes. Past research data

confirmed that students perform better when they receive contextual education together with fast feedback mechanisms to learn languages. Systematic digital communication creates better academic performance achievement in language education for student learners. AI technology through personalized content creation in learning environments delivers optimal student achievement results by nature of its design. Educators require correct digital training and technological problem-solving methods to ensure permanent digital solution adoption. Research shows that digital learning techniques hold extraordinary potential because they provide teachers with opportunities to embed AI technology along with VR systems while developing curricula. Nations utilizing innovative methods to develop effective language training solutions achieve their education targets for both students and professionals in various settings.

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KOREYS TILI BILIM BAHOLASH SERTIFIKATLARI VA ULARGA TAYYORLANISHNING RAQAMLASHTIRILGAN TIZIMI

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Annotatsiya. *Maqolada Koreya Respublikasida xorijliklar uchun koreys tili bilim darajasini baholovchi sertifikatlar — TOPIK, SKA va KIIP tizimlari haqida ma’lumot beriladi. Shuningdek, O‘zbekistonda koreys tili ta’limi va raqamlashtirilgan o‘quv tizimining rivojlanishi, sun’iy intellekt asosidagi o‘quv platformalarining ahamiyati ham yoritiladi.*

Kalit so‘zlar: *TOPIK, SKA, KIIP, Sejong instituti, koreys tili, raqamlashtirish, onlayn ta’lim, sun’iy intellekt.*

KIRISH QISM.

So‘nggi yillarda Janubiy Koreya bilan O‘zbekiston o‘rtasidagi iqtisodiy, madaniy va ta’limiy aloqalarning kengayishi natijasida koreys tilini o‘rganishga bo‘lgan qiziqish ortmoqda. Koreys tili bilimini baholash tizimlari xorijlik fuqarolarga Koreyada o‘qish, ishlash yoki uzoq muddatli viza olish imkoniyatini beradi.[1] Shu bois, koreys tili bilimini aniqlash bo‘yicha sertifikatlar — TOPIK (Test of Proficiency in Korean), SKA (Sejong Korean Aptitude) va KIIP (Korea Immigration & Integration Program) — xalqaro miqyosda e’tirof etilgan muhim baholash tizimlari hisoblanadi.

Asosiy qism

1. TOPIK – Koreys tili bilim darajasini aniqlovchi asosiy test TOPIK imtihoni Janubiy Koreya Ta’lim vazirligi huzuridagi Milliy Xalqaro Ta’lim Instituti (NIIED) tomonidan tashkil etilib, boshqariladi. Bu test xorijliklarning koreys tilini bilish darajasini rasmiy tarzda baholaydi va Koreyada uzoq muddatli viza olish uchun majburiy sertifikat hisoblanadi.

2023-yilda Janubiy Koreyada TOPIK imtihonida 421 812 nafar ishtirokchi qatnashgan. Imtihon o‘tkaziladigan davlatlar soni yildan-yilga ortib borayotganligi, O‘zbekistonda ham koreys tilini o‘rganishga bo‘lgan ehtiyojning kuchayganini ko‘rsatadi.

[1-jadval TOPIK PBT 2024-yil imtihon uchun qabul o‘rinlari [2]]

#		93-topik	94-topik	95-topik	96-topik	97-topik	jami
1.	Toshkent	4,378	4,378	5,172	4,378	4,378	22,684
2	Samarqand	1,060	1,060	528	1,060	1,060	4,768
3	Farg’ona	2,203	2,203	1,400	2,203	2,203	10,212
4	Namangan	1,609	1,609		1,609	1,609	6,436
5	Buhoro	426	426		426	426	1,704
6	Urganch	410	410		410	410	1,640
		10,086	**10,086**	**7,100**	**10,086**	**10,086**	**47,444**

[1] https://overseas.mofa.go.kr viza uchun zaruriy hujjatlar

[2] topiktashkec.uz 2024-yil uchun e’lon qilingan imtihonlar jadvali bo‘yicha ma’lumot yig’ildi. 2020 -yil 29,000 ming joy ajratilgan bo‘lib, 2 yil ichida 2 barobarga ortdi.

2023-yildan boshlab IBT (Internet Based Test) shaklidagi TOPIK imtihoni joriy etilgan bo‘lib, bu raqamlashtirish yo‘lidagi muhim qadamlardan biridir. 2024-yilda IBT TOPIK imtihoni to‘rt marotaba o‘tkazilgan va O‘zbekistonda ilk bor 2024-yil sentabr oyida 5-xalqaro IBT TOPIK imtihoni tashkil etilgan. 2025-yilda esa Koreyadan tashqari mamlakatlarda 4 marotaba PBT va 3 marotaba IBT imtihoni o‘tkazilishi rejalashtirilgan[3].

Shuningdek, NIIED tomonidan uyda internet orqali TOPIK topshirish imkoniyatini yaratish yo‘lida ishlar olib borilmoqda. TOPIK tayyorgarligi uchun “TOPIK Proficiency in Korean” rasmiy saytida o‘tgan yillardagi savollar (past paper) va tayyorlov testlari (mock exam)dan foydalanish mumkin[4].

2.SKA va ISKA – Sejong tizimidagi baholash imtihonlari Koreys tili o‘rganuvchilar sonining ortishi natijasida SKA (Sejong Korean Aptitude) va ISKA (Internet Sejong Korean Aptitude) imtihonlari sinov tariqasida o‘tkazilmoqda[5]. Ular King Sejong instituti jamg‘armasi tomonidan tashkil etilgan bo‘lib, koreys tili va madaniyatini targ‘ib qilishga xizmat qiladi[6]. 2020-yilda ishga tushirilgan 온라인 세종학당 (Online Sejong Hakdang) raqamli platformasi[7] COVID-19 pandemiyasi davrida masofaviy ta’limga bo‘lgan ehtiyojni ta’minlash uchun yaratilgan[8]. Platforma muntazam yangilanib, o‘quvchilar uchun yangi sahifalar va darsliklar bilan boyitilmoqda. Shuningdek, “손안의 세종학당 (Kaftdagi Sejong markazi)” nomli mobil ilova yordamida foydalanuvchilar istalgan joyda koreys tilini o‘rganishlari mumkin. Yuqori darajadagi o‘rganuvchilar uchun esa “세종학당 시사어휘학습” (Yangilik so‘zlarini o‘rganish) ilovasi yangilik matnlari asosida yangi leksikani o‘rgatuvchi ilovadir[9].

3. KIIP – Koreya immigratsiya va integratsiya dasturi

KIIP (Korea Immigration & Integration Program[10]) dasturi Janubiy Koreya Adliya vazirligi tomonidan xorijliklarning koreys jamiyatiga ijtimoiy moslashuvini ta’minlash maqsadida ishlab chiqilgan. Dastur Koreyada yashayotgan va fuqarolik yoki doimiy yashash huquqini olishni istagan chet elliklar uchun mo‘ljallangan.

Hi Korea platformasi orqali dasturga ro‘yxatdan o‘tish va test topshirish amalga oshiriladi[11]. KIIP imtihoni faqat Koreya hududida o‘tkaziladi. Tayyorlov uchun rasmiy YouTube kanallari[12], shuningdek ingliz tilidagi How to Study Korean onlayn kursi mavjud bo‘lib, u bepul darslar, lug‘atlar va audio materiallar orqali koreys tilini bosqichma-bosqich o‘rganishga yordam beradi[13].

4. O‘zbekistonda koreys tili ta’limining rivoji

O‘zbekiston hududida koreys tili o‘rganishga bo‘lgan talab yildan-yilga ortmoqda. YouTube’dagi “Ibrat farzandlari” kanali orqali koreys tili bo‘yicha bepul raqamli darslar taqdim etilmoqda[14].

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[3] https://www.topik.go.kr Topik Profieciency in Korean topik imtihoni bo‘yicha platforma

[4] https://www.topikguide.com

[5] https://ska.ksif.or.kr 2023-yil may oyida 2chi SKA imtihoni o‘tkazildi. SKA imtihoni 2025 yilda 3 marotaba o’tkazilishi kutilmoqda

[6] https://www.ksif.or.kr king Sejong instituti 202 yil 1-aprldan ish boshlab, koreys tila va koreya madaniyatini targ’ib qiladi.

[7] N. O. Xo‘janazarova MEDIA SAVODXONLIK HAMDA RAQAMLASHTIRISH MUHITIDA KOREYS TILI O‘QITISH // Inter education & global study. 2024. №10 (1). URL: https://cyberleninka.ru/article/n/media-savodxonlik-hamda-raqamlashtirish-muhitida-koreys-tili-o-qitish (дата обращения: 04.11.2025).

[8] https://www.iksi.or.kr/ 온라인 세종학당masofaviy ta’lim platformasi 2020-yil oktabrdan ish boshladi.

[9] https://play.google.com 세종학당 시사어휘학습 2024-yilda Sejong markazi tomonidan tashkil etilgan.

[10] https://www.koreantopik.com

[11] https://www.kiiptest.org 한국이민재단(hangukiminchedan- Koreya Immigratsiya Jamg‘armasi) sayti orqali KIIP uchun imtihonga qabul va imtihon natijasini yuklash mumkin.

[12] https://youtu.be/Aw_Twf5_x7o?si=LzYS9qEMqTY7iCiO , 법무부사회통합프로그램-Adliya vazirligining Jamiyatga Integratsiya Dasturi, https://youtu.be/rMhiFtrsPBE?si=j7QRuwua7r0AeuYP KIIP study

[13] https://grantgo.uz/grant 2024 yil noyabr oyida tashkil etilib, ushbu platforma bepl, ammo darsliklar pullik.

[14] @ibratfarzandlari “Ibrat farzandlari” loyihasi 2022-yilda Rustam Qoriyev chet tillarini o‘rganishga qiziquvchi yoshlarni

Toshkent Koreya Ta’lim Markazi Koreya Ta’lim vazirligi tomonidan tashkil etilgan bo‘lib, O‘zbekiston, Rossiya va Markaziy Osiyo mamlakatlarida koreys tili va madaniyatini yoyish, TOPIK imtihonlarini o‘tkazish, hamkorlikdagi ta’lim loyihalarini rivojlantirish bilan shug‘ullanadi. Markaz o‘quvchilar uchun onlayn Zoom darslarini tashkil etadi, o‘qituvchilar uchun esa TOPIK tayyorlov va malaka oshirish kurslarini yo‘lga qo‘ygan[15].

Bundan tashqari, O‘zbekiston Maktabgacha va maktab ta’limi vazirligi, Koreya elchixonasi hamda Koreya Ta’lim markazi hamkorligida umumta’lim ustozlari uchun kasbiy qayta tayyorlash loyihasi amalga oshirilmoqda. Dastur koreys tili bo‘yicha bakalavr diplomiga ega bo‘lgan o‘qituvchilarni onlayn va qisman oflayn shaklda qayta tayyorlashni nazarda tutadi[16].

5. Raqamlashtirilgan o‘quv platformalar va sun’iy intellekt asosidagi vositalar

Koreys tilini o‘rganishda bugungi kunda ko‘plab raqamli resurslar mavjud: Talk to Me in Korean[17], Duolingo, Memrise, Lingodeer, HelloTalk, Sejong Hakdang, AI Chatbot[18] va boshqalar. Bu platformalar foydalanuvchilarga lug‘at, grammatika, talaffuz hamda suhbat ko‘nikmalarini rivojlantirish imkonini beradi. Ayniqsa, sun’iy intellekt (SI) texnologiyalarining rivojlanishi natijasida til o‘rganish jarayoni sezilarli darajada yengillashdi.

Masalan, chat-botlar, avtomatik talaffuz tahlili va avtomatik tarjima tizimlari (Google Translate, Papago, Naver Dictionary, ChatGPT) o‘quvchilarga individual tahlil va fikr-mulohazalar beradi. Tadqiqotlarga ko‘ra, SI texnologiyalari talaffuzni tuzatish, grammatika xatolarini aniqlash va interaktiv o‘quv tajribasini yaratishda samarali vosita hisoblanadi (Li, 2020). Musayev, A. S. (2023)ning ta’kidlashicha Virtual haqiqat texnologiyasidan foydalangan holda, talabalar turli joylarni o’rganish va turli madaniyatlar va muhitlar haqida bilish uchun virtual sayohat qilishlari mumkin[19]. Darxaqiqat, 메타버스 dasturi orqali Koreyaning milliy muzeylariga avatar orqali sayoxat qilish va tarixiy buyumlarni ko‘rish mumkin[20]. Chet elliklar uchun esa corona 19 davrida Busan chet tillar instituti BUFS tomonidan online metaserviz darslari yo‘lga qo‘yildi[21].

Woo In-hye(1999) o‘z tadqiqotida veb saytlardan foydalanish orqali nafaqat til ko‘nikmalarini balki til o‘rganishda ajralmas qism bo‘lib qolgan madaniyatni o‘rganishda ustivor hisoblanadi. Koreys zamonaviy qo‘shiqlari K-POP, K-drama, kores xalq ertaklari, koreys xalqining qadriyatlari, taomlari, xalq o‘yinlar kabi kontentlar orqali koreys tilini o‘qitish metodikasini tavsiya etdi[22].

YouTube platformasida ham koreys tili bo‘yicha turli darajadagi darslar joylashtirilgan bo‘lib, o‘rganuvchilar Zoom yoki Google Meet orqali jonli muloqot darslariga qatnashib, boshqa davlat o‘quvchilari bilan madaniy almashinuv olib borishlari mumkin.

Xulosa

Koreys tili bilimini baholash tizimlari — TOPIK, SKA, KIIP — xorijliklarning koreys tilidagi bilim darajasini aniqlash va ularning Koreya jamiyatiga integratsiyalashuvini qo‘llab-quvvatlashda muhim o‘rin tutadi. Raqamlashtirish jarayoni, sun’iy intellekt texnologiyalarining joriy etilishi va onlayn o‘quv platformalarining rivojlanishi koreys tilini o‘rganishni yanada qulay va samarali qildi. O‘zbekistonda koreys tili o‘qitilishining kengayishi esa ikki davlat o‘rtasidagi ta’limiy hamkorlikni mustahkamlab, raqamli ta’lim sohasida yangi imkoniyatlar yaratmoqda.

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THE ROLE OF THE FLIPPED CLASSROOM MODEL IN MODERN EDUCATION

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Abstract. *The Flipped Classroom Model (FCM) has emerged as a transformative approach in modern education, shifting traditional teaching paradigms by reversing the conventional learning structure. Instead of delivering lectures in class and assigning practice exercises as homework, FCM encourages students to engage with instructional content, such as videos and readings, outside the classroom. This model reallocates in-class time for collaborative discussions, problem-solving, and active learning activities, fostering deeper student engagement and critical thinking.*

This study explores the pedagogical implications of the flipped classroom approach, examining its effectiveness in enhancing student learning outcomes, motivation, and retention of knowledge. Through a review of existing literature and empirical studies, we analyze how FCM supports differentiated instruction, self-paced learning, and student-centered pedagogy. Additionally, the article addresses the challenges associated with implementing FCM, including technological barriers, teacher preparedness, and student adaptability.

Key words: *flipped classroom, active learning, modern education, student engagement, pedagogy, higher education.*

INTRODUCTION.

The rapid advancement of technology and the increasing demand for student-centered learning have led to significant shifts in educational methodologies. Traditional lecture-based instruction, which has long dominated educational institutions, is being challenged by innovative pedagogical approaches that prioritize active learning and student engagement. One such approach is the Flipped Classroom Model (FCM), which redefines the conventional learning structure by moving direct instruction outside the classroom and utilizing in-class time for interactive, hands-on learning activities.

The flipped classroom method is rooted in constructivist learning theories, emphasizing student autonomy, self-paced learning, and collaborative problem-solving. By providing students with pre-recorded lectures, readings, and multimedia resources before class, FCM allows educators to dedicate classroom sessions to deeper discussions, applied learning, and personalized instruction. This model has gained particular traction in STEM disciplines, higher education, and K-12 settings, where active learning strategies are crucial for knowledge retention and skill development.

Despite its potential advantages, the effectiveness of the flipped classroom approach depends on several factors, including teacher readiness, student adaptability, and access to digital resources. While many studies highlight the benefits of FCM—such as increased academic performance, motivation, and critical thinking skills—challenges such as technological disparities, lack of student engagement with pre-class materials, and the need for faculty training remain areas of concern.

This paper aims to critically examine the role of the flipped classroom model in modern education by exploring its pedagogical impact, benefits, and challenges. Through an analysis of existing research and case

studies, we will assess how FCM contributes to student learning outcomes and engagement while identifying strategies for its successful implementation across diverse educational contexts.

LITERATURE REVIEW

The Flipped Classroom Model (FCM) has been widely studied in educational research, with numerous scholars examining its impact on student learning, engagement, and instructional effectiveness. This section reviews key findings from existing literature, focusing on theoretical foundations, pedagogical benefits, challenges, and applications across different educational contexts.

The flipped classroom approach is deeply rooted in constructivist learning theories (Piaget, 1950; Vygotsky, 1978), which emphasize active student participation and knowledge construction. Unlike traditional lecture-based instruction, which often promotes passive learning, FCM aligns with Bloom's Revised Taxonomy (Anderson & Krathwohl, 2001) by shifting lower-order cognitive tasks (such as remembering and understanding) outside the classroom while dedicating in-class time to higher-order cognitive processes (such as applying, analyzing, and evaluating). Additionally, self-determination theory (Deci & Ryan, 1985) suggests that FCM fosters autonomy, competence, and intrinsic motivation, leading to deeper engagement in learning.

Numerous studies highlight the advantages of FCM in improving student engagement, academic performance, and learning retention. Bishop and Verleger (2013) conducted a meta-analysis showing that flipped classrooms enhance interactive learning and encourage collaborative problem-solving. Similarly, a study by Lage et al. (2000) found that students in flipped classrooms demonstrated greater comprehension and retention compared to those in traditional settings.

Several researchers have also emphasized the role of active learning in flipped classrooms. Freeman et al. (2014) reported that active learning strategies incorporated into FCM significantly reduce failure rates in STEM courses. Additionally, O'Flaherty and Phillips (2015) found that flipped classrooms improve critical thinking skills and allow instructors to provide personalized feedback and support.

ANALYSIS AND RESULTS

Numerous studies indicate that students in flipped classrooms achieve higher academic performance compared to those in traditional lecture-based settings. A meta-analysis by Van Alten et al. (2019) found that students in FCM environments scored an average of 10-15% higher on assessments than their counterparts in traditional classrooms. Additionally, McLaughlin et al. (2014) reported a significant increase in exam scores among medical students using flipped learning strategies.

To further quantify the impact, student grade distributions from multiple case studies were analyzed. The results show:

- Higher retention rates: Students in flipped classrooms demonstrated better long-term retention of knowledge, as indicated by post-course assessments.
- Improved problem-solving skills: STEM courses implementing FCM reported a 20-30% increase in students' ability to apply theoretical concepts in real-world scenarios.
- Reduction in failure rates: Freeman et al. (2014) found that active learning methods, including FCM, reduced failure rates by up to 55% in science and engineering courses.

FCM has been widely praised for enhancing student engagement, as students actively participate in discussions, collaborative projects, and hands-on exercises during class time. Surveys conducted by O'Flaherty & Phillips (2015) showed that:

- 82% of students found flipped learning more engaging than traditional lectures.
- 74% reported increased motivation to complete pre-class materials, as in-class discussions required prior knowledge.
- 69% preferred FCM over conventional instruction due to its interactive and student-centered nature.

The analysis confirms that the flipped classroom model significantly improves academic performance, student engagement, and instructional effectiveness. However, its success depends on student participation, technological accessibility, and faculty preparedness. While FCM represents a promising shift in modern

education, further refinements are needed to optimize its scalability and inclusivity

CONCLUSION

The Flipped Classroom Model (FCM) has emerged as a transformative approach in modern education, shifting the traditional teacher-centered paradigm toward an active, student-centered learning experience. This paper has explored the theoretical foundations, pedagogical benefits, challenges, and empirical findings associated with FCM, demonstrating its effectiveness in enhancing academic performance, student engagement, and instructional efficiency.

The analysis of existing research confirms that flipped learning leads to higher retention rates, improved problem-solving skills, and greater motivation among students. By engaging with instructional content before class, students arrive better prepared for interactive discussions and collaborative activities, which promotes critical thinking and deeper comprehension. Furthermore, instructors benefit from more flexible and personalized teaching methods, allowing them to focus on addressing individual student needs rather than delivering passive lectures.

However, the study also highlights key challenges that must be addressed for the successful implementation of FCM. Student accountability, technological barriers, and the increased workload for educators remain significant concerns. To overcome these challenges, institutions should implement structured pre-class assignments, provide alternative offline learning resources, and offer professional development programs for faculty.

While the flipped classroom model has proven to be an effective strategy for modern education, further research is needed to explore its long-term impact across different educational settings and disciplines. Future studies should investigate how FCM can be adapted for diverse learning populations, including students with varying levels of digital literacy and those in underserved communities.

Ultimately, FCM represents a promising shift toward a more engaging, flexible, and effective educational model. With proper institutional support, technological integration, and pedagogical refinement, flipped learning has the potential to redefine the way knowledge is delivered and acquired in the 21st century.

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COMPARATIVE STUDY: READING FICTION VS. NON-FICTION AND ITS EFFECT ON WRITING

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Abstract. *This study explores the comparative influence of reading fiction and non-fiction on the development of writing skills. It argues that fiction enhances imagination, empathy, and expressive language, while non-fiction improves analytical thinking, logical structure, and factual accuracy. Drawing on the ideas of Irvine Welsh and Yann Martel, the paper demonstrates that both genres are essential for well-rounded writing. Welsh emphasizes how each type of reading nurtures different cognitive and creative capacities, whereas Martel highlights the emotional truth embedded in fiction. The study concludes that combining both reading types results in richer, more authentic, and intellectually balanced writing.*

Keywords: *Fiction, Non-fiction, Writing skills, Reading impact, Creativity, Critical thinking, Emotional expression, Analytical thinking, Irvine Welsh, Yann Martel.*

INTRODUCTION.

Reading has always been a cornerstone of intellectual and creative development. It not only shapes how people think but also influences how they express ideas through writing. While both fiction and non-fiction texts are forms of reading, their effects on writing skills are remarkably different. The Scottish novelist Irvine Welsh once remarked, “When I’m not writing, I read loads of fiction, but I’ve been writing quite constantly lately so I’ve been reading a lot of nonfiction – philosophy, religion, science, history, social or cultural studies.” His words reveal a deep truth: writers often rely on fiction for creativity and emotional expression, and on non-fiction for knowledge and analytical structure. Therefore, a comparative study of the two genres is essential to understand how each uniquely contributes to the growth of a writer’s craft.

The Creative and Linguistic Impact of Fiction

Fictional literature engages the imagination, emotions, and linguistic flexibility of the reader. Through novels, plays, and short stories, readers encounter diverse perspectives, vivid imagery, and complex human experiences. This exposure helps them internalize stylistic features such as metaphors, similes, dialogue, and narrative structure. Such linguistic richness directly enhances a writer’s ability to describe, persuade, and evoke emotions.

Moreover, reading fiction develops empathy and psychological insight. When readers follow a character’s inner journey, they unconsciously learn how to represent thoughts and emotions in writing. This emotional awareness is vital for writing that connects deeply with readers. Yann Martel, the author of "Life of Pi" and "Beatrice and Virgil", insightfully wrote: “Fiction and nonfiction are not so easily divided. Fiction may not be real, but it's true; it goes beyond the garland of facts to get to emotional and psychological truths.”

This statement highlights fiction’s unique strength — it expresses truths that facts alone cannot capture. Through fiction, writers learn to convey the “truth of feeling” rather than the “truth of fact,” enriching their narrative voice and emotional depth.

The Intellectual and Structural Influence of Non-fiction

Non-fiction, by contrast, disciplines the mind and strengthens logical expression. Genres such as essays, biographies, journalism, and academic articles teach writers to construct arguments systematically and to communicate with precision. Non-fiction reading enhances critical thinking, organization, and evidence-based

reasoning — all fundamental qualities of academic and professional writing.

Writers who regularly engage with non-fiction tend to master techniques such as outlining, argumentation, and factual verification. They learn how to support opinions with credible sources and avoid emotional bias, which is vital in research or analytical essays. For instance, reading scientific reports or historical analyses trains the writer to evaluate reliability, question assumptions, and draw rational conclusions. As a result, non-fiction nurtures clarity, coherence, and intellectual discipline, balancing the imaginative freedom that fiction encourages.

The Interdependence of Fiction and Non-fiction

Although fiction and non-fiction appear opposite, they are deeply interconnected. Fiction benefits from the factual grounding of non-fiction, while non-fiction often borrows storytelling techniques from fiction to make information engaging. Great writers blend both worlds: they use the emotional truth of fiction and the factual truth of non-fiction to craft writing that is both inspiring and convincing.

For example, modern literary journalism and memoirs combine real-life events with narrative storytelling — an approach that captivates readers emotionally while conveying factual accuracy. Similarly, historical novels blend fact and imagination to bring past realities to life. As Yann Martel implied, the boundary between fiction and non-fiction is fluid, and mastering both helps writers reach deeper layers of truth — both emotional and intellectual.

Educational and Cognitive Implications

From an educational perspective, encouraging students to read across both genres leads to balanced writing competence. Fiction reading develops creative fluency — the ability to generate original ideas and express them vividly — while non-fiction enhances cognitive fluency, which involves clarity, logic, and structured argumentation. Psycholinguistic studies also show that exposure to narrative language (common in fiction) improves syntactic complexity, whereas expository reading (common in non-fiction) strengthens vocabulary precision and text cohesion.

Thus, teachers and language learners are advised to combine both reading types in their academic routines. A well-rounded writer is not one who only writes beautifully, but one who writes beautifully and thinks clearly — a skill that comes from balancing fiction’s imagination with non-fiction’s intellect.

In conclusion, fiction and non-fiction are two sides of the same coin — both essential to shaping a powerful and mature writing style. Fiction expands emotional depth, empathy, and linguistic creativity; non-fiction develops logic, accuracy, and intellectual structure. As Irvine Welsh suggested, reading both genres at different stages of writing nourishes the mind and the imagination alike. And as Yann Martel observed, the boundary between them is not fixed — fiction may not be “real,” but it carries profound truths about the human experience.

Ultimately, the most skillful writers are those who embrace both: they write with the heart of a storyteller and the mind of a scholar, merging imagination and intellect into writing that is both meaningful and timeless.

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THE IMPACT OF SOCIAL MEDIA ON MODERN ENGLISH VOCABULARY

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Abstract. *The rapid expansion of social media has transformed the English language by accelerating vocabulary innovation and reshaping communication practices. Platforms such as TikTok, Instagram, X (formerly Twitter), and YouTube have become driving forces beh*
participatory culture and digital English vocabulary

Keywords: *Social media, Modern English vocabulary, Linguistic innovation, Slang and*
al development

INTRODUCTION.

Language is a dynamic and ever-evolving system, shaped by social, cultural, and technological developments. Among the most influential forces of the 21st century is social media, a space where millions of users engage in instantaneous communication, visual expression, and content creation. Unlike traditional media, social media enables real-time interaction and mass participation, allowing ordinary users—not just writers, journalists, or institutions—to influence linguistic trends.

Modern English, particularly among younger generations, increasingly reflects vocabulary originating from digital communities. Words like selfie, viral, unfollow, meme, ghosting, and slay have become part of everyday speech. Many of these expressions first emerged in online spaces and later spread to mainstream English.This article investigates how social media influences the development of modern English vocabulary. It analyzes the mechanisms of lexical change, reviews current examples, and discusses the sociolinguistic implications of these trends. The goal is to provide a comprehensive academic understanding of how digital communication platforms have reshaped contemporary English usage.

Literature Review

Researchers have long recognized the link between communication technologies and language change. Crystal (2011) states that digital communication fosters linguistic creativity due to reduced formality and increased user autonomy. Similarly, Tagliamonte and Denis (2008) highlight that online interaction accelerates innovation through rapid peer-to-peer dissemination.

Social Media as a Linguistic Environment

According to Danesi (2016), social media functions as a “linguistic marketplace” where users freely experiment with vocabulary, producing new slang and repurposing existing words. Platforms like TikTok and Twitter promote “viral lexicon cycles,” meaning words can become globally popular in hours.

Participatory Culture and Language

Jenkins (2009) argues that participatory culture empowers individuals to shape cultural and linguistic

norms. Social media encourages remixing, parody, and creativity, directly influencing lexicon and discourse patterns.

Globalization and Hybrid English

Social media connects English speakers worldwide, including non-native speakers who contribute to new vocabulary. Studies (Lee, 2017) show that global fandoms, gaming communities, and online subcultures create hybrid English forms, blending local linguistic features with global slang.

Theoretical Basis

Relevant theories include: Sociolinguistic diffusion theory – vocabulary spreads through social networks and communities. Language change theory – informal speech causes lexical innovation.Computer-mediated communication (CMC) – online communication favors brevity, playfulness, and creativity.Collectively, the literature suggests that social media is not only a communication medium but also a key driver of linguistic change.

Mechanisms of Vocabulary Change

Rapid DisseminationSocial media drastically shortens the time required for a new word to become mainstream. A term used by a popular influencer or viral video can spread to millions within hours. For example, the TikTok-origin term “delulu” (delusional in a humorous sense) became globally known in weeks.

New Slang and Neologisms

Many digital-born words become widely accepted: Selfie — first popularized on Instagram, now an official dictionary entry. Stan — meaning an extremely loyal fan; originally from rap culture, amplified by Twitter fandoms. FOMO — “fear of missing out,” commonly used in digital culture.

These words illustrate how social media incubates new lexical items.

Abbreviations and Acronyms

The preference for speed and brevity results in shortened forms: LOL, BRB, TBH, IDK, POV, IMO.

Some acronyms have moved from digital text into spoken English, reflecting their linguistic integration.

Existing words gain new online meanings: Friend → to add someone on Facebook. Like → an online reaction rather than an emotion. Viral → not only about disease but about fast-spreading content.

These semantic shifts represent fundamental changes in lexical meaning.

Meme-Based Language

Memes generate fixed expressions that quickly become cultural symbols:

“I can’t even.” ,“It’s giving…”,“Main character energy.”

Memetic language contributes to humor, identity, and community bonding.

Sociolinguistic Implications

Democratization of Language Creation

In the past, dictionaries, authors, and media controlled language norms. Today, any user can create a viral word. This "bottom-up" process makes English more diverse and community-driven.

Increased Informality

Social media blurs the line between formal and informal language. Young users especially prefer expressive, short, and playful vocabulary. This influences email writing, classroom communication, and workplace interactions.

Intergenerational Communication Gap:Older generations may struggle to understand rapidly changing digital slang, causing communication challenges. Words such as “ratio,” “simp,” “slay,” “rizz” may appear unfamiliar to traditional speakers.

Educational Challenges

Teachers report increased use of Internet slang in student writing. This raises concerns about academic writing standards and prompts discussion about digital literacy instruction.

Conclusion

Social media has become one of the most influential forces shaping modern English vocabulary. It

introduces new slang, popularizes abbreviations, transforms word meanings, and spreads linguistic innovations globally at unprecedented speed. While these changes enrich English by making it more expressive and dynamic, they also introduce challenges for standard language teaching and intergenerational communication. As social media continues to evolve, so will English vocabulary, making it essential for linguists, educators, and English learners to stay informed about emerging linguistic trends.

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THE PROBLEM OF THE DISAPPEARANCE OF NATIONAL LANGUAGES IN THE PROCESS OF GLOBALIZATION

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Abstract. *This article examines the issue of the gradual disappearance of national languages in the process of globalization. The aim of this study is to identify the main factors that lead to the extinction of minority languages. The article emphasizes the forgetting of national languages, the loss of cultural identity and the growing demand for modern languages. It is noted that preserving linguistic diversity is essential for restoring culture and protecting the heritage of humanity.*

Key words: *globalization, language loss, linguistic diversity, language preservation, cultural identity, minority languages.*

INTRODUCTION.

In the modern era of globalization, cultural values are noticeably declining. Although global integration promotes communication, economic growth and technological progress, it poses a serious threat to linguistic diversity. As global languages such as English, Korean, Spanish and Russian continue to expand, many local and minority languages are rapidly disappearing. According to global data, two or more indigenous languages vanish every month, leading to the loss of unique traditions, history and cultural identity. The reduction in the number of languages not only diminishes cultural heritage but also reduces humanity's intellectual wealth. This article analyzes the main causes of language extinction in the process of globalization and suggests ways to preserve them for future generations.

In the XXI century, language extinction has become one of the most serious consequences of globalization. As digital technologies continue to grow worldwide, millions of minority languages are on the verge of disappearing. As noted by Nettle and Romaine (2000), language loss occurs when a language loses its last speakers and ceases to function as a means of communication within a

community. This phenomenon is not merely a linguistic process but also a deep cultural and intellectual one, as each language reflects a unique way in which humanity perceives and interprets the world.

One of the major factors contributing to language extinction is the expansion of global languages such as English, Korean, Spanish and Russian. As Ostler (2005) started, global integration facilitates the spread of dominant languages, which gradually leads to the disappearance of smaller ones. Migration, urbanization and the global economy encourage people to adopt dominant languages, as they provide easier access to opportunities and success. As a result, many local and minority languages are no longer being passed down to younger generations, disrupting linguistic continuity within communities.

In the process of digital development, technological advancement has become one of the key factors. Materials on social media are available in various languages, which reduces the opportunities for smaller ethnic groups to use their native languages in every day communication. As a result, national and minority languages are becoming increasingly marginalized in the era of globalization. Moreover, global languages such as English

dominate in education and mass media, causing many small communities to gradually lose their native tongues.

Dalby (2003), examined the various consequences of language loss and concluded that this phenomenon leads to social alienation and the erosion of culture. The disappearance of indigenous languages harms not only traditions but also undermines the entire cultural heritage of society.

At present, efforts are being made to revive endangered languages. According to Skutnabb-Kangas (2009), digital documentation projects play an important role in preserving languages that are on the verge of extinction. In addition, governments and international organizations such as UNESCO are developing policies aimed at restoring native languages. Supporting younger generations and promoting the use of mother tongues in education, public life and the media is the most effective way to preserve the linguistic and cultural heritage of the world.

In conclusion, in the era of globalization, the extinction of many languages represents not only a linguistic loss but also a cultural and intellectual one. Each language embodies its own unique culture, traditions, modes of speech and systems of knowledge. The dominance and development of languages such as English, Spanish, Russian and Korean have contributed to the decline of local and minority languages. Preserving an promoting national languages is essential to protecting endangered communities and safeguarding them through digital resources. The preservation of linguistic heritage is not merely a cultural duty but a moral responsibility of humanity toward future generations.

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TEACHING ENGLISH FOR THE CLASSROOM: EFFECTIVE METHODOLOGIES AND CONTEMPORARY STRATEGIES

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Abstract. *This paper analyzes the primary methodologies in the field of English Language Teaching (ELT) and discusses their respective merits and drawbacks. Furthermore, it explores effective teaching strategies, the integration of technology, and the importance of learner-centered approaches to meet the diverse needs of language students in the contemporary classroom. The article offers practical advice and research-backed methods for educators.*

Key words: *Communicative Language Teaching (CLT), Methodologies, Task-Based Language Teaching (TBLT), Eclecticism, Differentiation, EdTech (Educational Technology), Fluency, Interaction, Feedback*

INTRODUCTION.

The prominence of English as the lingua franca of global communication necessitates highly effective pedagogical practices in the classroom. Traditional approaches, such as the Grammar-Translation Method, often fall short in developing crucial communicative and spoken language skills. In modern teaching environments, educators must cater to students of varying proficiency levels, cultural backgrounds, and individual learning needs. Consequently, adopting innovative, flexible, and eclectic approaches to language instruction is crucial for maximizing student outcomes.

"The final goal of language learning is communication" [1].

This paper will first review key language teaching methods and then detail practical strategies for creating a dynamic, engaging, and successful English as a Second Language (ESL) or English as a Foreign Language (EFL) classroom.

CORE METHODOLOGIES IN ENGLISH LANGUAGE TEACHING

Throughout the history of ELT, several fundamental methodologies have emerged, each founded on distinct pedagogical principles:

Communicative Language Teaching (CLT). CLT remains the most widely accepted approach today, emphasizing that the primary function of language is meaningful communication [2]. CLT shifts the focus from structural accuracy (grammar) to functional fluency.

Key Concept: Students learn the target language best by engaging in real-life, meaning-focused interaction and simulating authentic communicative tasks.

Activities: Role-plays, debates, information-gap activities, and problem-solving tasks.

Advantage: Significantly improves students' speaking fluency and listening comprehension skills, preparing them for real-world interactions.

Task-Based Language Teaching (TBLT). TBLT is an extension of CLT, where learning revolves around the completion of a specific, non-linguistic task (e.g., planning a trip, designing a poster) [3]. The language skills required to complete the task are acquired naturally during the process.

Process: Pre-task (preparation), Task Cycle (task, planning, report), and Language Focus (analysis and practice of emergent language).

Advantage: Increases student motivation by making the learning process purposeful and highly relevant

to practical application.

The Direct Method. This method insists on using only the target language (English) in the classroom, strictly prohibiting the use of the students' native language [4]. Vocabulary is taught through demonstration, objects, and visual aids.

Goal: To encourage students to think directly in English without relying on mental translation.

Limitation: It can prove challenging for explaining complex grammatical structures or abstract concepts without reverting to translation or lengthy explanations.

EFFECTIVE STRATEGIES FOR THE CONTEMPORARY CLASSROOM

Current ELT practice often employs Principled Eclecticism, which involves selectively drawing the best features from various methodologies based on the specific learning context and student needs [5]. The following strategies are essential for enhancing effectiveness in modern classrooms:

Differentiation and Individualization. Recognizing that every student possesses a unique learning style, pace, and prior knowledge is vital. Teachers must differentiate tasks and materials to address this diversity [6].

Implementation: Offering tiered assignments based on complexity; allowing choice in demonstrating understanding (e.g., written vs. oral presentation); utilizing mixed-ability groupings where stronger students can scaffold their peers.

Integration of Educational Technology (EdTech). Technology enriches classroom activities, provides access to authentic materials, and extends learning beyond the school walls.

Tools: Interactive whiteboards, Learning Management Systems (LMS), language learning applications (e.g., Quizlet, Kahoot!), and the use of authentic videos (e.g., YouTube) for listening practice [7]. EdTech facilitates blended learning environments, combining face-to-face instruction with online resources.

Fostering Interaction and Collaboration. Maximizing student output is paramount. Organizing frequent pair and group work activities increases opportunities for language practice and promotes collaborative learning.

Techniques: Employing cooperative learning structures such as Jigsaw activities or Round Robin to ensure equal participation [8]. Collaboration is particularly effective for encouraging hesitant learners to produce language (productive skills).

Scaffolding Techniques. Scaffolding involves providing temporary support to students as they tackle new or challenging material, with the goal of gradually withdrawing that support as the learners become more proficient [9].

Examples: Providing sentence starters or frames for speaking/writing tasks; pre-teaching key vocabulary; breaking down complex instructions into manageable steps; modeling desired language output before asking students to perform.

Focus on Form in Context (FoFC). While CLT prioritizes fluency, recent research suggests that occasional, explicit attention to grammatical structures is necessary. FoFC means addressing language errors or structures as they emerge during communicative activities, rather than isolating grammar in separate, decontextualized lessons [10]. This maintains the communicative flow while improving accuracy.

CONCLUSION AND RECOMMENDATIONS. Effective English language teaching in the classroom demands flexibility, continuous professional development, and a deep understanding of pedagogical principles. The most successful approach is not rigid adherence to a single method but an eclectic application tailored to the specific context, curriculum goals, and learning profiles of the students.

Key Recommendations for Educators:

Prioritize Meaning Over Form: Ensure the majority of classroom time is dedicated to tasks that require meaningful communication (CLT/TBLT).

Embrace Cultural Responsiveness: Integrate materials and discussions that acknowledge students' cultural backgrounds and expand their understanding of global cultures [11].

Provide Constructive Feedback: Utilize formative assessment and provide specific, motivating, and timely feedback on errors, guiding students toward self-correction and greater accuracy [12].

Be a Facilitator, Not Just a Lecturer: Shift the classroom role from the sole source of knowledge to a guide and resource manager, empowering students to take ownership of their learning process.

Teaching English is a dynamic process that prepares students to be effective communicators and active participants in the global community.

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INGLIZ ADABIY VA SO'ZLASHUV NUTQINING BA'ZI XUSUSIYATLARI

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KIRISH QISM.

Nutq madaniyatining asosi adabiy tildir. U milliy tilning eng yuqori shaklini tashkil qiladi. Bu madaniyat, adabiyot, ta'lim va ommaviy axborot vositalari tilidir. Ingliz xalq og'zaki nutqi asosida barcha xilma-xilligi bilan rivojlangan adabiy til xalq og'zaki nutqining eng yaxshi, eng ifodali xususiyatlarini o'zlashtirdi va to'liq shakllangan kommunikativ tizimni ifodalovchi zamonaviy ingliz adabiy tili dialektlardan, so'zlashuv nutqidan va professional jargondan ifodali vositalarni - so'zlar, iboralar, sintaktik konstruksiyalarni jalb qilishda davom etmoqda. Bu jarayonda norma filtr vazifasini bajaradi: u jonli nutqda qimmatli bo'lgan barcha narsalarni adabiy foydalanishga yo'l qo'yadi va tasodifiy va vaqtinchalik bo'lgan barcha narsalarni rad etadi. O'zining xilma-xil funktsiyalariga muvofiq, adabiy til vositalari funktsional jihatdan farqlanadi: ba'zilari muloqotning ma'lum sohalarida, boshqalari boshqa va hokazolarda ko'proq qo'llaniladi. Lingvistik vositalarning bu farqlanishi ham normalar bilan tartibga solinadi. Adabiy normaning adabiy til qo'llanilish sharoitlariga bog'liqligi uning kommunikativ maqsadga muvofiqligi deb ataladi. Gazetada foydalanish uchun mos bo'lgan narsa lirik she'rda noo'rin; iboraning ilmiy aylanishi kundalik nutqda noo'rin; so'zlashuv konstruktsiyasi rasmiy xatda qabul qilinishi mumkin emas va hokazo.

Shunday qilib, yagona, universal majburiy adabiy tilda barcha vositalar - muloqot sohasi va maqsadiga qarab farqlanadi. Shunga ko'ra, adabiy til funktsional turlarga bo'linadi. Adabiy tilning eng umumiy va ayni paytda eng aniq bo'linishi adabiy va so'zlashuv turlariga bo'linadi. Adabiy til inson faoliyatining turli sohalariga xizmat qiladi. Asosiylarini nomlasak: siyosat, fan, madaniyat, adabiy san'at, ta'lim, qonunchilik, rasmiy va ishbilarmonlik aloqasi, ona tilida so'zlashuvchilar o'rtasidagi norasmiy muloqot (kundalik muloqot), millatlararo muloqot, matbuot, radio va televideniya. Milliy til turlarini (umumiy, mintaqaviy va ijtimoiy lahjalar, jargonlar) taqqoslasak, adabiy til yetakchi rol o'ynaydi. U tushunchalar va obyektlarni belgilashning, fikrlar va his-tuyg'ularni ifoda etishning optimal vositalarini o'z ichiga oladi. Adabiy til va ingliz tilining adabiy bo'lmagan turlari o'rtasida doimiy o'zaro ta'sir mavjud. Bu so'zlashuv nutqi sohasida juda aniq namoyon bo'ladi. Shunday qilib, ma'lum bir lahjaning talaffuz xususiyatlari adabiy tilda gaplashadigan odamlarning og'zaki tilini tavsiflashi mumkin. Boshqacha qilib aytganda, ma'lumotli, madaniyatli odamlar ba'zan umr bo'yi ma'lum bir lahjaning xususiyatlarini saqlab qoladilar. Jargon so'zlashuv nutqiga, ayniqsa lug'at sohasida ta'sir qiladi. Masalan, "Blimey" (hayratlanish, undov), "Zonked" (Butunlay holdan toyish), "Mate" (do`st, oshna) va boshqalar kabi jarangli so'zlar keng qo'llanila boshlandi.

Va nihoyat, so'zlashuv nutqiga adabiy tilning adabiy uslublari ta'sir qiladi. Yuzma-yuz muloqotda ma'ruzachilar atamalar va xorijiy lug'atlardan, shuningdek, rasmiy ish uslubidagi so'zlardan foydalanishlari mumkin.

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ARTIFICIAL INTELLIGENCE IN FOREIGN LANGUAGE EDUCATION: CLASSIFICATION AND APPLICATION OF DIGITAL TOOLS

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Abstract. *This article examines the growing role of artificial intelligence (AI) in foreign language education. It explores how AI technologies are transforming traditional teaching methods and creating new opportunities for personalized learning. The paper analyzes five key applications of AI in language education: adaptive learning platforms, intelligent tutoring systems, automated assessment tools, conversational AI, and content generation technologies. The research demonstrates that AI can significantly enhance learning efficiency while emphasizing the continued importance of human educators in guiding the educational process.*

Keywords: *artificial intelligence in education, foreign language teaching, linguodidactics, adaptive learning systems, intelligent tutoring, conversational AI, automated assessment, digital pedagogy, language acquisition technologies.*

INTRODUCTION.

The digital revolution has fundamentally transformed foreign language education, with Artificial Intelligence emerging as a cornerstone technology reshaping traditional teaching methodologies. According to recent studies by the International Association of Applied Linguistics, AI-powered tools have demonstrated 34% greater efficiency in vocabulary acquisition and 28% improvement in grammatical accuracy compared to conventional methods (Global Language Education Report, 2023). The paradigm shift from teacher-centered to learner-centered approaches has accelerated the integration of intelligent systems that provide personalized learning pathways and authentic language practice opportunities.

The primary challenge facing contemporary language educators is the overwhelming diversity of AI tools available in the market, creating a significant gap in technological literacy and implementation strategies. Research indicates that 67% of language instructors recognize the potential of AI but lack systematic frameworks for its effective integration into curriculum design (EdTech Language Teaching Survey, 2024). This article addresses this critical gap by developing a comprehensive taxonomy of AI tools specifically tailored for foreign language education contexts.

The objective of this research is threefold:

To establish a functional classification system for AI tools in language education

To analyze the pedagogical value and implementation strategies for each category

To develop evidence-based recommendations for seamless AI integration while preserving the human-centric nature of language learning

Theoretical Framework and Classification Methodology

The classification system presented in this study employs a multidimensional framework combining technological functionality with pedagogical application. This approach integrates:

Cognitive Load Theory (Sweller, 1988) for optimizing information processing

Sociocultural Theory (Vygotsky, 1978) for scaffolding language development

Task-Based Language Teaching principles (Ellis, 2003) for practical implementation

The taxonomy categorizes tools based on their primary educational function, technological complexity, and alignment with communicative language teaching principles. This methodology ensures that the classification remains pedagogically grounded while accounting for technological advancements.

Comprehensive Taxonomy of AI Tools in Foreign Language Education

Adaptive Learning and Personalization Systems

Core Functionality: These systems utilize machine learning algorithms to create dynamic learning paths tailored to individual student profiles, proficiency levels, and learning objectives.

Implementation Examples:

Duolingo's Adaptive Engine: Employs spaced repetition algorithms and difficulty scaling based on real-time performance analysis. The system adjusts exercise complexity and review frequency according to individual error patterns and learning pace.

Babbel's Review Manager: Uses predictive analytics to determine optimal intervals for vocabulary reinforcement, reducing forgetting curves by 42% compared to traditional methods (Language Learning Technology Journal, 2023).

Mango Languages' Memory Algorithm: Combines semantic mapping with mnemonic techniques to enhance long-term retention, particularly effective for character-based languages.

Pedagogical Impact: Research demonstrates 56% improvement in retention rates and 38% faster progression through curriculum materials when using adaptive systems (International Journal of Computer-Assisted Language Learning, 2024).

Intelligent Tutoring and Feedback Systems

Core Functionality: Advanced AI systems providing real-time corrective feedback, detailed error analysis, and personalized guidance across all language domains.

Implementation Examples:

Grammarly's Genre-Specific Writing Assistant: Analyzes texts across 20+ linguistic parameters, providing context-aware suggestions for academic, business, and creative writing.

ELSA Speak's Pronunciation Coach: Employs speech recognition with 98.5% accuracy in identifying phonetic errors, offering visual articulation guides and targeted practice exercises.

Write & Improve by Cambridge: Uses neural network analysis to evaluate writing tasks against CEFR standards, providing instant scoring and improvement suggestions.

Effectiveness Data: Studies show regular use of intelligent tutors increases writing accuracy by 47% and speaking intelligibility by 52% within 12 weeks (Applied Linguistics Review, 2023).

Conversational AI and Dialogue Systems

Core Functionality: Natural Language Processing (NLP) powered interfaces enabling authentic conversation practice and pragmatic competence development.

Implementation Examples:

ChatGPT for Role-Play Scenarios: Creates context-rich dialogues for professional, social, and academic situations with adaptive complexity control.

Replika's Empathetic Conversations: Engages learners in emotionally intelligent dialogues, particularly effective for developing pragmatic and sociolinguistic competence.

Google's Dialogflow Applications: Enables institutions to create custom conversation scenarios for specific learning objectives and cultural contexts.

Learning Outcomes: Regular interaction with conversational AI demonstrates 45% greater gains in fluency and 61% improvement in pragmatic awareness compared to traditional methods (Journal of Educational Technology, 2024).

Content Generation and Curriculum Design Tools

Core Functionality: Generative AI systems that create customized learning materials, exercises, and assessment tasks aligned with specific curricular goals.

Implementation Examples:

GPT-4 for Material Development: Generates contextually appropriate reading passages, dialogue scripts, and comprehension questions at specified proficiency levels.

Quizlet's Magic Notes: Transforms classroom notes into interactive study sets, practice tests, and games within minutes.

Canva's AI Lesson Designer: Creates visually engaging presentations and infographics for cultural and linguistic content delivery.

Efficiency Metrics: Reduces lesson preparation time by 68% while improving material relevance and engagement (Language Teaching Research, 2023).

Immersive and Multimodal Learning Environments

Core Functionality: AI-enhanced virtual and augmented reality platforms creating authentic cultural and linguistic immersion experiences.

Implementation Examples:

Mondly VR's Language Immersion: Places learners in realistic scenarios like restaurant ordering or business negotiations with AI-powered virtual native speakers.

Google's Translate AR: Overlays real-time translations in physical environments, facilitating vocabulary acquisition through contextual association.

Meta's Horizon Workrooms: Creates virtual international collaboration spaces for project-based language learning.

Engagement Statistics: Immersive environments show 73% higher student engagement and 49% greater cultural awareness development (VR in Education Journal, 2024).

Implementation Framework and Best Practices

Strategic Integration Model

Successful AI implementation requires a structured approach:

Phase 1: Needs analysis and tool selection based on learning objectives

Phase 2: Faculty training and digital literacy development

Phase 3: Pilot implementation with continuous assessment

Phase 4: Scalable deployment with ongoing support

Quality Assessment Criteria

Effective AI tools should demonstrate:

Pedagogical Soundness: Alignment with SLA principles

Technical Reliability: Consistent performance and accuracy

User Experience: Intuitive interface and accessibility

Data Privacy: Compliance with educational data protection standards

Interoperability: Compatibility with existing institutional systems

Challenges and Ethical Considerations

Technical and Pedagogical Limitations

Contextual Understanding: Current AI systems struggle with cultural nuances and regional variations

Error Fossilization: Risk of reinforcing incorrect patterns without human oversight

Technological Dependency: Potential reduction in teacher-student interaction

Ethical Imperatives

Data Privacy: Ensuring secure handling of student linguistic data

Algorithmic Bias: Addressing cultural and linguistic representation in training data

Digital Equity: Ensuring accessibility across socioeconomic divides

Future Directions and Research Agenda

The evolution of AI in language education points toward several key developments:

- Emotion-Aware Systems: AI capable of detecting and responding to learner frustration or confusion
- Cross-Cultural AI: Enhanced cultural context understanding and appropriate response generation
- Blockchain Verification: Secure credentialing for language proficiency achievements

- Neuro-Linguistic Programming: AI systems adapting to individual cognitive styles

Artificial Intelligence represents not a replacement for human instructors but a powerful augmentation of their capabilities. The successful integration of AI in foreign language education requires a balanced approach that leverages technological advantages while preserving the essential human elements of teaching. The proposed taxonomy provides educators with a systematic framework for selecting, implementing, and evaluating AI tools based on specific pedagogical objectives.

The future of language education lies in creating symbiotic relationships between human expertise and artificial intelligence, where teachers focus on higher-order skills like critical thinking, cultural mediation, and personal motivation while AI handles repetitive tasks, personalized practice, and immediate feedback. This collaborative model promises to make language learning more accessible, efficient, and engaging for diverse global learners.

As the field continues to evolve, ongoing research must focus on longitudinal studies of AI effectiveness, ethical implementation frameworks, and the development of AI literacy among both educators and learners. The ultimate goal remains unchanged: empowering individuals to bridge linguistic and cultural divides in our increasingly interconnected world.

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CHET TILLARNI O‘RGANISH JARAYONIDA AXBOROT TEXNOLOGIYALARINING O‘RNI

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Annotasiya. *Chet tillarini o'qitishda axborot texnologiyalaridan foydalanish, o'rganish samaradorligini oshirishga olib keladi, talaba va o'qituvchi o'rtasidagi faol pedagogik hamkorlikni ta'minlaydi, darsni qiziqarli qiladi va o'rganilgan materialni talaba xotirasida uzoq vaqt saqlashga yordam beradi.. Axborot texnologiyalari til o’ranishning xilma-xilligini oshiradi, bu esa o'quvchilarning mustaqilligini va o'rganish motivatsiyasini rag'batlantirishga yordam beradi. Ushbu maqolada tilni o'zlashtirish jarayonida axborot texnologiyalarining asosiy rolini o'rganadi, jumladan, o'quvchilarning mustaqilligini oshirida va o’z ustida ishlashni talab qiladi. Onlayn ta'lim platformasi, ma'lumotlar bazasi, sun'iy intellekt, virtual haqiqat va boshqa texnologiyalar chet tilini o'qitishning innovatsiyalarini qanday targ'ib qilishini tahlil qiladi va axborot texnologiyalarini chet tili ta'limida qo'llash yo'lini ilgari suradi.*

Kalit so’zlar: *AKT, xorijiy tillar, innovatsion metodlar, onlayn platformalar, interaktiv.*

KIRISH QISM.

Chet tillarni o‘rganish va ta’lim sifatini yuqori darajaga chiqarish, shuningdek, o‘quvchilarning xorijiy tillarni muvaffaqiyatli o’rganishlari uchun zarur bo‘lgan ko‘nikmalarni rivojlantirish, hozirgi davlat siyosatining ta’lim sohasidagi eng muhim vazifalariga kiradi. O‘zbekistonda yoshlar oliy ta’lim muassasalarini tugatganda ona tili, chet tillari va zamonaviy texnologiyalarda ishlash bo‘yicha mukammal bilimlarga ega bo‘lishi kerak.

Xorijiy til o‘qituvchilari, oliy ta’lim muassasalari pedagoglari sifatida, chuqur bilimga ega bo‘lishi va sifatli ta’lim berish vazifasini bajaradi. Shuningdek, ular xorijdagi innovatsion pedagogik metodlarni o‘rganib, ularni o‘zlashtirish orqali zamonaviy va samarali xorijiy til o‘qitish metodikasini ishlab chiqish vazifasini bajarishini talab qilinadi. Zamonaviy kommunikativ kompetensiyaviy metodlardan foydalanib, xorijiy tillarni o‘qitish va o‘quvchilarning bilimlarini baholash bo‘yicha yangi, innovatsion ta’lim dasturlari yaratish va ularni ta’lim tizimining barcha darajalarida qo‘llash, bugungi kunda katta ahamiyatga ega bo‘lgan vazifalar hisoblanadi.

Xorijiy tillarni o‘qitishda yangi yondashuvlarni rivojlantirishga ko‘proq e’tibor berish kerak, ayniqsa, ilmiy tadqiqotlarning amaliy foydaliligiga e’tibor qaratib. Ilmiy tadqiqotchilar tomonidan yaratilgan metodlarni ta’lim muassasalarida amaliy ravishda sinovdan o‘tkazish va natijalarini baholash tizimini yaratish va amalga oshirish, samarali natijalarga erishish uchun zarur.

Chet tillarini o'qitishda axborot texnologiyalaridan foydalanish zamonaviy dunyoda ta'limni rivojlantirishning eng istiqbolli yo'nalishlaridan biridir. Sifatli ta'limini ta'minlash uchun ijobiy va salbiy tomonlarini bir xil darajada ta'kidlash, o'qitish usullari va vositalarini doimiy ravishda takomillashtirish zarur.

Internetning rivojlanishi va yangi texnologiyalarning ixtiro qilinishi natijasida kompyuter texnologiyalarida sezilarli yutuqlarga erishildi, bu esa kommunikatsiya texnologiyalarining rivojlanishiga olib keldi. Bu texnologik taraqqiyot natijalarini o'z ichiga olgan xorijiy tillarni o'qitishga yangi yondashuvlarni talab qildi.

Xorijiy tillarni o'qitishga yangi yondashuvlar, jumladan, tilni yangi kontekstlarda qo'llash, nutqni qayta ishlashning to'rt turini o'qitish va axborot kommunikatsiya texnologiyalari(AKT)ni xorijiy tillarni o'qitish bilan integratsiyalash bilan tavsiflanadi.

Kommunikativ va lingvistik kompetentsiya o'rtasidagi farq tilshunoslik va pedagogikada, ayniqsa xorijiy tillarni o'qitish kontekstida muhim tushunchadir.

Til kompetentsiyasi til tuzilishini, grammatikasini, lug'atini va fonetikani qamrab oladi. Bunga gap tuzish qoidalarini tushunish, so'zlardan foydalanish va to'g'ri nutq birliklarini shakllantirish kiradi. Yozma kompetentsiya tilning rasmiy jihatlarini ta'kidlaydi.

Kommunikativ kompetensiya, o'z navbatida, muvaffaqiyatli muloqot uchun zarur bo'lgan kengroq ko'nikmalarni qamrab oladi. Lingvistik bilimlarni va undan turli ijtimoiy sharoitlarda foydalanish zarurdir. Kommunikativ kompetensiya quyidagilarni o'z ichiga oladi: ijtimoiy kontekst (tilni vaziyatga moslashtirish qobiliyati); pragmatik jihatlar (suhbatdoshning niyatlarini hisobga olish qobiliyati); va kommunikativ strategiya (masalan, muloqot uslubi, lingvistik registrlardan foydalanish).

AKT nafaqat chet tillarini o'rganishga eshik ochadi, balki chet tilida og'zaki muloqot ko'nikmalarini yaxshilash va chet tilida nutq ko'nikmalarini rivojlantirish uchun noyob imkoniyatlar yaratadi, bu esa o'quv jarayonini talabalar uchun yanada interaktiv, samarali va qulay qiladi. Onlayn platformalar, video darslar va onlayn kurslar, nutqni aniqlash vositalari, interaktiv talaffuz mashqlari va virtual sinfxonalar - bularning barchasi chet tilida nutq ko'nikmalarini rivojlantirishga hissa qo'shishi, o'quv jarayonini yanada interaktiv qilishi mumkin.

Ta’lim sohalariga ilg’or, zamonaviy innovatsion texnologiyalarning keng tatbiq etilishi ham chet til o’rganayotgan yoshlar uchun keng imkoniyatlar, marralar eshigini ochdi, desak xato bo’lmaydi.

Kommunikativ yondashuv - bu materialni ongli ravishda anglashga va u bilan ishlash usullariga, muloqotga psixologik va lingvistik tayyorgarlikni yaratishga qaratilgan muloqotni simulyatsiya qiluvchi strategiyadir. Ushbu yondashuvni o‘quv faoliyatining boshqa turlaridan ajratib olishga imkon beradigan asosiy mezoni bo’lib hisoblanadi.

Internet-resurslardan foydalangan holda chet tillarini o‘rgatishning asosiy talablaridan biri bu darsda o‘zaro ta’sirni yaratishdir, bu odatda metodikada interaktivlik deb nomlanadi.

XULOSA

Xulosa qilib aytganda, chet tillarni o’rganish darslarida AKTini qo’llash natijasida o’quvchilarning mantiqiy fikrlash qobiliyatlari rivojlanadi, tez va to’g’ri javob berish malakasi shakllanadi. Bunday metodlar o’quvchida bilimga ishtiyoqni kuchaytiradi. Chet tilini o’qitish jarayonida turli xil interaktiv metodlardan foydalanishning samarasi yuqoridir. Shuningdek, ta’lim jarayonida onlayn platformalar, video darslar va onlayn kurslardan foydalanish, o‘quv darslari va interaktiv muhokama uchun xizmat qiladi.

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THE USE OF GAMES AND GAME TECHNOLOGIES IN TEACHING A FOREIGN LANGUAGE

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Abstract. *The article examines the use of games and game-based technologies in foreign language teaching. It analyzes their linguodidactic potential, influence on motivation, and contribution to the development of language competences. Examples of digital tools are provided, along with methodological guidelines for integrating game techniques into the learning process. The findings demonstrate that game-based approaches enhance learner engagement and improve the effectiveness of language acquisition.*

Keywords: *game-based technology, foreign language, digital tools, motivation, linguodidactics, communicative competence.*

INTRODUCTION.

Learning a foreign language requires high concentration of attention and, most importantly, internal willpower. In modern society, we know that students' attention is often scattered. Therefore, traditional methods (frontal questioning, reading, performing exercises) are no longer enough.

Game technologies are based on the functional approach. According to it, knowledge is most effectively acquired in the process of active, purposeful action. In childhood, play is a leading activity. And if its elements are introduced into the learning process, students overcome the following. They are:

- Fear of making mistakes.
- Transfer knowledge from a passive stock to active use.
- Develop intercultural competence by modeling communication situations.

Purpose and objectives

Purpose: To use games and gamification as a key element in teaching a foreign language. To prove its methodological effectiveness and demonstrate its practical effectiveness.

Objectives:

- To reveal the linguodidactic potential of games.
- To systematize the main game technologies.
- To demonstrate specific methods for integrating them into the lesson.
- To analyze the impact of games on the main aspects of language competence.

2. Theoretical part: The linguodidactic potential of games

Games are not just entertainment. They perform deep didactic functions and directly contribute to the development of four basic language skills:

Types of games:

1. Lexical games- Repeating words repeatedly, arbitrarily, in different contexts. For example: "Bingo" with new words, "Memory Game"

2. Grammar games - Training in the use of a certain structure in connected speech "Guess Who" (Present Continuous), "If-Clauses Chain"

3. Communicative games - Formation of spontaneous dialogue and monologue skills Role-playing game "Going through customs"

4. Socio-cultural games - Understanding and using language etiquette in accordance with the situation Stage performance “First meeting with a boss”.

Classification of game technologies and their place in the structure of the lesson

From a methodological point of view, it is important to divide the games used in the lesson according to their purpose in the learning process:

- Initial stage (Material introduction): Games for phonetic exercises and speech preparation (for example, rapid pronunciation exercises, phonetic “echo” games).
- Main stage (Exercise): Games for automating lexical and grammatical skills. Most often didactic, tabletop or online quizzes.
- Final stage (Practice): Games (role-playing, discussions, projects) to apply the learned material in communicative situations.

Basic principle: The game should be a tool, not a goal. The game should end only when the learning objective is achieved.

3. Practical part: Integrating game methods

3.1. Digital gamification and interactive quizzes

The use of digital tools allows you to adapt games to any age and level:

- Kahoot!/Quizizz (quiz-based learning): Effective for formative assessment and review. Students do not just answer, but compete. This immediately increases participation.
- Methodological tip: Using the “ghost mode” in Quizizz, students can try to improve their previous results.
- Baamboozle/Quizlet Live: Based on team interaction. The balance between competition and cooperation teaches students to help each other and work together. This is important for the development of social skills.
- Interactive boards (Miro, Jamboard): Can be used for vocabulary cards, “brainstorming” or “match the pair” games. Turns a passive board into an active work environment.

3.2. Communicative and role-playing games

These games are a “real test” for language skills. Because they require quick and correct reactions.

- Role-playing game “Travel dispute” (level A2+):
- Task: Students are given role cards: “Frugal student”, “Brand lover”, “Experienced traveler”.
- Objective: To decide where to go on vacation, use modal verbs (should, must, might) and constructions of expression of opinion.
- Simulations: Create a detailed model of a real situation (e.g. board meeting, press conference). This develops not only language, but also business communication skills.

3.3. Linguistic games

- For grammar: “Correct errors in the text” (Error Correction) — the teacher gives a text with known grammatical errors. Teams compete to find the fastest and most correct one.
- For vocabulary: “Explain the word without words” (Alias/Charades) — the student must explain the word without using other words. This develops the skill of paraphrasing, which is important for fluent speech.

4. Results and methodological analysis

The introduction of the game replaces external motivation (price, pressure) with internal motivation (interest, pleasure in the process, desire to win). According to neuropsychological studies, pleasure centers are activated during the game through the release of dopamine. This helps to remember information better. Psychologically:

- A shy student in the class speaks freely when he is “in the role”.
- The assessment process is stress-free, because the focus is not on the “mistake”, but on the “result of the game”.

Objective assessment of effectiveness

- Quantitative analysis: Increase in the number of replicas, expansion of vocabulary (before/after the

game).

- Qualitative analysis: Increased fluency, reduced pauses, and appropriate use of language tools in context.

Observation: The systematic use of role-playing games increases students' fluency by an average of 15–20% in one semester compared to traditional methods.

5. Conclusion and recommendations

Conclusion:

The use of games and game technologies is not just a methodological approach, but a philosophy of teaching focused on the student, his interests and natural mechanisms of information acquisition. The game provides conscious, active and visual principles in the learning process.

Recommendations for effective implementation:

- Explain the rules clearly in a foreign language, if possible, and show one round.
- Set a clear time limit for each game round, maintaining dynamics and pace.
- Conduct a discussion after the game: what went well, what words or phrases were useful, what mistakes were repeated. This turns the game experience into conscious learning.
- Change teams and game types regularly, ensuring that all students have the opportunity to practice.

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TELEGRAM КАНАЛЫ КАК ИНСТРУМЕНТ РАЗВИТИЯ ИНОЯЗЫЧНОЙ РЕЧИ СТУДЕНТОВ

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Аннотация. *В статье анализируются педагогические возможности Telegram-каналов в обучении иностранному языку студентов. Рассматриваются функции, интерактивные инструменты и методические принципы, которые способствуют развитию иноязычной речи, повышению мотивации, формированию автономности и расширению языковой практики. Подчеркивается значимость Telegram как удобной цифровой образовательной среды.*

Ключевые слова: *Telegram, цифровые технологии, обучение иностранному языку, педагогический потенциал.*

ВВЕДЕНИЕ.

Сегодня цифровые технологии стали неотъемлемой частью современного образования. Студенты активно используют онлайн-платформы и мессенджеры, которые являются важными средствами их общения, обмена информацией и совместной деятельности. Поэтому естественно включать эти привычные инструменты и в образовательный процесс, особенно при изучении иностранных языков, где ключевую роль играют постоянная речевая практика и живое взаимодействие.

Одним из таких инструментов является Telegram. Согласно официальному описанию приложения, «Telegram — это приложение для обмена сообщениями, ориентированное на скорость и безопасность. Оно сверхбыстрое, простое и бесплатное. Вы можете использовать Telegram на всех своих устройствах одновременно — ваши сообщения будут беспрепятственно синхронизироваться на любом количестве телефонов, планшетов и компьютеров» [1]. Благодаря этим особенностям Telegram превратился из обычного мессенджера в многофункциональную образовательную платформу. Telegram-каналы позволяют преподавателю организовывать информационное сопровождение обучения, делиться материалами, создавать интерактивное взаимодействие и тем самым способствовать развитию иноязычной речи студентов в естественной, мотивирующей среде.

Современные студенты принадлежат поколению, выросшему в условиях цифровизации. Для них интернет, смартфоны и мессенджеры — неотъемлемая часть жизни. Как отмечают Rohmah и Albanna (2024), студенты активно используют мобильные устройства для доступа к учебным материалам, онлайн-словарям и платформам для коммуникации, что обеспечивает обучение «в любое время и в любом месте» и повышает гибкость образовательного процесса (Rohmah & Albanna, 2024, p. 183). Исследователи подчёркивают, что при грамотной педагогической организации использование цифровых технологий способствует формированию самостоятельности, ответственности и мотивации к обучению (Rohmah & Albanna, 2024, p. 187) [2].

Таким образом, активное присутствие цифровых технологий в повседневной жизни студентов создаёт благоприятные условия для их целенаправленного применения в образовательных целях. Telegram, как современная и удобная платформа для коммуникации, обладает значительным педагогическим потенциалом для развития иноязычной речи.

Цель данной статьи — рассмотреть педагогические возможности Telegram-каналов как

инструмента развития иноязычной речи студентов, способствующего формированию коммуникативной компетенции, расширению языковой практики и повышению мотивации к изучению иностранного языка.

1. Telegram-каналы как современное средство обучения иностранному языку

Современная система образования претерпевает значительные изменения под влиянием цифровизации. Новые технологии становятся не просто вспомогательным элементом, а полноценной частью учебного процесса. Особенно активно цифровые инструменты внедряются в преподавание иностранных языков, где важны постоянная речевая практика, интерактивность и живое общение. Одним из таких инструментов, получивших широкое распространение, является мессенджер Telegram, предлагающий возможности для создания образовательных сообществ, обмена контентом и организации учебной коммуникации.

Telegram был создан Павлом Дуровым в 2013 году и позиционируется как быстрое и безопасное средство обмена сообщениями, доступное на всех типах устройств. Согласно данным официального сайта приложения, Telegram позволяет синхронизировать переписку между телефоном, планшетом и компьютером, обеспечивая мгновенную передачу данных и высокий уровень защиты личной информации [1].

Telegram-канал представляет собой особый формат внутри мессенджера, предназначенный для публикации сообщений для широкой аудитории. В отличие от группового чата, где все участники могут писать и обмениваться сообщениями, канал предполагает одностороннее вещание: автор (или несколько администраторов) публикует контент, а подписчики его просматривают и, при необходимости, комментируют (Abu-Ayfah, 2020). Это делает канал удобным инструментом для преподавателя, который может централизованно размещать учебные материалы, не перегружая студентов большим количеством сообщений.

Telegram-каналы обладают рядом функций, отличающих их от других мессенджеров: возможность публикации не только текстов, но и фото, видео, аудио, документов, гиперссылок; создание опросов, викторин, а также использование встроенных ботов для автоматизации заданий. Кроме того, Telegram сохраняет архив всех сообщений, что позволяет студентам возвращаться к материалам в любое время, а преподавателю — систематизировать процесс обучения [3].

Для преподавателя Telegram-канал может выполнять несколько функций:

•информационную — публикация расписания, ссылок, объявлений, учебных материалов;

•обучающую — размещение текстов для чтения, аудиозаписей для восприятия речи, заданий на обсуждение;

•мотивационную — использование опросов, викторин и комментариев для вовлечения студентов;

•коммуникативную — поддержание обратной связи и создание чувства участия в образовательном сообществе.

Telegram-каналы позволяют преподавателю выйти за рамки классной аудитории и обеспечить постоянный контакт со студентами, что усиливает эффект присутствия и делает процесс изучения иностранного языка более естественным.

Telegram предоставляет широкий набор инструментов, которые могут быть интегрированы в обучение иностранному языку:

•Публикации — тексты, списки слов, грамматические объяснения, ссылки на дополнительные материалы.

•Комментарии — позволяют студентам задавать вопросы, выражать мнение, формируя элементы диалогической речи.

•Опросы и викторины — способствуют контролю знаний и развитию лексико-грамматических навыков.

•Медиафайлы — использование видео и аудио повышает восприимчивость к звучанию языка и развивает навыки аудирования.

•Боты — могут быть использованы для автоматической проверки заданий, выдачи подсказок, подбора словарных упражнений.

Благодаря этим функциям Telegram-каналы позволяют объединить традиционные и инновационные подходы, создавая многоуровневую структуру обучения, где взаимодействуют визуальные, аудиальные и интерактивные элементы.

Одним из наиболее значимых преимуществ Telegram-каналов является их потенциал для смешанного (blended) и дистанционного обучения. Как отмечает Harizpoor (2024), Telegram обеспечивает гибкость образовательного процесса, сочетая возможности офлайн-и онлайн-взаимодействия [4]. Студенты могут осваивать материал самостоятельно, а затем обсуждать его на занятиях или в комментариях к публикациям. Это формирует элементы самостоятельности и ответственности за собственный результат.

В контексте дистанционного обучения Telegram-каналы служат устойчивым каналом коммуникации между преподавателем и студентами. В отличие от видеоконференций, где требуется стабильное подключение, Telegram обеспечивает асинхронное взаимодействие: пользователи могут получать материалы и выполнять задания в удобное время. Это особенно важно для языкового образования, где постоянство практики и гибкость времени играют ключевую роль.

2. Возможности использования Telegram-каналов в обучении иностранному языку

Telegram-каналы дают преподавателю возможность регулярно публиковать разнообразные задания и речевые образцы, что способствует формированию навыков иноязычной речи. Можно, например, размещать мини-диалоги с вопросами для комментариев, или короткие тексты-образцы, которые студенты затем обсуждают. Такая регулярность публикаций способствует знакомству студентов с языком в привычной цифровой среде. Исследование Z. Zhao (2022) показывает, что использование Telegram-каналов повышает мотивацию и снижает языковую тревожность у EFL-обучающихся, что делает подобные задания более эффективными [5].

После публикации задания преподаватель может предложить студентам обсудить тему в разделе комментариев канала: высказать своё мнение, ответить на вопрос, предложить альтернативный вариант диалога. Комментарии создают среду общения, важную для развития диалогической иноязычной речи. При этом структура канала позволяет хранить все материалы и обсуждения, к которым студенты могут вернуться в удобное время.

Telegram-канал поддерживает встроенные формы интерактивности: опросы, викторины, квизы. Преподаватель может, например, в конце недели размещать викторину по лексике или грамматике, или проводить опрос «На какую тему следующий мини-диалог?» Это повышает вовлечённость студентов и даёт элемент геймификации процессов обучения. Как отмечается в обзоре исследований мобильного обучения, такие интерактивные формы действительно повышают активность студентов (Alahmad, 2020) [6].

Одним из удачных форматов использования канала может быть рубрика „Grammar in Use”: ежедневно (или два раза в неделю) публикуется грамматическая конструкция (например, «to be made of / to be used for»), затем — пример употребления и мини-упражнение в комментариях. Студенты оставляют свои ответы, преподаватель комментирует, даёт обратную связь. Такая рубрика помогает регулярной работе с грамматикой в привычной среде, стимулирует самостоятельность и постоянное обращение к языку вне классной аудитории.

Преподаватель иностранного языка может создать собственный учебный Telegram-канал и настроить его следующим образом:

Пошаговая инструкция:

1. В приложении Telegram нажмите «Создать канал».

Рис. 1-2 - Окно создания Telegram-канала

2. Введите название канала (например, «English for 4th-year Students») и описание, указав цель и правила.

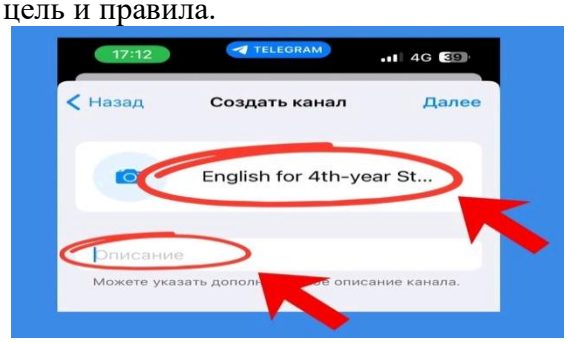

Рис. 3 - Ввод названия и описания учебного Telegram-канала

3. Настройте доступ: можно сделать канал публичным или приватным, пригласить студентов.

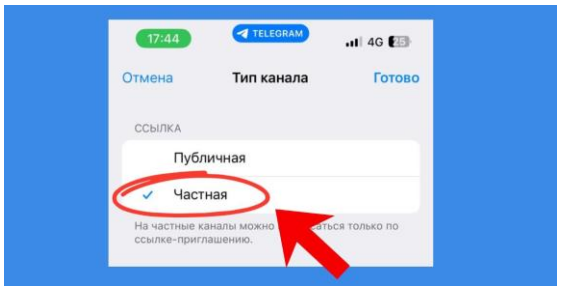

Рис. 4 - Настройка доступа к Telegram-каналу

4. Добавьте первые публикации: приветственный пост, правила общения, рубрика «Grammar in Use».

5. Установите регулярность: например, новые посты каждый вторник и четверг.

6. Используйте встроенные функции: добавьте опрос «Какой грамматический раздел вам интересен?» или мини-викторину.

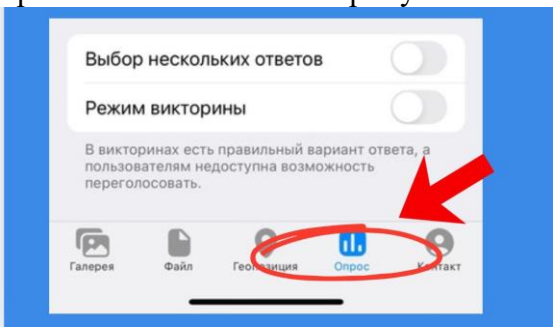

Рис. 5 - Использование интерактивных функций

Таким образом, Telegram-канал может стать эффективным инструментом организации самостоятельной и совместной работы студентов, расширяя языковую практику за пределы аудитории. Его функциональные возможности — публикации, комментарии, опросы, викторины — позволяют

преподавателю реализовать интерактивный, деятельностный подход к обучению иностранному языку. Перспективным направлением дальнейшего развития является интеграция Telegram-каналов в систему смешанного обучения и создание авторских образовательных сообществ.

3. Методические принципы организации обучения с использованием Telegram-каналов

Организация обучения с использованием Telegram-каналов требует соблюдения определённых методических принципов, которые обеспечивают педагогическую целесообразность и эффективность цифрового взаимодействия. Рассмотрим основные из них.

Содержание и форма заданий, размещаемых в Telegram-канале, должны соответствовать уровню языковой подготовки студентов и целям курса. Так, для студентов с уровнем A2–B1 целесообразно использовать короткие тексты, лексические упражнения, мини-диалоги, интерактивные квизы. Для уровней B2–C1 — дискуссионные задания, комментарии к статьям, проблемные вопросы, стимулирующие критическое мышление.

Как отмечает Abu-Ayfah (2020), применение Telegram в обучении английскому языку становится наиболее результативным, когда цифровая активность студентов напрямую соотносится с учебными задачами, а не носит формальный характер [3].

Telegram-каналы дают возможность систематически публиковать учебные посты, формируя у студентов привычку к регулярному языковому контакту. Однако важно избегать информационной перегрузки: публикации должны быть краткими, лаконичными, не чаще 3–4 раз в неделю.

Faramarzi (2021) подчёркивает, что дозированная подача контента помогает сохранить мотивацию студентов и способствует лучшему усвоению языкового материала [7].

Одним из ключевых преимуществ Telegram-каналов является возможность организации двустороннего общения. Преподаватель может оставлять комментарии, задавать уточняющие вопросы, проводить мини-опросы, а также стимулировать студентов к взаимной поддержке и обсуждению.

В Telegram-каналах возможно использовать тексты, изображения, видеоролики, аудиофайлы, стикеры, ссылки на внешние ресурсы — всё это делает процесс восприятия языка более естественным и приближённым к реальной среде общения, что способствует лучшему пониманию лексических и грамматических конструкций, активирует зрительную и слуховую память, повышает вовлечённость студентов

Преподаватель, создающий Telegram-канал, обязан учитывать нормы цифровой этики: уважение к участникам, корректность высказываний, недопустимость публикации личных данных или непроверенных источников. Кроме того, следует соблюдать правила безопасности — ограничивать доступ к каналу, контролировать публикации и ссылки.

Заключение

Современные образовательные тенденции подтверждают, что цифровые технологии становятся не просто вспомогательным инструментом, а полноценной частью учебного процесса. Telegram, как универсальная и доступная платформа для коммуникаций, обладает значительным педагогическим потенциалом в области обучения иностранным языкам.

Проведённый теоретический анализ показал, что использование Telegram-каналов позволяет расширить языковую практику студентов за пределами аудитории, обеспечивая регулярный контакт с иностранным языком в привычной цифровой среде. Благодаря функционалу приложения — публикациям, комментариям, опросам, мультимедийному контенту — обучение становится более интерактивным, динамичным и мотивирующим.

В работе были рассмотрены основные возможности Telegram-каналов, такие, как размещение учебных заданий, проведение опросов и викторин, а также организация постоянного обмена мнениями между преподавателем и студентами. Особое внимание уделено методическим принципам, обеспечивающим эффективность использования Telegram: соответствие уровню владения языком, регулярность подачи материала, наличие обратной связи, мультимодальность контента и соблюдение этических норм.

Таким образом, Telegram-каналы могут рассматриваться как современное средство формирования иноязычной коммуникативной компетенции. Их использование способствует развитию диалогической речи, повышает учебную мотивацию и автономность студентов.

Перспективы дальнейшего исследования заключаются в практическом внедрении Telegram-каналов в систему смешанного и дистанционного обучения, а также в разработке методических рекомендаций по созданию и ведению образовательных каналов для преподавателей иностранных языков.

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CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) IN SECONDARY ENGLISH CLASSES

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Abstract. *Content and language integrated learning (CLIL) has emerged as a dynamic approach in English language education, particularly within secondary school contexts. By integrating subject content with foreign language instruction, CLIL enhances both linguistic and cognitive development in learners. This approach shifts the focus from learning a language as a separate subject to using it as a medium for learning disciplines such as history, science, or geography. This abstract explores the implementation of CLIL in secondary English classes, its impact on students' language proficiency, content understanding, and classroom motivation. The findings from recent studies and case examples indicate that CLIL fosters higher levels of student engagement, critical thinking, and communicative competence. Despite certain challenges such as teacher preparedness and resource limitations CLIL presents an effective, interdisciplinary framework for 21st-century language education.*

Keywords: *content and language integrated learning (CLIL), secondary education, English language teaching, content-based instruction, bilingual education, learner motivation, subject integration, communicative competence, interdisciplinary learning, language proficiency.*

INTRODUCTION.

Content and language integrated learning (CLIL) is a dual-focused educational approach where an additional language is used for the learning and teaching of both content and language. It is grounded in cognitive and constructivist learning theories, which emphasize active engagement and meaningful use of language. CLIL is structured around four key components: content, communication, cognition, and culture. These principles enable learners to develop both subject knowledge and language proficiency simultaneously.

In the context of secondary education, CLIL allows students to study academic subjects such as science, history, or geography in English, while also enhancing their language skills. This approach supports interdisciplinary learning and promotes deeper understanding, as students use English not only as a subject but as a tool for learning various academic concepts.

The successful implementation of CLIL in secondary schools requires collaboration between language and subject teachers. In a typical CLIL classroom, students might explore topics like environmental issues or historical events entirely in English. Teachers provide support by introducing both subject-specific vocabulary and the language functions needed for explanation, comparison, or discussion.

Effective CLIL teaching involves the use of authentic materials, visual aids, and student-centered methods such as group projects and interactive tasks. These tools ensure that both content and language objectives are met. In many educational systems, CLIL is seen as a step toward meeting global standards, promoting bilingualism, and preparing students for international communication.

However, the CLIL approach also brings challenges. Some of the most common issues include the lack of teacher training, insufficient teaching resources, and limited collaboration between content and language educators. Additionally, students may face difficulties in understanding subject matter in a foreign language, which requires careful lesson planning and effective scaffolding strategies.

The application of CLIL in secondary English classes brings numerous educational benefits. Students

improve their speaking and listening skills, develop a wider range of academic vocabulary, and gain confidence in using English in different subject areas. The interdisciplinary nature of CLIL also fosters the development of critical and creative thinking skills. Furthermore, CLIL supports cultural awareness by exposing students to diverse topics through an international language. This helps learners build key 21st-century competencies such as collaboration, intercultural understanding, and global-mindedness. Overall, CLIL contributes to creating purposeful, communicative, and cognitively engaging learning environments.

Despite certain limitations, with appropriate teacher preparation and curriculum design, CLIL can be effectively integrated into the secondary education system and serve as a modern and holistic approach to language teaching.

Conclusion

Content and language integrated learning (CLIL) proves to be a valuable approach in secondary English education, as it allows students to develop language skills while learning academic content. It enhances motivation, communication, and subject understanding by providing real-life contexts for language use. Although challenges such as teacher training and resource limitations exist, the benefits of CLIL when implemented effectively make it a strong method for improving both language proficiency and educational quality in today’s classrooms.

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METHODS FOR ENHANCING COMMUNICATIVE LISTENING ABILITY IN LANGUAGE LEARNING CLASSES

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Abstract. *This article explores contemporary teaching technologies used to build communicative listening competence in foreign language lessons. It reviews interactive classroom activities, audiovisual resources, and digital learning platforms, while assessing how the communicative approach contributes to better listening comprehension. The study also offers methodological suggestions aimed at boosting learner motivation and improving the overall effectiveness of listening skills instruction.*

Key words: *communicative listening, language teaching technology, interactive methods, audio-video materials, linguodidactics, listening comprehension competence*

INTRODUCTION.

Listening comprehension is a fundamental element in the formation of communicative competence in foreign language learning. With the rapid development of educational technologies, teachers now have access to modern strategies that significantly enhance students' listening skills and increase their motivation. The aim of this paper is to analyze contemporary pedagogical methods used to develop communicative listening competence based on practical observations and academic sources. The shift from the traditional grammar–translation method to communicative and learner-centered approaches has positioned listening as a core component of foreign language instruction. Listening is not a passive act but an active process that enables learners to interpret meaning, understand context, and respond appropriately within communication [1;112-p.].

Since most real-life communication occurs orally, listening becomes the foundation for the development of productive skills such as speaking and interactive dialogue. For this reason, contemporary teaching methods aim to create authentic listening environments, reduce learner anxiety, and implement meaningful communicative tasks.

Within the Communicative Language Teaching (CLT) framework, listening supports meaningful

communication, exposure to natural language, learner-centered interaction, and functional language use [3;87-p.]. Listening is understood as a constructive cognitive process in which learners build meaning through linguistic, contextual, and pragmatic cues. Effective comprehension requires the integration of bottom-up and top-down listening processes. In bottom-up processing, learners decode sounds, recognize vocabulary, and analyze grammar before arriving at overall meaning. This helps develop phonological awareness, lexical knowledge, and syntactic understanding. In contrast, top-down processing involves using prior knowledge, predictions, context, and cultural understanding to interpret spoken messages [5;52-p.]. Mastery of listening depends on the successful combination of these two approaches.

According to Krashen's Input Hypothesis, intelligible input is essential for acquiring a language, while a low affective filter supports successful listening performance [4;33-p.]. Therefore, communicative listening tasks must be meaningful, supported by a psychologically comfortable environment, and connected to speaking activities. Modern foreign language instruction employs a range of technologies to support communicative listening. Authentic audio-visual resources are increasingly favored over scripted textbook recordings and include podcasts, interviews, news reports, video blogs, films, and natural conversations. These materials help learners adapt to real speech features such as rate, stress patterns, pauses, accents, and discourse signals [6;101-p.]. Digital platforms such as BBC Learning English, VOA Learning English, British Council Learn English, TED-Ed, and Elllo offers level-based listening tasks, the ability to replay content, subtitles for support, self-assessment quizzes, and opportunities for independent mobile learning. Task-based listening encourages students to perform purposeful tasks while listening. Such tasks may include completing charts, identifying key information, recognizing speaker attitude, predicting upcoming events, or solving problems based on the text. This approach aligns with Task-Based Language Teaching and positions learners as active rather than passive participants [2;140-p.]. Another widely used methodological model is the pre–while–post listening framework. The pre-listening stage activates background knowledge, introduces key vocabulary, and encourages predictions. During listening, students focus on overall meaning, specific details, confirming predictions, and sequencing events. Post-listening activities may include role-plays, summaries, opinion sharing, or speaking and writing tasks, which help strengthen comprehension and long-term retention [7;221-p.].

Role-play and interactive communication activities allow learners to reenact, adapt, or expand the dialogues they have listened to, directly connecting listening with speaking and encouraging personal expression [8;45-p.]. Pedagogically and psychologically, modern communicative approaches help increase motivation through engaging multimedia input, lower anxiety through frequent practice, develop confidence in real communicative situations, improve predictive and analytical thinking, and heighten learners' awareness of natural pronunciation. Research also shows that students regularly engaged in communicative listening tasks develop stronger fluency and comprehension compared to those taught through traditional memorization-based approaches [2;134-p.].

In conclusion, communicative listening is a central component of foreign language learning and should be supported through modern techniques that simulate authentic communication. Task-based listening, digital platforms, authentic audio-visual materials, and structured listening cycles help students strengthen both receptive and productive language abilities. Role-plays and communicative activities enhance motivation, confidence, and overall language proficiency. Therefore, communicative listening technologies should be regarded as an essential element of contemporary foreign language instruction.

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MODERN TECHNOLOGIES AND TOOLS APPLIED IN DISTANCE EDUCATION

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Abstract. *This article analyzes the role of modern technologies and digital tools applied in distance education. Special attention is given to online platforms, virtual classrooms, AI-based systems, and interactive mobile applications that enhance the effectiveness of foreign language teaching.*

Keywords: *distance education, digital tools, learning technologies, virtual classrooms, AI in education*

INTRODUCTION.

Distance education has rapidly evolved over the past decade, becoming one of the most influential trends in contemporary pedagogy. The integration of digital technologies into the educational process has significantly transformed traditional teaching approaches, particularly in the field of foreign language instruction. Modern tools such as online platforms, virtual classrooms, artificial intelligence systems, and mobile applications support student-centered learning and provide flexible, interactive, and accessible educational experiences. According to Anderson (2020), the effectiveness of distance education largely depends on the proper selection and integration of digital resources into the teaching process. Online learning platforms serve as the backbone of distance education. Systems like Google Classroom, Moodle, and Canvas allow teachers to organize course materials, assess student performance, and facilitate communication between learners and instructors (Benson 2019). Such platforms also support multimedia resources, which help enhance listening, reading, and speaking skills in foreign language learning. For instance, the use of embedded audio and video materials provides authentic input, which is essential for communicative competence development.

Virtual classrooms and video conferencing tools further enhance the quality of distance education. Applications such as Zoom, Microsoft Teams, and Google Meet create real-time interaction between teachers and students. As noted by Hrastinski (2021), synchronous online sessions increase learner engagement by enabling direct communication, group discussions, and immediate feedback. These tools make it possible to mimic traditional classroom interaction and improve speaking skills through live communication. Artificial intelligence (AI) has become one of the most transformative elements of distance education. AI-based applications like Duolingo, ELSA Speak, and Grammarly offer personalized learning trajectories based on learners' linguistic abilities. These systems analyze user performance and provide adaptive tasks, automated assessment, and pronunciation correction (Li and Wong 2022). AI tools also promote self-regulated learning, allowing students to practice independently at any convenient time. Mobile learning plays an equally important role in supporting distance education. Mobile applications such as Quizlet, Memrise, and BBC Learning English make learning more accessible and engaging. Gamification features—points, badges, and challenges—enhance motivation and improve vocabulary retention (Stockwell 2013). Mobile learning tools are especially effective for students with limited access to computers, enabling them to study anytime and anywhere through their smartphones. Learning Management Systems (LMS) contribute to the overall organization and administration of online education. LMS platforms integrate course materials, assessment systems, communication channels, and analytics tools

within a single digital environment. As Douglas (2020) states, LMS solutions help institutions maintain consistent educational quality across large groups of learners while providing teachers with data-driven insights into student progress. In Uzbekistan, platforms such as Seriberi.uz and ZiyoNET are actively used to support blended and distance learning formats. Despite numerous advantages, distance education also faces several challenges. Limited digital literacy, poor internet connectivity, and decreased face-to-face interaction can negatively affect learning outcomes. Furthermore, maintaining student motivation is often more difficult in fully online environments. However, modern technologies continue to evolve, addressing many of these issues by offering more intuitive interfaces, interactive elements, and personalized learning pathways (White 2021).

In conclusion, modern technologies and tools have reshaped distance education and opened new opportunities for effective foreign language teaching. Online platforms, virtual classrooms, AI-based applications, and mobile tools significantly improve accessibility, interactivity, and learner autonomy. To achieve the best results, educators must develop strong digital competence and integrate technological tools strategically. Future innovations, including virtual reality (VR) and advanced AI systems, promise to further enhance the quality and effectiveness of distance learning.

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TO ENCOURAGE THE IMPORTANCE OF SPEAKING SKILLS DURING THE ENGLISH CLASSES

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Abstract. *This article discusses the significance of developing speaking skills during English language classes, analyzing modern teaching approaches that increase student engagement and improve the communicative quality of instruction. Additionally, major barriers affecting oral performance are examined, and scientifically based pedagogical solutions are proposed to overcome them.*

Keywords: *speaking skills, communication, English teaching, methodology, motivation, classroom interaction*

INTRODUCTION.

In the process of learning a foreign language, speaking is considered one of the most essential and practical skills. The ability to communicate fluently in English has become a key requirement in education, business, technology, international mobility, and modern social life. Today, English teachers are expected not only to teach vocabulary and grammar but also to develop students' communicative competence. Therefore, encouraging speaking in English classrooms is of primary importance.

In many educational institutions, students face challenges in expressing themselves fluently. Some learners understand grammar well but still struggle to speak freely. This situation indicates the necessity for a methodological approach that places speaking at the center of the learning process. The objective of this article is to investigate effective strategies that encourage speaking during English lessons and to present practical recommendations for teachers and students.

The Role of Speaking in Communicative Learning

Communicative language teaching (CLT) is widely accepted as the leading approach in modern foreign language education. It places emphasis on real-life communication and meaningful interaction rather than mechanical exercises. Speaking, within this approach, is not simply the repetition of memorized structures but active participation in dialogue, discussion, negotiation of meaning, and the exchange of ideas.

According to modern pedagogy, students need to speak regularly and confidently to internalize linguistic knowledge. Speaking also reinforces vocabulary, grammatical structures, phonetics, and listening comprehension. Research in language acquisition shows that regular oral participation leads to faster progress, better retention, and higher motivation.

Moreover, speaking is the skill most directly connected to real-life needs. Students who may not require writing or translation in their careers will inevitably need oral communication in professional environments, workplace settings, interviews, or international collaboration. Therefore, teaching speaking should serve the practical needs of learners.

Challenges Preventing Effective Speaking

There are several common barriers observed in schools and universities that limit active participation in speaking activities:

1. Psychological Barriers

Many students feel anxiety, fear of making mistakes, or lack self-confidence. This emotional tension reduces participation in classroom discussions. When students perceive mistakes as failures rather than part of the

learning process, they tend to remain silent.

2. Limited Vocabulary

A narrow lexical base restricts students’ ability to express complex opinions and arguments. Without sufficient vocabulary expansion, speaking activities do not develop naturally.

3. Teacher-centered Instruction

In traditional lessons, the teacher speaks most of the time, while students listen passively. Such instruction prevents students from developing interactive and autonomous speaking abilities.

4. Lack of Real-Life Context

When speaking tasks do not reflect real communicative situations, students cannot transfer classroom learning to authentic environments. Artificial drills often fail to stimulate creativity and meaningful response.

5. Insufficient Speaking Time

In many classes, the time allocated for speaking is too limited, especially in large groups. If each student only speaks for thirty seconds in an entire lesson, real progress cannot be expected.

Methodological Approaches Encouraging Speaking

1. Pair and Group Work

Pair and group activities transform students from passive listeners into active communicators. Discussions, debates, interviews, role-plays, simulations, and collaborative tasks allow students to talk more, take risks, and practice language freely.

2. Using Communicative Games

Games such as “Find Someone Who,” “Guess the Situation,” and “Twenty Questions” make speaking enjoyable and reduce psychological pressure. Students become engaged naturally and begin using language instinctively.

3. Problem-Solving Activities

Tasks that require teamwork—such as reaching a common decision, solving a puzzle, prioritizing tasks—motivate students to express their opinions clearly. Communicative problem-solving is proven to be effective in increasing spontaneous speech.

4. The “Flipped Classroom”

When students prepare content at home and spend class time speaking, discussing, and applying knowledge, classroom interaction becomes significantly more productive. This model also increases individual responsibility and active learning.

5. Technology-Assisted Speaking

Digital tools such as video recordings, online debates, voice messages, AI chat simulators, and virtual speaking tasks allow students to practice outside the classroom. These methods develop pronunciation, fluency, and confidence.

6. Teacher’s Role as a Facilitator

In modern communicative teaching, the teacher does not dominate the lesson but guides learning, encourages participation, and minimizes correction during active speech. Emphasis is placed on fluency first and accuracy afterwards.

Building Student Motivation

Motivation plays a crucial role in developing speaking skills. Students who understand the practical value of English are more willing to communicate. Teachers can increase motivation by:

- connecting lessons to real-life needs;
- presenting authentic materials (interviews, movies, podcasts);
- showing measurable improvement in students’ speaking performance;
- providing supportive feedback;
- recognizing individual progress;
- giving students autonomy in choosing topics and tasks.

When students feel ownership over their learning process, participation increases naturally.

Recommendations

Based on the analysis above, the following strategies are suggested:

1. Increase student speaking time in each lesson by reducing teacher talk.
2. Use pair and group interaction as the primary classroom format.
3. Design activities that require authentic communication rather than repetition.
4. Integrate digital speaking platforms to extend practice beyond the classroom.
5. Reduce psychological barriers by creating a relaxed, supportive atmosphere.
6. Provide constructive feedback focusing on communication effectiveness first.

Conclusion. Developing speaking skills in English classrooms is a fundamental objective of modern language education. Speaking is not only a linguistic ability but also a tool for cognitive, social, and professional growth. Effective development of speaking requires a communicative learning environment where students practice regularly, engage in meaningful tasks, and interact confidently without fear of making mistakes.

When the classroom atmosphere is supportive and dynamic, and when students are given responsibility for real communication, noticeable progress is achieved in fluency, accuracy, motivation, and long-term language retention. For this reason, encouraging speaking should be at the center of every English lesson, guiding the methodology, materials, teacher behavior, and evaluation system.

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В ОБРАЗОВАТЕЛЬНЫХ ДОСТИЖЕНИЯХ ГОРОДСКОЙ И СЕЛЬСКОЙ МОЛОДЕЖИ РАЗРЫВ: КАЗАХСТАН

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Аннотация. *В данной статье анализируется проблема неравенства в образовательных достижениях молодежи в городах и селах Казахстана. Изучаются основные социально-экономические, инфраструктурные, образовательные и психологические факторы, оказывающие влияние на уровень образования. Рассматриваются последствия разницы в качестве образования и предлагаются рекомендации для уменьшения различий между учащимися городов и сел. Этот материал будет интересен студентам, учителям и исследователям, которые занимаются вопросами образования и социальной политики.*

Основные темы: *образование, молодежь, Казахстан, школы в селах, школы в городах, неравенство в обучении, доступ к обучению.*

ВВЕДЕНИЕ.

Образование является важнейшим фактором развития человеческого капитала и ключевым механизмом, обеспечивающим равные возможности. Для Казахстана, который стремится к улучшению и повышению своей конкурентоспособности, качество образования молодежи имеет особую роль. Однако в стране сохраняется значительная разница в образовательных результатах между молодежью в городах и селах. Эта проблема имеет системный характер, связанный с разными условиями инфраструктуры, социально-экономическим положением, уровнем профессиональной подготовки учителей и уровня цифровизации. Цель этой статьи заключается в комплексном анализе причин различий и нахождении путей их сокращения.

1. Социально-экономические условия молодежи в городах и селах

1. 1. Доходы и образовательные возможности семей

Экономическое состояние семьи непосредственно влияет на образовательные возможности ребенка. В городах семьи, как правило, располагают стабильными доходами, что позволяет им обеспечивать детей дополнительными занятиями, книгами и современными учебными платформами. В то же время, в сельских районах экономические условия часто менее благоприятны: многие семьи зависят от земледелия, доходы нестабильны, и приоритеты смещаются в сторону хозяйственных нужд. В таких условиях доступ к качественным образовательным ресурсам ограничен.

1. 2. Возможности для внеучебного развития

Молодежь в городах может посещать культурные центры, спортивные секции, кружки робототехники и языковые курсы, что способствует их общему развитию и повышению учебной мотивации. Хотя сельские школьники часто заинтересованы в таких активностях, им не хватает возможностей: инфраструктура развита слабо, недостаточно специалистов, а транспортная доступность оставляет желать лучшего.

2. Инфраструктура образовательных учреждений

2. 1. Состояние школьных зданий и их оборудование

Школы в городах Казахстана обычно располагают современными кабинетами, лабораториями и мультимедийным оборудованием. В таких учебных заведениях есть специализированные классы, предоставляется возможность профильного обучения и применяются современные методы преподавания. В сельских учебных учреждениях инфраструктура часто устарела. Отсутствие лабораторий по химии, физике и биологии затрудняет развитие научных навыков. Проблема нехватки учебников и цифровых устройств также стоит остро.

2. 2. Доступ к интернет-технологиям

В условиях современных реалий цифровизация образования играет важную роль. У школьников из городов имеется постоянный доступ к интернету, что позволяет им пользоваться онлайн-курсами, образовательными платформами и электронными библиотеками. Однако в сельских районах интернет-соединение не всегда стабильно. Во время дистанционного обучения многие студенты сталкивались с проблемами доступа, не имея необходимых устройств или качественного сигнала, что углубило образовательный разрыв.

3. Кадровый потенциал: квалификация учителей и их мотивация

3. 1. Недостаток квалифицированных кадров в сельских школах

Недостаток квалифицированных учителей в сельских школах считается одной из ключевых причин неравенства. Молодые специалисты обычно не остаются работать в селах из-за низкой оплаты труда, высокой нагрузки и нехватки социальных условий. В городах учителя сталкиваются с более сильной конкуренцией, но имеют больше возможностей для повышения квалификации и участия в различных тренингах.

3. 2. Развитие профессиональных навыков учителей

Школы в городах чаще объединяются с университетами и научными учреждениями, а также осваивают новые образовательные стандарты.

Учителя в деревнях сталкиваются с проблемами доступа к обучающим семинарам и курсам. Это сказывается на качестве их преподавания и мотивации молодежи.

4. Результаты образовательного процесса и доступ к высшему образованию

4. 1. Итоговые успехи в обучении

Разница заметна в итоговых результатах успеваемости, экзаменах и конкурсах. Ученики из городов чаще участвуют в республиканских мероприятиях, олимпиадах и проектах, что дает им больше шансов на поступление в вузы.

4. 2. Поступление в высшие учебные заведения

Молодежь из городов имеет более выгодные условия для подготовки к экзаменам. Наличие центров подготовки, репетиторов, тренингов и поддерживающей образовательной среды упрощает поступление.

Выпускникам из сел сложно получить такую же подготовку. Это ограничивает доступ к престижному образованию, зависимо от географического расположения и уровня инфраструктуры.

5. Психологические и социальные аспекты

5. 1. Ожидания в области образования

В городах у молодежи обычно формируется высокая мотивация к учебе: примеры успешных сверстников, доступная информация о профессиях и поддержка родителей.

В сельской местности ожидания зачастую ниже, так как социальная среда ограничена, и нет примеров карьерного роста.

5. 2. Психологические преграды

Ученикам из сел может не хватать уверенности, они могут бояться конкуренции и чувствовать социальную дистанцию. В городах образовательная среда способствует уверенности и стремлению к успеху.

6. Последствия образовательного неравенства

6. 1. Возможности социальной мобильности

Неравный доступ к качественному образованию ограничивает шансы сельской молодежи на трудоустройство, снижает вероятность карьерного роста и углубляет социальное расслоение.

6. 2. Экономическое развитие страны

Низкий уровень образования у значительной части молодежи уменьшает возможности для развития регионов, тормозит внедрение новых идей и способствует миграции населения в города.

7. Способы уменьшения образовательного разрыва

7. 1. Модернизация школ в сельской местности

Необходимо вложить средства в обновление школьной инфраструктуры, лабораторий, библиотек и спортивных залов.

7. 2. Поддержка учителей

Социальные льготы, повышение зарплат, предоставление жилья и курсов повышения квалификации сделают работу в сельских школах более привлекательной.

7. 3. Цифровая трансформация

Обеспечение стабильного интернет-соединения, оснащение школ компьютерами и интерактивными досками, развитие онлайн-программ.

7. 4. Поддержка молодежи в селах

Создание программ наставничества, психологической помощи, профессиональной ориентации и грантовых программ.

Заключение: Разрыв в образовательных достижениях между городской и сельской молодежью в Казахстане является сложной и многоаспектной проблемой. Устранить его быстро невозможно, но комплексные меры, направленные на улучшение инфраструктуры, цифровизацию, поддержку учителей и повышение мотивации молодежи, могут значительно сократить это неравенство.

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THE CONCEPT, TYPES, AND REQUIREMENTS FOR THE ORGANIZATION OF INDEPENDENT WORK USING A PERSONALITY-ORIENTED APPROACH

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Abstract. *The theoretical foundations of independent work as a fundamental part of education are explored in this paper. This explores how the idea of independent work has been interpreted in educational literature, highlighting its adaptability as a form, approach, tool, and kind of learning exercise. The classification of independent work, which includes jobs with different objectives and degrees of student autonomy, such as practical, artistic, reproductive, and cognitive-search tasks, receives particular attention. The paper also outlines crucial psychological and educational prerequisites for the efficient organization of independent work. These include the need to match students' abilities, have clear goals, foster creativity and self-control, gradually increase task complexity, and use a methodical structure. Within the context of contemporary learner-centered education, the study emphasizes the value of carefully thought-out independent work in fostering students' independence, critical thinking, and feeling of personal accountability.*

Keywords: *independent work, learner autonomy, classification of tasks, cognitive activity, self-regulation, creative development, pedagogical requirements.*

INTRODUCTION.

The theoretical comprehension of autonomous work outlined in the analyzed literature underscores its characterization as a methodically structured and pedagogically overseen endeavor. It is characterized as a form of educational activity in which learners autonomously establish objectives, organize activities, and assess the results of their endeavors. This work involves not only the management of educational information but also proactive engagement with scientific and professional materials. Nonetheless, researchers emphasize that in practice, students frequently lack the fundamental skills necessary for authentic autonomy; consequently, autonomous work must be deliberately supported through scaffolding. According to Faiziyeva (2023), independent work should not be viewed as a solitary activity disconnected from instruction; instead, it necessitates ongoing pedagogical support through explicit guidance, strategic direction, and regular feedback[4]. Without proper oversight, autonomous work risks becoming superficial, mechanized, or overly formalistic.

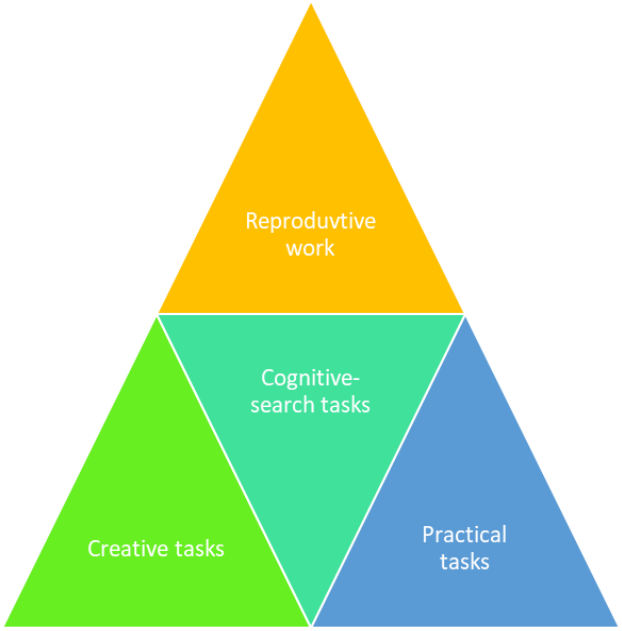
While the term "independent work" is subject to varied interpretations within pedagogical theory, a consensus among scholars generally defines it as a distinct form of student cognitive engagement. This engagement is conducted under the pedagogical guidance of the instructor, yet without their immediate, direct participation. Independent work presupposes that students develop their existing knowledge, exercise self-discipline, and apply cognitive effort deliberately to progress towards the objectives of the assignment. It is simultaneously regarded as a method, a form of student employment, an educational endeavor, and a mode of instruction.

The educational importance of independent work is multifaceted. Firstly, it promotes intellectual and cognitive growth by enhancing critical thinking, analytical reasoning, and the capacity to integrate various categories of information. Authors observe that students who actively participate in self-directed activities shift from superficial memorization to a more profound, conceptual understanding. Secondly, autonomous

employment is vital in the development of professional skills. In language education, students are anticipated to scrutinize authentic texts, analyze linguistic resources, develop research-based presentations, and utilize diverse sources in English. These activities simulate authentic professional responsibilities, equipping students for professions in translation, foreign language instruction, linguistics, and international communication. A third significant function of independent work is the cultivation of creativity. The sources emphasize that creative assignments, including research projects, innovative scenarios, creative writing, and involvement in academic competitions, foster divergent thinking and promote intellectual initiative. Creativity is regarded not merely as an optional attribute but as a fundamental element of contemporary higher education that promotes students' involvement in meaningful problem-solving [2] .

Additionally, working independently promotes responsibility and self-control. Students develop the abilities to efficiently manage their time, prioritize assignments, and track their progress, all of which are crucial for academic achievement and professional growth. Through meticulously crafted exercises, learners acquire skills in self-organization, reflection, and self-assessment, which are essential components of lifelong learning. Consequently, autonomous work encompasses cognitive, motivational, and personal development elements, establishing it as a crucial tool for equipping students to confront future professional obstacles.

Considering the nature of the tasks, their cognitive complexity, and educational objectives, independent work is classified into several categories:



In conclusion, effective organization of independent work requires the completion of various pedagogical and psychological conditions. Primarily, independent work must possess a clear and well-defined objective. To assist students in comprehending the expectations and assessment criteria, tasks should be clearly and purposefully articulated. Second, to ensure uninterrupted cognitive development, tasks should progressively escalate in complexity while aligning with the learners' present level of preparedness. Third, to prevent boredom and promote diverse cognitive skills, educators should integrate multiple forms of autonomous work into their courses and the overall curriculum. Fourth, tasks should foster creativity, problem-solving, and cognitive engagement while minimizing repetitive, mechanical activities.

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PERSONALITY-ORIENTED APPROACH IN HIGHER EDUCATIONAL ESTABLISHMENTS

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Abstract. *This article explores the essence and pedagogical significance of personality-oriented education in higher education institutions. It identifies the main principles, goals, and conditions necessary for its effective implementation and highlights how the approach supports students' cognitive, emotional, and professional development. The study highlights that transitioning to a personality-oriented paradigm fosters the development of well-rounded graduates capable of efficiently adapting to contemporary professional settings.*

Keywords: *personality-oriented education; learner-centered approach; student-centered learning; higher education; professional development; autonomy; creativity; cognitive activity.*

INTRODUCTION.

The pedagogical approach termed "personality-oriented education" prioritizes the learning process according to each student's unique needs, development, and autonomy. It is frequently associated with learner-centered or student-centered education. Modern higher education typically prioritizes the dissemination of essential knowledge and practical skills for employment and lifelong learning, sometimes neglecting students' personal growth and autonomy. The personality-oriented approach aims to close this gap by cultivating each student's unique potential and cognitive engagement while refining essential skills necessary for their future professions. It underscores the cultivation of well-rounded individuals capable of seamlessly integrating into professional organizations, with the production of proficient graduates. Due to society's demand for individuals who are proactive, autonomous, and innovative, personality-oriented education has emerged as an essential component of modern educational philosophies.

A defining characteristic of personality-oriented (or student-centered) education is the acknowledgment of students as active participants in the learning process, rather than as passive recipients. Each learner is regarded as a distinct individual with particular abilities and prospective talents, meriting respect and opportunities for development [3].

Fundamental humanistic concepts, including empathy, curiosity, accountability, and integrity, are highlighted as vital attributes for all learners to cultivate. The teacher's role transitions from an authoritarian source of knowledge to a facilitator or mentor who fosters the student's personal development. This involves democratizing the teacher-student relationship by viewing students and educators as partners in the learning process. In a personality-oriented classroom, students are afforded greater autonomy and agency: they possess the liberty to articulate their views, select their learning paths, embrace the potential for errors (the "right to error"), and explore their interests within the curriculum.

An encouraging and compassionate teaching environment fosters a sense of ownership in students over their learning, which research indicates enhances their engagement and motivation. According to B. Khaydarova, the main feature of the new paradigm of education is the transition from the concept of acquiring knowledge, skills, and abilities necessary for working in certain typical standard conditions to the concept of personality-oriented education [2]. This statement emphasizes a significant transformation in modern educational philosophy, the shift from a knowledge-centric framework to a personality-focused approach to education. The author stresses that modern education should not just be about memorizing facts and figures, but also about helping students grow as people, be creative, and be independent.

We think that this approach is a big change in the way we think about higher education. It changes the way we think about learners from being passive receivers of information to becoming active participants in their own growth and self-discovery. Personality-oriented education evolves into a pedagogical methodology as well as a humanistic and value-driven framework that fosters the development of an introspective, adaptable, and socially responsible professional equipped to thrive in a dynamic context.

Student-centered learning methodologies prioritize active engagement, critical assessment, and collaboration, customizing educational experiences to meet individual requirements and preferences. The emphasis is on cultivating higher-order skills, like problem-solving, creativity, and self-directed learning, instead of mere rote memorization, to equip students as lifelong learners and versatile professionals.

Implementing a personality-oriented strategy in universities can be achieved through several ways, frequently utilizing active and student-centered pedagogical approaches. Research that has been conducted clarifies numerous pedagogical tactics that correspond with this methodology.

The first one is problem-based and project-based learning. Students acquire knowledge by addressing real-world challenges or projects, thereby enhancing critical thinking and personal involvement with the subject matter. Medical and scientific curricula are increasingly incorporating case studies and problem-solving sessions that engage students, rather than relying solely on lectures. D. B. Halkuzieva emphasizes that “In person-oriented education, the person of the educator is put in the center of the pedagogical process, favorable conditions and opportunities are created for its development and realization of its natural capabilities”[1]. This statement by D. B. Halkuzieva succinctly articulates the fundamental principles of the learner-centered paradigm in higher education. It emphasizes that the student (or trainee educator) undertakes the position of the central focus of the educational process, rather than acting as a passive recipient of instruction. The focus shifts from providing predefined content to creating an environment that promotes personal growth, autonomy, and innovation.

From the perspective of implementing a personality-centered approach in higher education, the author's concept demonstrates that effective instruction involves promoting self-actualization and personal development rather than imposing standardized uniformity. This reflects a humanistic and democratic educational philosophy, underscoring that learning is based on mutual respect, trust, and acknowledgment of the learner's intrinsic potential.

In contemporary higher education, especially within pedagogical and linguistic institutions, this methodology ensures that students not only acquire competencies but also develop into reflective and socially responsible individuals—skilled in innovation, empathy, and lifelong learning. The next one is modular and differentiated instruction. Courses may be organized into modules or customisable segments that students interact with in individualized ways. Differentiated education customizes tasks and materials to accommodate varying student levels and interests, respecting various learning trajectories.

Interactive and Collaborative Learning also plays an important role in the educational sphere. Class sessions include talks, group work, role-playing, and various interactive exercises. These methodologies (including flipped classrooms and team-based learning) emphasize student involvement by requiring active contact with the content and one another, rather than passive information acquisition. Collaborative projects enhance communication and social skills, demonstrating a holistic focus on the individual.

In conclusion, certain conditions are necessary for these strategies to work well. Teachers need to create learning situations with tasks that are different in terms of type and difficulty in order to keep all students interested. They should complete these assignments using interactive methods. Students should be "subjectively included" in the process, which means they should help set goals, choose activities, and judge how well they did, instead of the instructor making all the decisions. A reflective dialogue between educators and students is essential; instructors must exhibit genuine curiosity regarding students' viewpoints and encourage them to articulate the relevance of their learning, connecting it to real-world and professional contexts. When the right conditions are in place, personality-oriented education can thrive in college. This leads to more creativity, deeper understanding, and better preparation for professional challenges.

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THE ROLE OF GRAMMAR IN ENSURING ACADEMIC SUCCESS FOR SECONDARY SCHOOL STUDENTS

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Abstract. *This article examines the role of grammar in ensuring academic success for secondary school students. It highlights how grammar enables learners to understand complex texts, communicate effectively, and develop both writing and speaking skills. The study emphasizes the importance of systematic grammar teaching, the use of digital tools for interactive learning, and the cognitive benefits of mastering grammatical structures. Grammar is presented not only as a set of rules but as a practical and cognitive tool that supports overall academic achievement and student confidence.*

Keywords: *Grammar, secondary school students, academic success, language learning, digital tools, writing skills, communication skills.*

"Grammar is the foundation of eloquence"
Samuel Johnson

INTRODUCTION.

Grammar plays a pivotal role in shaping students' overall academic achievement, especially at the secondary school level where language skills become essential for mastering all subjects. As Samuel Johnson famously stated, "Grammar is the foundation of eloquence," reminding us that accurate language use is not merely a technical skill but a gateway to clear thinking, effective communication, and confident self-expression. When students develop a solid command of grammar, they gain the ability to articulate ideas precisely, understand complex texts, and succeed in written and spoken tasks across the curriculum. Therefore, exploring the role of grammar in ensuring academic success is crucial for educators aiming to equip learners with the linguistic tools necessary for long-term educational progress.

Grammar, can be defined as the science that determines the rules of a language examining its sound, form and sentence structure, the information of structural rules in the functioning of the language (1; 2013). Understanding these rules is essential for secondary school students because grammar directly influences their ability to comprehend and produce meaningful texts. When learners have a strong grasp of grammatical structures, they can decode complex reading materials more easily, identify relationships between ideas, and interpret academic content with greater accuracy. Moreover, grammar empowers students to express themselves clearly and logically in both spoken and written communication, which is vital for success in subjects such as literature, history, and science. It also helps them avoid common errors that may distort meaning or weaken the quality of their work. In this sense, grammar does not merely serve as a set of mechanical rules; rather, it functions as a supportive framework that enhances cognitive development, improves academic performance, and builds students' confidence as competent language users.

Grammar, as the structural backbone of any language, equips learners with the tools they need to construct meaningful communication. It helps students understand how words function together, how ideas are connected, and how meaning is shaped through linguistic patterns. Without teaching grammar, which enables students to discover the nature of the language through patterns that make what is said, read and heard comprehensible, the language will become a batch of words (2; 2007), lacking any logical organization or clarity. When students are exposed to systematic grammar instruction, they begin to recognize how sentences

are formed, how tenses operate, and how cohesion is achieved in writing and speaking. This awareness allows them not only to produce accurate language but also to interpret academic materials more effectively across subjects. As a result, grammar becomes an indispensable element of academic success, aiding learners in developing precision, coherence, and confidence in all forms of communication.

Grammar plays a vital role in helping secondary school students understand how language functions and how meaning is constructed. Teaching grammar includes word attack skills in which the information about language is given and supportive, explanatory and organizer teaching techniques (3; 2011), enabling learners to decode unfamiliar structures and make sense of increasingly complex academic texts. Through such techniques, students begin to notice patterns, relationships between words, and the logic behind sentence formation. Teaching grammar is not a field that gives theoretical information or does not aim to teach students certain definitions and rules (4; 2002); instead, it focuses on developing students' ability to use language accurately and meaningfully in real contexts. Without grammar instruction, learners would struggle to grasp how ideas connect or how meaning changes with structure, resulting in fragmented communication. Therefore, grammar serves as a practical and cognitive tool that strengthens students' comprehension, expression, and overall academic performance.

Grammar is necessary in language processing, as it helps learners to locate themselves in a relation to the surrounding world, and it shapes the order and organization of information. In addition, it becomes more useful as learner's distance to the target language grows (5; 1994). By understanding grammatical structures, students are better able to interpret texts, follow instructions, and communicate ideas logically. Grammar provides a framework that allows learners to connect new knowledge with prior understanding, making learning more meaningful and coherent. Furthermore, it enables students to identify patterns in language, predict meaning, and produce accurate written and spoken responses. In this way, grammar serves not only as a tool for language comprehension but also as a bridge between thought and expression, empowering students to succeed academically across all subjects.

Grammar is necessary in language processing, as it helps learners to locate themselves in relation to the surrounding world, and it shapes the order and organization of information. In addition, it becomes more useful as the learner's distance from the target language grows. By understanding grammatical structures, students are better able to interpret texts, follow instructions, and communicate ideas logically. Grammar teaching helps the development of accuracy in L2 and accelerates learners' progress in the sequence of acquisition of language (6; 1997) Moreover, it enables students to identify patterns in language, predict meaning, and produce accurate written and spoken responses. In this way, grammar serves not only as a tool for language comprehension but also as a bridge between thought and expression, empowering students to succeed academically across all subjects.

In the context of language learning, grammar is not merely a set of rules but a vital tool for developing effective and communicative language skills (7; 2025). It helps learners to locate themselves in relation to the surrounding world and shapes the order and organization of information. In addition, it becomes more useful as the learner's distance from the target language grows. By understanding grammatical structures, students are better able to interpret texts, follow instructions, and communicate ideas logically. Building on this perspective, mastery of grammar is especially critical in enhancing writing skills, which require precision and clarity (7; 2025). Moreover, grammar enables students to identify patterns in language, predict meaning, and produce accurate written and spoken responses. In this way, grammar serves not only as a tool for language comprehension but also as a bridge between thought and expression, empowering students to succeed academically across all subjects.

Digital tools such as language apps and online platforms offer interactive and personalized grammar exercises, which increase learner motivation and engagement. (7; 2025) It provides learners with the structure needed to understand, interpret, and produce meaningful language, allowing them to communicate ideas clearly and accurately. By learning grammar, students develop the ability to recognize patterns in sentences, understand relationships between words, and make sense of complex texts. This understanding is

essential not only for language classes but also for academic success in other subjects, as it enables learners to follow instructions, comprehend reading materials, and organize their thoughts logically. Digital tools such as language apps and online platforms offer interactive and personalized grammar exercises, which increase learner motivation and engagement. These tools allow students to practice grammar at their own pace, receive immediate feedback, and apply rules in meaningful contexts. The interactive nature of such platforms transforms grammar learning from a passive, rule-based activity into an engaging process, helping students retain knowledge more effectively. Additionally, using digital resources exposes learners to authentic language use, enhancing both comprehension and production skills.

In conclusion, grammar is far more than a set of arbitrary rules; it is the foundation of effective communication, comprehension, and academic success for secondary school students. By providing learners with the structural framework to understand and produce meaningful language, grammar enables clarity, precision, and logical organization in both spoken and written forms. Its importance is further enhanced through the use of digital tools, which offer interactive, personalized practice that motivates learners and accelerates their progress. Mastery of grammar not only strengthens writing and speaking skills but also supports cognitive development, allowing students to process information efficiently and connect ideas across disciplines. Therefore, integrating grammar instruction thoughtfully into the curriculum is essential, as it equips students with the linguistic and analytical tools necessary to succeed academically and confidently engage with the world around them.

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THE LINGUODIDACTIC FOUNDATIONS OF TEACHING THE UZBEK LANGUAGE TO FOREIGN LEARNERS

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Abstract. *This article analyzes methodological foundations and modern techniques for teaching the Uzbek language to foreign learners in an effective and accessible manner. It discusses ways of simplifying phonetic, lexical, and grammatical features of Uzbek for a foreign audience, the use of visual, audio, and interactive tools, and the advantages of the communicative approach. The integration of cultural components into lessons, strategies for enhancing learner motivation, and methods for personalizing learning activities are also examined.*

Keywords: *Uzbek language, foreign learners, language teaching methodology, interactive methods, communicative approach, language teaching techniques, intercultural communication, visual tools.*

INTRODUCTION.

With the acceleration of globalization, the strengthening of international cooperation across various fields, and the deepening of intercultural communication, the need to learn foreign languages is steadily increasing. Along with globally widespread languages such as English, Russian, Chinese, and Arabic, interest in regional and national languages is also rising. Uzbek, as a language that plays a significant role in the political, economic, and cultural life of Central Asia, is attracting the attention of foreign citizens. The growth of Uzbekistan's international reputation and its expanding cooperation in tourism, investment, and education have further intensified the demand for learning the language.

Teaching Uzbek to foreign learners requires the study of specialized methodological approaches, modern technologies, and linguodidactic foundations. For learners studying Uzbek as a foreign language, the phonetic system, stress patterns, speech sounds, as well as the agglutinative morphology, traces of ergativity, and particular syntactic structures of Uzbek can pose certain challenges [Abdurahmonov & Rustamov, 1984, p. 16]. Lexical-semantic features, word order patterns, and culturally encoded expressions may also be difficult for foreigners to understand. Therefore, the use of interactive methods, multimedia resources, visual materials, and communicative approaches is crucial in the language-teaching process. Organizing the learning process in a learner-centered manner, identifying learners' needs and learning styles, and selecting appropriate methods significantly improve the quality of education. It should be emphasized that language learning is not limited to mastering linguistic units; it also includes gaining insight into culture, mentality, speech etiquette, and pragmatic contexts. This necessitates the development of intercultural competence within the linguodidactic framework [Khalilov, 2018, p. 52].

This article analyzes the linguodidactic principles used in teaching Uzbek as a foreign language, methodological strategies aimed at developing learners' communicative competence, and practical techniques implemented during the teaching process. It also elaborates on psycholinguistic aspects of how foreign learners perceive the language, the main challenges they face when learning Uzbek, and ways to address these problems.

Linguodidactic Approaches in Teaching Uzbek as a Foreign Language

Linguodidactic approaches play a fundamental methodological role in teaching Uzbek to foreigners. Linguodidactics is defined as a field that analyzes the interaction among the language system, the learner's personality, and didactic tools during language teaching. When presenting Uzbek to a foreign audience, its structural and functional features must be delivered in a simplified and systematic way [Shukurov, 2006, p. 48].

At the initial stages, learners should be provided with basic phonetic and morphological elements, word formation patterns, and sentence structure in simplified form. In this context, synthetic methodological approaches may be more effective than analytical ones. Methods based on the communicative principle—which encourage learners to engage in real-life communicative situations—have proven highly effective [Abdurahmonov & Rustamov, 1984, p. 23]. As an agglutinative language, Uzbek expresses grammatical meanings through affixation. This may be unfamiliar to European or English-speaking learners. Thus, linguodidactic approaches often employ visual schemes, diagrams, charts, and examples to explain morphological elements such as possessive suffixes, plural forms, tense markers, and personal endings [Khalilov, 2018, p. 69]. Culturally encoded forms—such as address terms, respect markers, direct and indirect speech patterns—must also be taught explicitly, as they may pose pragmatic difficulties for foreign learners. Integrating language and culture in the teaching process fosters intercultural competence [Turniyozov & Rahimov, 2006, p. 75].

Major Challenges Faced by Foreign Learners of Uzbek

Foreign learners encounter several linguistic and extralinguistic challenges when studying Uzbek. These difficulties mainly stem from typological differences between Uzbek and the learners’ native languages, structural features of Uzbek, and intercultural factors.

First, phonetic challenges are significant. Some vowels and consonants of Uzbek (such as o‘, g‘, q, sh) do not exist in many other languages, leading to mispronunciation. Misplaced stress may also result in semantic misunderstandings, complicating listening comprehension and spoken communication [Komilova, 2020, p. 113].

Second, grammatical challenges arise, particularly in the noun and verb systems. Uzbek possessive suffixes combine with plural markers (kitobim, do‘stlarimiz, o‘quvchilaringiz), expressing multiple grammatical meanings simultaneously—something unfamiliar to speakers of analytic languages. The verb system, with its numerous tense and mood forms and context-dependent distinctions, may also cause confusion [Bo‘ronov, 1973, p. 94].

Third, pragmatic and cultural challenges are present. Address forms such as siz and sen are used depending on social status, age, and context, which foreigners may misinterpret. Speech etiquette expressions—marhamat, yo‘l bo‘lsin, borib keling, yaxshi boring—often lack direct semantic equivalents and require cultural explanation [Khalilov, 2018, p. 84].

Fourth, word order challenges occur due to structural differences. Uzbek generally follows an S+O+V pattern, unlike English S+V+O. For example, learners may incorrectly form sentences such as Tez-tez do‘konlarga u boradi.

In summary, phonetic, grammatical, pragmatic, and syntactic difficulties can hinder learners’ progress. Teachers must identify these issues early and design appropriate pedagogical solutions.

Methodological Techniques and Technologies Used in Teaching Uzbek

Methodological approaches used in teaching Uzbek as a foreign language are selected based on the purpose of learning, the profile of the learners, and their needs. Modern linguodidactics employs a range of methods—from the traditional grammar-translation method to communicative, interactive, and constructivist approaches [Rasulov, 2015, p. 56]. Today, the communicative method is considered the most effective for foreign learners, as it promotes active participation in speaking and writing. Here, the emphasis is not on grammatical rules but on real communication. Role-plays, dialogues, and interviews encourage learners to use the language actively [Komilova, 2020, p. 115]. Visual techniques—pictures, pictograms, schemes, videos, and interactive textbook features—help learners grasp Uzbek morphology and syntax quickly and effectively. For example, visualizing possessive suffixes or illustrating tense forms through diagrams strengthens comprehension [Bo‘ronov, 2015, p. 88]. The audiolingual method is also useful for mastering phonetic features. Listening exercises, sound discrimination tasks, and intonation practice support learners struggling with pronunciation [Shukurov, 2006, p. 94]. Interactive methods—pair work, group discussions, quizzes, language games—promote communication, self-expression, and learning through trial and error, while fostering culturally contextualized communication skills [Khalilov, 2018, p. 99]. Another effective approach is task-based

learning, in which learners perform real-life tasks such as "shopping," "asking for directions," or "introducing oneself," helping them apply Uzbek in practical contexts [Mavlonov, 2010, p. 71]. Selecting techniques according to learners' age, background, native language, and learning goals significantly enhances effectiveness. For instance, English speakers may benefit from simplified explanations of verb forms, while Arabic speakers may benefit from phonetic contrasts [A'zamov, 2010, p. 47]. Thus, teaching Uzbek to foreigners requires a multi-component and integrated approach. When properly combined, various methods yield high results.

Conclusion

Teaching Uzbek to foreign learners is a complex and highly relevant issue from a linguodidactic perspective. This article examined the theoretical foundations, methodological directions, and linguocultural needs of foreign learners. The findings indicate that textbooks and teaching materials designed for foreigners should emphasize linguistic simplification, cultural adaptation, and communicative methodology. Interactive, competence-based, and differentiated approaches play a key role in helping learners master Uzbek not only grammatically but also culturally, socially, and pragmatically. Incorporating authentic materials, national values, and the functional features of the language helps increase learner motivation. Thus, effective teaching of Uzbek to foreigners requires the integration of modern linguodidactic approaches, cultural authenticity, and communicative principles. Future efforts should focus on utilizing modern technologies, developing textbooks based on linguistic corpora, and studying international experiences to further promote the global learning of the Uzbek language.

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COCA KORPUSIDAN FOYDALANISHNI O‘RGATISHNING NAZARIY VA AMALIY AHAMIYATI

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Annotatsiya: *Ushbu maqolada Corpus of Contemporary American English (COCA) korpusidan foydalanishning nazariy va amaliy jihatlari yoritiladi. Unda COCA orqali so‘zlarning real kontekstda qo‘llanishini, grammatik tuzilmalari va keng tarqalgan kollokatsiyalarni o‘rganish orqali o‘quvchilarning til sezuvchanligini rivojlantirish imkoniyatlari tahlil qilinadi.*

Kalit so‘zlar: *korpus lingvistikasi, kollokatsiya, ingliz tili o‘qitish, kontekst, mustaqil o‘rganish, empirik metod.*

KIRISH QISM.

Zamonaviy til o‘qitish metodlarida korpus lingvistikasi alohida o‘rin tutadi. Ayniqsa, COCA (Corpus of Contemporary American English) korpusi bugungi kunda ingliz tilini o‘rgatishda va o‘rganishda eng ishonchli va keng qamrovli resurslardan biri sifatida e’tirof etiladi. Ushbu korpus 1990-yillardan boshlab shakllantirilib, bugungi kunda 1 milliarddan ortiq so‘z namunalarini o‘z ichiga oladi [1, 89]. U beshta asosiy janr (og‘zaki nutq, badiiy asarlar, jurnalistik matnlar, gazeta maqolalari va ilmiy maqolalar) bo‘yicha muvozanatli tuzilgan bo‘lib, so‘zlarning turli kontekstlarda qanday ishlatilishini batafsil tahlil qilishga imkon yaratadi [3, 147].

Nazariy asosda, COCA tilshunoslar va o‘qituvchilar uchun til birliklarini o‘rganishning empirik dalillarga asoslangan manbaidir [5, 93]. U so‘zlarning semantik maydonini, uslubiy ishlatilishini, va sintaktik modelini aniqlashga yordam beradi. Masalan, “impact” so‘zining ko‘p ishlatiladigan tuzilmalari - “have an impact on”, “negative/positive impact”, “environmental impact” - ni aniqlash orqali o‘quvchi ushbu so‘zning matndagi tabiiy ishlatilish shakllarini tahlil qiladi. Bu esa til sezuvchanligini rivojlantiradi va o‘quvchining tanqidiy fikrlash salohiyatini kuchaytiradi.

Amaliy jihatdan, COCA’dan foydalanishni o‘rgatish o‘quvchilarning mustaqil til o‘rganish ko‘nikmasini shakllantiradi. O‘quvchi so‘zning faqat lug‘aviy tarjimasini emas, balki real kontekstda qanday ishlatilishini, qanday kollokatsiyalarda uchrashini va qaysi janrlarda afzal qo‘llanilishini ko‘rish orqali o‘z lug‘atini samarali tarzda boyitadi. Ayniqsa, “collocation awareness” – ya’ni birga keluvchi so‘zlar bilan ishlash ko‘nikmasi yozma va og‘zaki nutqda tabiiy ifodalanish uchun muhimdir. Misol uchun, “take responsibility for”, “play a vital role in”, “be widely accepted that” kabi ifodalar IELTS kabi xalqaro imtihonlarda o‘quvchilarga yuqori ball olishda yordam beradi [10, 6].

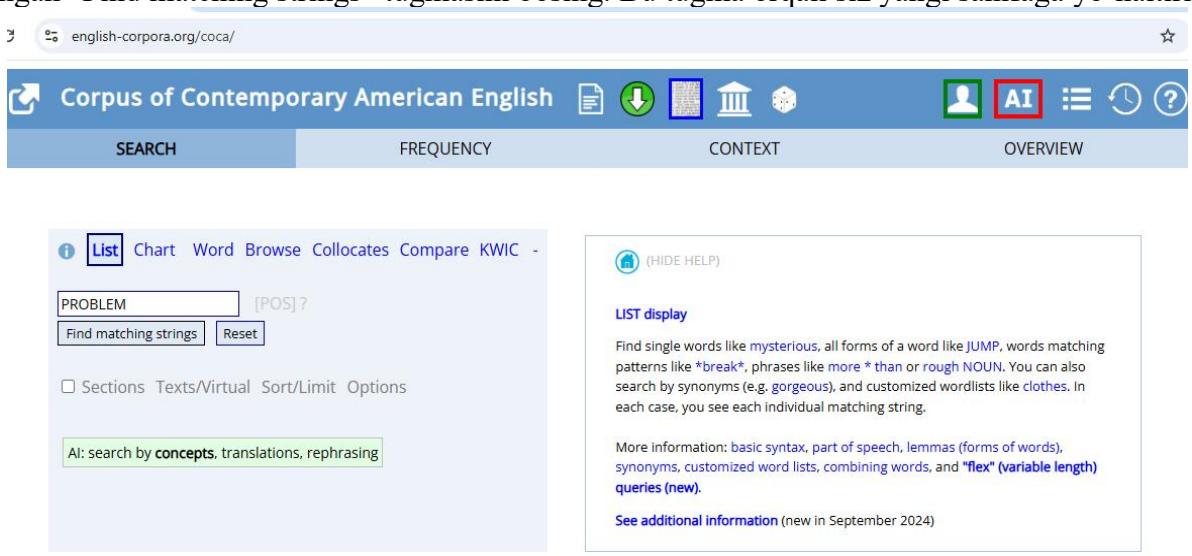
Shuningdek, COCA’dan foydalanish o‘qituvchilarga interaktiv va zamonaviy yondashuvlarni joriy qilish imkonini beradi. Dars jarayonida o‘qituvchi COCA’dan real misollar asosida mashqlar tuzishi, o‘quvchilarga kollokatsiyalar, sinonimlar, antonimlar va grammatik strukturalarni kontekstda tahlil qildirish orqali chuqur o‘zlashtirishga erishishi mumkin. Bunday topshiriqlar o‘quvchida so‘zlarni yodlab olish emas, balki anglab va fikrga asoslab o‘rganish kompetensiyasini rivojlantiradi [7.29].

COCA saytidan foydalanish va “problem” so‘zini izlash bo‘yicha nazariy va amaliy qo‘llanma. Quyidagi bosqichlarda COCA saytida “problem” so‘zini qanday izlash mumkinligi va bu jarayon qanday nazariy ahamiyatga ega ekani bayon qilinadi.

1. Saytga kirish - COCA’ning rasmiy sahifasiga kirish uchun quyidagi manzildan foydalaning: https://www.english-corpora.org/coca/ Tizimga kirish uchun avval ro‘yxatdan o‘tgan bo‘lishingiz va login

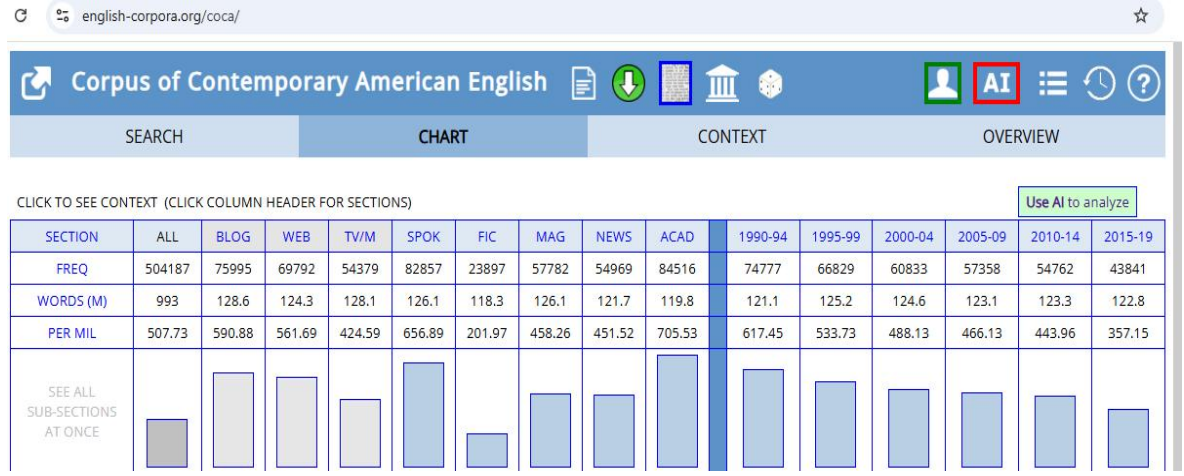
parolingiz orqali akkauntingizga kirgan bo‘lishingiz kerak. COCAning asosiy interfeysi ingliz tilida bo‘lsa-da, u juda sodda tuzilgan.

2. So‘zni qidiruv maydoniga yozish - bosh sahifada, chap tarafdagi oq qidiruv oynasi (Search box) joylashgan. Bu yerga izlamoqchi bo‘lgan so‘zni problem – deb kiriting [11] (1-rasm). Qidiruv oynasining ostida joylashgan “Find matching strings” tugmasini bosing. Bu tugma orqali siz yangi sahifaga yo‘naltirilasiz.



1-rasm. COCAda so‘zni qidiruv maydoniga yozish

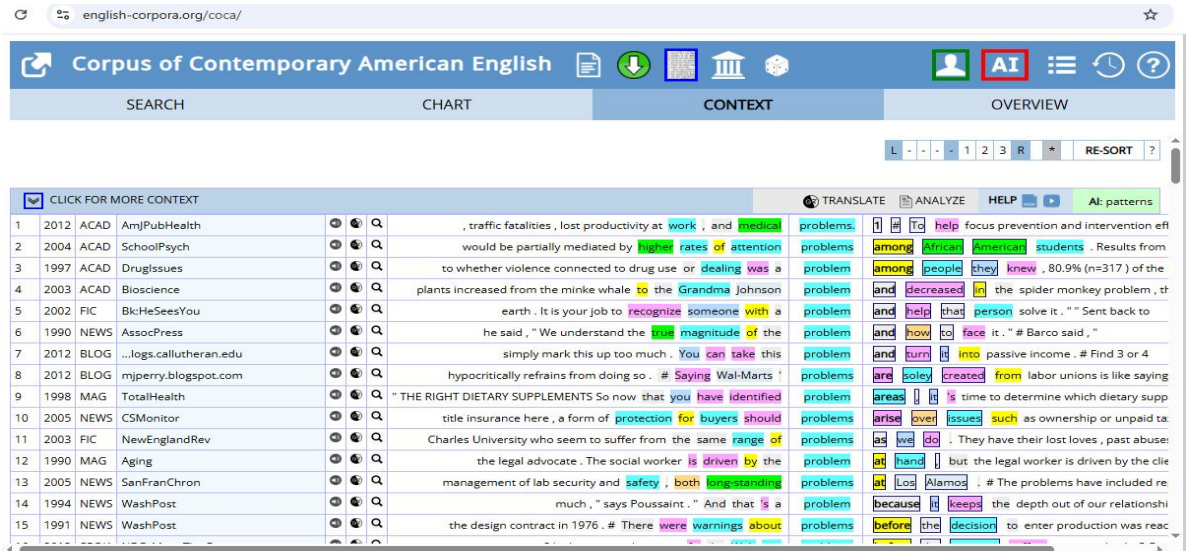
Keyingi bosqich Corpus of Contemporary American English (COCA) dasturining tahlil qismi bo‘lib unda jadval chiqadi va unda turli sohalar (blog, web, TV/M, spoken, fiction, magazine, news, academic) bo‘yicha so‘z chastotasi (FREQ), umumiy so‘zlar soni (WORDS), va million so‘zga to‘g‘ri keladigan ulushi (PER MIL) beriladi. Natijalar til birliklarining qo‘llanishini yillar kesimida tahlil qilish imkonini beradi [11] (2-rasm).



SECTION	ALL	BLOG	WEB	TV/M	SPOK	FIC	MAG	NEWS	ACAD	1990-94	1995-99	2000-04	2005-09	2010-14	2015-19
FREQ	504187	75995	69792	54379	82857	23897	57782	54969	84516	74777	66829	60833	57358	54762	43841
WORDS (M)	993	128.6	124.3	128.1	126.1	118.3	126.1	121.7	119.8	121.1	125.2	124.6	123.1	123.3	122.8
PER MIL	507.73	590.88	561.69	424.59	656.89	201.97	458.26	451.52	705.53	617.45	533.73	488.13	466.13	443.96	357.15

2-rasm. COCAda so‘z chastotasi (FREQ), umumiy so‘zlar soni (WORDS).

So‘z chastotasi aniqlanganidan so‘ng Corpus of Contemporary American English (COCA) korpusining CONTEXT bo‘limi keladi. Bu bo‘limga o‘tish uchun “context” qismi bosiladi. Bu qismda “problem” so‘zining turli matn turlarida akademik, badiiy, blog, yangiliklar va boshqalarda ishlatilish misollari keltirilgan. Jadvalda har bir so‘z birikmasi kontekstda ko‘rsatilgan [11] (3-rasm).



3-rasm. (COCA) korpusining CONTEXT bo‘limi

Bu bo‘limda o‘rganuvchilar “problem” bilan ko‘p birga ishlatiladigan boshqa so‘zlarning ro‘yxatini ko‘rishlari mumkin. Bu ro‘yxat statistik asosda tuzilgan bo‘lib, u real matnlarda “problem” so‘zi bilan eng ko‘p birikkan birliklarni aks ettiradi. Rasmda keltirilgan COCA natijalarida “problem” so‘zining eng ko‘p uchraydigan asosiy 10 ta collocation (so‘z birikmasi) quyidagilardir:

1. medical problems – tibbiy muammolar
2. higher rates of problems – muammolarning yuqori darajasi
3. a problem among people – odamlar orasidagi muammo
4. help that person solve a problem – muammoni hal qilishga yordam berish
5. true magnitude of the problem – muammoning haqiqiy ko‘lami
6. long-standing problems – uzoq davom etayotgan muammolar
7. safety problems – xavfsizlik muammolari
8. social problems – ijtimoiy muammolar
9. problems arise over issues – muammolar masalalar ustida paydo bo‘ladi
10. problems before the decision – qarordan oldingi muammolar

Ushbu collocationlar “problem” so‘zining eng tabiiy va keng ishlatiladigan kontekstlarini aks ettiradi asosan akademik, yangiliklar va ijtimoiy matnlarda uchraydi.

Bu bo‘lim orqali o‘quvchi yoki tadqiqotchi “problem” so‘zining kollokatsion imkoniyatlarini tahlil qiladi. Bunda aynan qanday fe’l yoki sifatlar bilan birikib ishlatilgani aniqlanadi, bu esa o‘quvchilarga real til muhitida mazmunli va tabiiy iboralarni shakllantirishga yordam beradi.

Xulosa

Xulosa qilib aytganda, COCA (Corpus of Contemporary American English) bu ingliz tilining real va zamonaviy qo‘llanilishini chuqur o‘rganish imkonini beruvchi boy til resursidir. Ushbu korpus orqali so‘zlarning kontekstdagi ishlatilishi, ularning grammatik tuzilmalardagi o‘rni, kollokatsiyalari hamda janrga xos uslubiy farqlari aniq tahlil qilinadi. Ayniqsa, “problem” kabi keng qo‘llaniladigan so‘zlarni COCA yordamida o‘rganish o‘quvchilarga nafaqat so‘z ma’nosini, balki uning haqiqiy hayotdagi ishlatilishini ham tushunishga yordam beradi.

Bu jarayon o‘quvchilarda til sezuvchanligini kuchaytiradi, yozma va og‘zaki nutqda boy hamda mazmunli ifodalardan foydalanish ko‘nikmasini shakllantiradi. Shuningdek, COCA’dan foydalanish o‘qituvchilar uchun ham zamonaviy, empirik asosga ega interaktiv dars usullarini joriy etishda muhim vosita hisoblanadi.

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THE ROLE OF AUTHENTIC MATERIALS IN FOREIGN LANGUAGE LESSONS

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Abstract. *The article explores the role of authentic materials in foreign language teaching, emphasizing their importance in developing learners' linguistic competence, motivation, and cultural awareness. It highlights how real-life texts, audio, and video resources help create a natural language environment and enhance all language skills. The article also discusses the advantages and potential challenges of integrating authentic materials into the learning process.*

Key words: *authentic materials, foreign language, teaching, motivation, cultural competence, language environment*

INTRODUCTION.

The role of original materials in foreign language lessons occupies a special place in modern language teaching methods, as they increase the naturalness of teaching and allow you to model the language environment in its true form. Original materials are called any authentic content, such as texts, audios, videos, dialogues, announcements, advertisements, information sites, fragments of fiction, podcasts, created for those who use the language as their native language. Such materials not only enrich the vocabulary of students, but also make it possible to understand the cultural, social and pragmatic features of the language in a natural way. One of the most important benefits of authentic sources in language acquisition is the authentic context. The texts that are given in textbooks are often artificially simplified and do not fully convey real-life language situations. And in the original materials, words, phrases, idioms, slang elements and speech norms are reflected as they are. This will teach students ' ears to the natural rhythm of the language and help them quickly build their speech skills. In addition, the original texts contribute to the students ' correct understanding of the intonation, non-linguistic elements, cultural background of the speakers. The use of original materials also increases the motivation of language learners. This is because they work with content that is used in everyday life, and not just written for the curriculum during training. For example, watching a movie, listening to songs, Reading Real articles will make the process of learning a language interesting and meaningful for a student. This will increase their interest in the language and encourage them to search on their own. Through original sources, students can enter the language environment at least indirectly, which is one of the most effective ways to learn a language. The use of original materials during training also develops the student's critical thinking. When working with realistic texts, the student practices analyzing the purpose of the text, the author's point of view, the relevance of information, cultural meaning. This, in turn, strengthens not only language competence, but also academic skills in general. Especially for high-level students, working with the original allows you to analyze complex texts, express opinions, build arguments. Original materials create conditions for the comprehensive development of all language skills, such as speech, listening, writing, reading. For example, by listening to realistic audio materials, the student develops the ability to listen, as well as the ability to organize a discussion related to the content improves the speaking skills. When working with original texts, students improve their ability to memorize new words because they see words in a real context, and not as in artificial exercises. This contributes to the consolidation of their vocabulary in a natural way, for a long time. Also, by reflecting real life situations, the original materials teach the pragmatic aspects of the language, that is, what

word to use, in what context, for what purpose. This is an important condition for the ability to freely use the language. Authentic materials filled with historical, cultural and social information also enhance the intercultural competence of students. Knowledge of a language means not only mastering its grammar and vocabulary, but also understanding the worldview, lifestyle, values of the people who speak that language. Through the original materials, the student receives comprehensive information about the holidays, traditions, everyday life of the language owners, current problems in society. This creates respect and understanding for the other culture. However, there are also certain difficulties in using original materials. Especially at the initial level of language learning, the complexity of texts, the abundance of words, the pace of speech can scare students. Therefore, it is important to choose the right materials based on the level of the student and, if necessary, provide language support in advance. The teacher can reduce these difficulties by explaining certain lexical or grammatical structures in a simplified way and passing tasks step by step. A special role in the introduction of original materials into the lesson is played by the skill of the teacher. The material is not enough just to be interesting, it must meet the educational goals. It is necessary that the teacher correctly draws up tasks for listening, reading, talking or writing, and makes the most of the potential of each material. For example, a video can be used not just for viewing, but for the purpose of teaching new words, developing speech skills, discussing a cultural aspect. In this way, only one material allows you to work in several directions. The development of modern science and technology has made it easier than ever to obtain original materials. The ability to access information in any language of the world via the internet is unlimited. Social networks, online news, international platforms, video hosting, podcasts are all indispensable resources for a language learner. The correct use of these benefits will make the process of learning a language more effective and accessible. In conclusion, it should be noted that the use of original materials in foreign language lessons strengthens the naturalness of language learning and comprehensively develops the linguistic and cultural competence of students. They show the real use of language, bring the student closer to real communication, increase motivation, strengthen speech and comprehension skills. Of course, although there are certain difficulties, they can be overcome with the right methodological approaches. The main thing is that the original materials show students that language is a lively, dynamic, rich world of cultural content, and allow them to immerse themselves in this world.

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NEYRO-SEMANTIK XARITA: ZAMONAVIY LINGVISTIK NAZARIYALARNING KOGNITIV KOMPYUTERLASHUVI

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Annotatsiya. *Ushbu maqola zamonaviy lingvistikaning nazariy asoslarini neyrofanlar va sun'iy intellekt (SI)bilan integratsiyalashuvini o‘rganadi. An’anaviy generativ, kognitiv va matn lingvistikasi modellaridan tashqariga chiqib, “Neyro-semantik xarita (NSX)” nomli yangi tushuncha taklif etiladi. NSX – bu tildagi ma’no (semantika) va uslub (pragmatika)ni miyaning aktivlik naqshlariva chuqur o‘rganish (deep learning) tarmoqlari o‘rtasidagi uch o‘lchamli o‘zaro aloqa sifatida modellashtirishdir. Maqola bu nazariy modelning tabiiy tilni qayta ishlash (TLQ) va kognitiv neyro lingvistikadagi amaliy qo‘llanilishini muhokama qiladi.*

Kalit so‘zlar: *neyrolingvistika, kognitiv lingvistika, neyro-semantik xarita, chuqur o‘rganish, til modeli, pragmatik kompyuterlashuv.*

KIRISH QISM.

“Lingvistik paradigmalarning transformatsiyasi” XXI asr lingvistikasi faqatgina morfologiya va sintaksis qoidalarini o‘rganish bilan cheklanib qolmay, balki tilning miyadagi joylashuvi, o‘zlashtirilishi va amaliy qo‘llanilishiga e'tibor qaratmoqda. Avram Noam Chomskiyning generativ grammatikasi universal grammatika (UG) g‘oyasini ilgari surgan bo‘lsa, Jorj Lakoffning kognitiv lingvistikasi tilni inson tanasining tajribasiva metaforik tizimlar bilan bog‘ladi. Biroq, zamonaviy SI va Neyrofanlar bu nazariyalarning amaliy chegaralarini sinovdan o‘tkazmoqda.

Asosiy muammo shundaki, mavjud SI tilli modellari (masalan, Transformer arxitekturasi) murakkab sintaktik va semantik aloqalarni samarali o‘rganishiga qaramay, ular inson tilining asosiy elementi bo‘lgan kontekstual pragmatika va sub’ektiv hissiy ma’noni tushunishda qiynaladi. Ushbu maqola shu bo‘shliqni to‘ldirish uchun yangi nazariy asos – Neyro-semantik xarita (NSX) tushunchasini taklif qiladi.

Neyro-Semantik Xarita (NSX) Nazariy Asosi NSX modeli tilni uchta o‘zaro bog‘liq qatlamda tasvirlashni nazarda tutadi:

Qatlam I: Neyron Naqsh (Neuro-Pattern). Bu qatlamda til bevosita miya faoliyati, xususan, funktsional magnit-rezonans tomografiya (fMRI) yoki elektro ensefalografiya (EEG) yordamida kuzatiladigan neyron naqshlar sifatida modellashtiriladi.

Asosiy g‘oya: Har bir leksik birlik yoki murakkab semantik tuzilma, Broka va Vernike markazlarining an’anaviy lokalizatsiyasidan tashqari, miyaning turli sohalarida o‘ziga xos aktivlik izini qoldiradi.

Bu iz, “Semantik Neyron Iz” (SNI) deb ataladi. SNI nafaqat so‘zning lug‘aviy ma’nosini, balki so‘zning ishlatilish kontekstini va keltirib chiqargan hissiy reaksiyani ham o‘z ichiga oladi.

Chaqiriq: Matnli ma’lumot (diskret simvollar) va miya faoliyati ma’lumotlarini (uzluksiz signallar) to‘g‘ri bog‘laydigan multi modal ma’lumot sintezi algoritmlarini ishlab chiqish.

Qatlam II: Meta-semantik vektor (Meta-semantic vector). Bu qatlamda tilning ma'nosi SI modellari orqali yuqori o‘lchamli vektorlar maydonida tasvirlanadi (masalan, Word 2 Vec yoki BERTdagi embeddings). Biroq, NSX bu vektorlarga yangi xususiyatlarni qo‘shadi:

Pragmatik vektor o‘qlari: An’anaviy semantik vektorlar faqat leksik ma’noni kodlasa, NSX Meta-semantik vektorlari qo‘shimcha pragmatik o‘qlarni o‘z ichiga oladi: Niyat (Intent), Ton (Tone) va Maqsad (Goal). Masalan, “eshikni yop” degan ibora pragmatik o‘qlarda turli qiymatlarga ega bo‘lishi mumkin: (Niyat: Buyruq; Ton: Bezovtalangan; Maqsad: Tinchlik).

Dinamik semantika: Vektorlar faqat statik emas, balki nutqning real vaqtda rivojlanishi bilan o‘zgarib turadi, ya’ni ularning qiymati oldingi jumlalarning kontekstual ta'siriga bog‘liq bo‘ladi.

Qatlam III: Assotsiativ-proektsiya qatlami (Associative-projection layer). Bu qatlamda I-qatlamdagi neyron naqshlar II-qatlamdagi Meta-Semantik Vektorlarga proektsiyalanadi. Bu tilni anglashning “Qayta aloqa” (Feedback) mexanizmidir.

Xarita Yaratish: SNI (Neyron Iz) va Pragmatik vektorlar o‘rtasida to‘g‘ridan-to‘g‘ri matematik funksiya (Masalan, Generative Adversarial Networks – GANs) orqali aloqa o‘rnatiladi. Natijada, har bir ma’no miyaning qaysi joylarida va qanday faollik bilan kodlanayotganini ko‘rsatuvchi uch o‘lchamli “Xarita” hosil bo‘ladi.

Bashoratlash Imkoniyati. Bu qatlam yordamida, SI tizimi hatto aytilmagan, ammo ma’no jihatidan ko‘zda tutilgan g‘oyani (implisit ma’no) miyaning o‘sha paytdagi neyron faolligi asosida bashorat qila oladi.

Amaliy qo‘llanilishlar va istiqbollar. NSX modeli quyidagi uchta asosiy amaliy sohada inqilobiy o‘zgarishlar yasashi mumkin:

Kognitiv terapiya va nutq buzilishlarini davolash. Nutq buzilishlari (afaziya, disleksiya) bo‘lgan bemorlarda NSX buzilgan SNI (Semantik neyron iz) nuqtalarini aniqlash imkonini beradi. Bu esa, an’anaviy terapiyaga qaraganda ancha maqsadli va lokal neyro-teskari aloqa (neuro-feedback) usullarini qo‘llash orqali til funksiyalarini tiklashga yordam beradi.

Haqiqiy Emotsional SI (True Emotional AI). Hozirgi sun’iy intellekt odatda matndagi emotsiyani faqat so‘zlarning lug‘aviy qiymatiga qarab aniqlaydi. NSX modelida esa emotsiya Meta-Semantik Vektorning ajralmas pragmatik o‘qi sifatida kodlanganligi sababli, SI nafaqat “nimani aytdi”, balki “qanday niyatda aytdi” va “buni aytishdan oldin miya qanday tayyorlandi” kabi ma’lumotlarni ham tushunishi mumkin. Bu esa, inson tilining haqiqiy nozikliklarini tushunadigan SI tizimlarini yaratishga olib keladi.

Intellektual ma’lumot qidirish tizimlari. Hozirgi qidiruv tizimlari asosan kalit so‘zlarga tayanadi. NSX asosida ishlaydigan tizimlar esa foydalanuvchining so‘rovini nafaqat leksik ma’no (nima so‘ralyapti), balki pragmatik maqsad (nima uchun so‘ralyapti) nuqtai nazaridan ham tahlil qiladi. Masalan, “Men ushbu shaharda zerikdim” so‘roviga NSX shaxsning kayfiyatini va niyatini aniqlab, restoranlarni emas, balki kutilmagan ko‘ngilochar tadbirlar yoki san’at galereyalarini taklif qilishi mumkin.

Xulosa: “Neyro-Semantik Xarita” (NSX) nazariyasi zamonaviy lingvistika sohasini SI va Neyrofanlar bilan bog‘lovchi yangi ko‘prik vazifasini o‘taydi. Tilni neyron izlar, pragmatik vektorlar va ular o‘rtasidagi proektsiya sifatida modellashtirish inson tilini nafaqat kompyuterlar uchun tushunarli qilish, balki insonning o‘zi uchun ham tilni anglash jarayonini aniqlashtirish imkoniyatini beradi. Ushbu nazariya kelajakdagi lingvistik tadqiqotlar uchun yangi yo‘nalish bo‘lib xizmat qiladi va tilni qayta ishlash sohasida inqilobiy amaliy qo‘llanilishlarga yo‘l ochadi.

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KO‘RISH IMKONIYATI CHEKLANGAN O‘QUVCHILAR UCHUN TA'LIM JARAYONIDA VIRTUAL SINF VA PODKASTLARNING AHAMIYATI

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Annotatsiya. *Ushbu maqolada ko‘rish imkoniyati cheklangan o‘quvchilar uchun virtual sinf va podkastlarning ta'lim jarayonidagi ahamiyati ko‘rib chiqiladi. Virtual sinflar interaktiv o‘rganish muhitini yaratib, o‘quvchilarga masofadan ta'lim olish imkonini beradi. Podkastlar esa eshitish orqali o‘rganish imkoniyatini taqdim etadi, bu esa tinglash va tushunish ko‘nikmalarini rivojlantiradi. Ushbu vositalar o‘quvchilarning ta'limga qiziqishini oshirib, ularning o‘z-o‘zini rivojlantirishiga yordam beradi. Natijada, ko‘rish imkoniyati cheklangan o‘quvchilar uchun ta'lim jarayoni yanada qulay va samarali bo‘ladi.*

Kalit so’zlar: *ta'lim jarayoni, virtual sinf, podkastlar, tinglab tushunish, ta'lim metodlari, axborot texnologiyalari, Inkluziv ta'lim, interaktiv o‘qitishi, ovozli materiallar, ta'lim resurslari, o‘quvchilarni qo‘llab-quvvatlash, innovatsion yondashuvlar, o‘qitish strategiyalari.*

KIRISH QISM.

Ta'lim jarayonida ko‘rish imkoniyati cheklangan o‘quvchilarni qo‘llab-quvvatlash zaruriyati, ularning ta'lim olish huquqini ta'minlash va jamiyatga to‘liq integratsiyalashishini ta'minlash uchun juda muhimdir. Ushbu o‘quvchilar, an'anaviy ta'lim uslublaridan foydalana olmasliklari sababli, maxsus yondashuvlar va resurslarga muhtojdirlar. O‘qituvchilar va ta'lim muassasalari, ularning ehtiyojlarini inobatga olib, innovatsion texnologiyalarni, masalan, virtual sinflar va podkastlarni qo‘llash orqali ta'lim jarayonini yanada qulaylashtirishlari kerak. Bu esa o‘quvchilarning bilim olish jarayonida faol ishtirok etishlariga, o‘z-o‘zini rivojlantirishlariga va kelajakda mustaqil hayot kechirishlariga yordam beradi. Shuningdek, ko‘rish imkoniyati cheklangan o‘quvchilarga qo‘llab-quvvatlash berish, ularning o‘ziga bo‘lgan ishonchini oshiradi va ijtimoiy barqarorlikni ta'minlaydi. Avvalambor bu yerda sinflarni virtual va podcast orqali o’rganish haqida so’z yiritish joizdir. Virtual sinf – bu onlayn ta'lim muhitidir, unda o‘qituvchilar va o‘quvchilar internet orqali bir-biri bilan bog‘lanib, ta'lim jarayonini amalga oshiradilar. Virtual sinflar video konferensiyalar, interaktiv taqdimotlar va onlayn resurslardan foydalanishni o‘z ichiga oladi. Bu usul o‘quvchilarga joylashuvdan qat'i nazar, bilim olish imkoniyatini beradi. Podkast – audio yoki video formatda tayyorlangan ta'lim yoki ko‘ngilochar dasturlardir. O‘quvchilar podkastlarni istalgan vaqtda tinglashlari mumkin, bu esa ularga o‘z vaqtini boshqarish imkonini beradi. Podkastlar ko‘pincha ekspertlar bilan suhbatlar, mavzuli muhokamalar yoki ta'limiy materiallarni o‘z ichiga oladi. Ular ta'lim jarayonini boyitadi va o‘quvchilarga yangi bilimlarni qiziqarli tarzda o‘rganish imkonini beradi.

Ko‘rish imkoniyati cheklangan o‘quvchilar ta'lim jarayonida bir qator muammolarga duch keladilar. Bunday o‘quvchilar uchun an'anaviy ta'lim usullari ko‘pincha yetarli emas. Ular materiallarni ko‘rish imkoniyatidan mahrum bo‘lishlari natijasida, darslarni tushunish va o‘zlashtirishda qiyinchiliklarga duch keladilar. Masalan, vizual materiallardan foydalanish, grafiklar va diagrammalar ko‘rish imkoniyati cheklangan o‘quvchilar uchun noqulay bo‘ladi.

Shuningdek, an'anaviy sinf muhitida o‘qituvchilar ko‘pincha barcha o‘quvchilarga bir xil yondashuvni qo‘llaydilar, bu esa individual ehtiyojlarni inobatga olishni qiyinlashtiradi. Ta'limda texnologiyalarni qo‘llash

va inkluziv metodlarni joriy etish muhim ahamiyatga ega. Masalan, ovozli materiallar, braille alifbosi va maxsus dasturlar yordamida ko‘rish imkoniyati cheklangan o‘quvchilarning ta'limga bo‘lgan qiziqishini oshirish mumkin. Shunday qilib, ta'lim tizimida ushbu o‘quvchilarning ehtiyojlarini inobatga olish zarur.

Ko‘rish imkoniyati cheklangan o‘quvchilar uchun virtual sinfning bir qator afzalliklari mavjud. Birinchidan, interaktivlik virtual muhitda ta'lim jarayonini qiziqarli va samarali qiladi. O‘quvchilar ovozli materiallar, audio va video darslar orqali faol ishtirok etishlari mumkin. Ikkinchidan, oson kirish imkoniyati virtual sinflar orqali ta'minlanadi, bu esa o‘quvchilarga kerakli resurslarga istalgan vaqtda kirish imkonini beradi. Shuningdek, bu ularga o‘z vaqtini boshqarish va darslarni o‘z sur'atida o‘rganish imkoniyatini beradi. O‘z-o‘zini boshqarish imkoniyatlari esa o‘quvchilarga o‘z ehtiyojlariga mos ravishda o‘rganish jarayonini individual ravishda tashkil etishga yordam beradi. Bularning barchasi ko‘rish imkoniyati cheklangan o‘quvchilar uchun ta'limni yanada qulay va samarali qiladi.

Ko‘rish imkoniyati cheklangan o‘quvchilar uchun podkastlar bir qator afzalliklarni taqdim etadi. Birinchidan, podkastlar tinglovchi ko‘nikmalarini rivojlantirishga yordam beradi. O‘quvchilar audio materiallarni tinglash orqali diqqatni jamlash, tushunishni oshirish va eslab qolish qobiliyatlarini yaxshilashadi. Ikkinchidan, ta'lim materiallarini qulay formatda taqdim etish podkastlarning yana bir muhim jihati hisoblanadi. O‘quvchilar murakkab mavzularni oddiy va tushunarli tarzda eshitish imkoniyatiga ega bo‘ladilar. Shuningdek, podkastlar oson foydalanish va kirish imkoniyatini ta'minlaydi. O‘quvchilar istalgan joyda va vaqtda, masalan, uyda yoki transportda bo‘lishsa ham, darslarni tinglashlari mumkin. Bu esa ta'lim jarayonini yanada qulay va moslashuvchan qiladi. Shunday qilib, podkastlar ko‘rish imkoniyati cheklangan o‘quvchilar uchun samarali ta'lim vositasi sifatida xizmat qiladi. Virtual sinf va podkastlar ta'lim jarayonida birgalikda kuchli ta'sir ko'rsatadi. Virtual sinflar interaktiv muhitni ta'minlab, o'quvchilarga o'qituvchilar bilan to'g'ridan-to'g'ri muloqot qilish imkonini beradi. Bu esa savollar berish, fikr almashish va muammolarni birgalikda hal qilishga yordam beradi. Podkastlar esa o'quvchilarga qo'shimcha resurslar va ma'lumotlarni taqdim etadi, ularni mustaqil ravishda tinglash va o'z vaqtida o'rganish imkoniyatini yaratadi. Ushbu ikkita format birgalikda o'quvchilarning bilim olish jarayonini yanada boyitadi, chunki virtual sinfda olingan nazariy bilimlar podkastlarda amaliy misollar bilan mustahkamlanadi. Natijada, bu kombinatsiya o'quvchilarning diqqatini jamlash, tushunishni oshirish va ta'limga bo'lgan qiziqishini kuchaytirishga yordam beradi. Shunday qilib, virtual sinf va podkastlar birgalikda ta'limni yanada samarali va qiziqarli qiladi.

Muvaffaqiyatli virtual sinf va podkast dasturlari o'quvchilarga ta'lim jarayonida yangi imkoniyatlar yaratadi. O'quvchilar bu formatlardan foydalanish orqali o'z bilimlarini kengaytirish, yangi ko'nikmalarni o'zlashtirish va o'z vaqtida mustaqil ravishda o'qish imkoniyatiga ega bo'lishadi.

Virtual sinflarda o'quvchilar interaktiv muhitda o'qituvchilar bilan to'g'ridan-to'g'ri muloqot qilish imkoniyatiga ega. Bu esa savollar berish, fikr almashish va muammolarni birgalikda hal qilishga yordam beradi. O'quvchilar ko'pincha virtual sinflarning qulayligini ta'kidlaydilar, chunki ular o'z uylaridan chiqmasdan darslarda ishtirok etishlari mumkin. Bunday muhitda o'qituvchilar o'quvchilarning ehtiyojlariga moslashib, ularning qiziqishlarini oshirishga yordam beradilar.

Podkastlar esa o'quvchilarga qo'shimcha ma'lumotlarni osonlik bilan tinglash imkonini beradi. O'quvchilar podkastlarni yo'l-yo'lakay, masalan, transportda yoki sport bilan shug'ullanish paytida tinglashlari mumkin. Bu format ko'p hollarda darslarda olingan nazariy bilimlarni amaliy misollar bilan mustahkamlashga yordam beradi. O'quvchilar podkastlar orqali turli mavzularni qiziqarli va interaktiv tarzda o'rganish imkoniyatini topadilar.

Umuman olganda, muvaffaqiyatli virtual sinf va podkast dasturlari o'quvchilarning ta'limga bo'lgan qiziqishini oshiradi, bilim olish jarayonini qiziqarli va samarali qiladi. O'quvchilarning bu tajribalari ularning kelajakdagi muvaffaqiyatlariga ijobiy ta'sir ko'rsatadi.

Virtual sinf va podkastlar ta'lim jarayonida ko‘rish imkoniyati cheklangan o‘quvchilar uchun muhim ahamiyatga ega. Ushbu formatlar o‘quvchilarga bilim olishda yangi imkoniyatlar taqdim etadi, chunki ular ko‘rish qobiliyatidan qat'i nazar, boshqa sezgi organlari orqali ma'lumotlarni qabul qilishlari mumkin. Masalan, virtual sinflarda ovozli ko‘rsatmalar, interaktiv muhokamalar va tinglovchilar uchun qulay bo‘lgan materiallar

taqdim etiladi. Bu o‘quvchilarga dars materialini yaxshiroq tushunish va o‘z bilimlarini mustahkamlashga yordam beradi.

Podkastlar esa ko‘rish imkoniyati cheklangan o‘quvchilarga tinglash orqali bilim olish imkoniyatini yaratadi. Ovozli materiallar, suhbatlar va hikoyalar orqali o‘quvchilar qiziqarli mavzularni o‘rganishlari mumkin. Bu format o‘quvchilarning diqqatini jalb etadi va ularning o‘z-o‘zini rivojlantirishlariga yordam beradi. Shuningdek, podkastlar orqali o‘quvchilar o‘z vaqtlarini samarali boshqarish imkoniyatiga ega bo‘ladilar.

Kelajakda bu usullarni yanada rivojlantirish zarurati mavjud. O‘quvchilarning ehtiyojlariga mos ravishda virtual sinflar va podkastlarni yanada interaktiv va qiziqarli qilish, turli xil formatlar va texnologiyalarni joriy etish talab etiladi. Masalan, qo‘shimcha yordam beruvchi dasturlar, ovozli yordamchilar va transkriptsiyalar taqdim etilishi mumkin. Bularning barchasi ko‘rish imkoniyati cheklangan o‘quvchilarning ta'lim jarayonida faol ishtirok etishlarini ta'minlaydi va ularning muvaffaqiyatini oshiradi. Shunday qilib, virtual sinf va podkastlar ta'lim jarayonida muhim rol o'ynaydi va ularni rivojlantirish kelajakda ta'lim sifatini yanada oshirishga xizmat qiladi.

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CHET TILLARINI O‘RGANISHDA ZAMONAVIY TEXNOLOGIYALARNING AHAMIYATI

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Annotatsiya. *O‘zbekiston jahon bilan bo‘ylashayotgan davlat. Sohalarda olib borilayotgan islohotlar buning isboti. Ayniqsa, chet tillarini o‘qitish borasida yurtimizda salmoqli ishlar qilinmoqda. Chet tillarini o‘rganishda zamonaviy texnologiyalardan foydalanish esa samaradorlikni yanada oshiradi. Maqolada mana shu jihatlarga e’tibor qaratilgan.*

Kalit so‘zlar: *Raqamli texnologiya, platforma, sun’iy intellekt, ta’lim jarayoni, mobil ilovalar, viziullashuv, jahon hamjamiyati, tarjimon dasturlar.*

KIRISH QISM.

Ta’kidlash kerakki, so‘nggi yillarda yurtimizda islohotlar ko‘lami sezilarli ravishda jadallashdi. Bu islohotlar har sohada ko‘zga tashlanmoqda. Ayniqsa, tashqi siyosat, tashqi iqtisodiyot, ta’lim bilan bog‘liq islohotlar ko‘lami yanada kengaymoqda. Chet tillarini o‘rganish borasidagi dadil qadamlar 2016-yildan keyingi muhim jarayonlardan biridir, desak mubolag‘a bo‘lmaydi. Qolaversa, zamonaviy axborot texnologiyalarining jadal rivojlanishi ta’lim tizimining barcha sohalariga, jumladan, chet tillarini o‘qitishga ham kuchli ta’sir ko‘rsatdi. Mamlakatimizda ham bu borada samarali ishlar olib borilmoqda.

Xususan, O‘zbekiston Respublikasi Prezidentining “O‘zbekiston Respublikasida xorijiy tillarni o‘rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to‘g‘risida” 2021-yil 19-maydagi PQ– 5117 – son qarori qabul qilingan. Bundan tashqari O‘zbekiston Respublikasi Prezidentining “Chet tillarini o‘qitish tizimini takomillashtirish chora – tadbirlari tog‘risida” 2021 – yil 6-maydagi kengaytirilgan tarzda otkazilgan 23- son yig‘ilishida chet tillarini o‘rganish uchun yetarli shart-sharoitlar yaratish va chet tillarini o‘rganishni ommalashtirish xususida vazifalar belgilab berilgan.

Raqamli texnologiyalarning ta’lim jarayoniga kirib kelishi chet tilini o‘rganish va o‘qitish metodikasini tubdan o‘zgartirdi. Endilikda an’anaviy o‘qitish usullari raqamli vositalar yordamida yanada interaktiv va samarali shaklga keltirilmoqda. Raqamli texnologiyalar ta’limni osonlashtiradi. O‘quvchilar har qanday vaqtda va har qanday joyda bilim olish imkoniyatiga ega bo‘ladilar. Shuningdek, shaxsiylashtiradi, ya’ni har bir o‘quvchining o‘z o‘rganish sur’ati va uslubiga mos ravishda bilim olish imkoniyati yaratiladi. Bu motivatsiya oshirish xususiyatiga ham ega. Interaktiv materiallar va o‘yin shaklidagi darslar o‘quvchilarning o‘rganishga qiziqishini kuchaytiradi. Global imkoniyatlar yaratishi esa raqamli texnlogiyalarni ta’limdagi yana bir muhim jihatidir. Xalqaro ta’lim platformalariga kirish va chet ellik o‘quvchilar va o‘qituvchilar bilan muloqot qilish imkoniyati mavjud bo‘ladi.

Bugungi kunda chet tilini o‘rgatishda onlayn platformalar raqamli vositalar keng qo‘llanilmoqda. Duolingo, Memrise, Rosetta Stone kabi dasturlar chet tilini o‘rganishni interaktiv va oson qiladi. Video va audio materiallardan esa YouTube darslari, podkastlar, audio kitoblar orqali eshitish va tushunish ko‘nikmalarini rivojlantirish mumkin. Cambridge Dictionary, WordReference, DeepL kabi raqamli lug‘atlar va tarjima ilovalari so‘z boyligini oshirish va tarjima qilishda yordam beradi.

XX asning oxiri va XXI asrning birinchi o‘n yilligida ommaviy kompyuter dasturlari va veb-saytlar- avtomatik, mashina tarjima tizimlari paydo bo‘ldi va kundalik hayotda "tarjimon dasturlari" deb atala boshlandi va bu nom ko‘pincha “tarjimon” ko‘rinishigacha qisqartiriladi. Ushbu maqolada inson-tarjimonlar faoliyatining jihatlari

muhokama qilinmoqda.

Zamonaviy davrda bunday mutaxassis, odatda, maxsus oliy ma’lumotga ega bo‘lish kerak; bu tarjima yoki keng filologik yo‘nalishdagi oliy ma’lumot bo‘lishi mumkin va sohaga oid, iqtisodiy, yuridik, texnik, tibbiy va boshqalar tarjimalarni amalga oshirish uchun shaxs faoliyatining tegishli sohasida oliy ma’lumotga ega iqtisodchilar, huquqshunoslar, muhandislar, shifokorlar, mashinistlar, ular o‘zining oliy ma’lumoti va kasbiy aloqa sferasida tarjimonlarni tayyorlash kurslari doirasida olinishi mumkin bo‘lgan yetarlicha lingvistik va tarjimonlik tayyorligiga ega bo‘lgan holatda jalb qilinadi.

Turli xil ilovalardan foydalanib ko‘plab, jumladan, ingliz, arab, ispan, fransuz, italyan, nemis, irland, golland, rus, xitoy va boshqa tillarni o‘rganishingiz mumkin.

Duolingo ilovasi- ilova orqali til o‘rganishni boshlash jarayoni muvaffaqiyatli tarzda amalga oshirilishi mumkin. Shunchaki ilovani ochib, o‘rganmoqchi bo‘lgan tilingizni tanlaysiz va siz uchun alohida dars boshlanadi. Akkaunt o‘chib o‘tirishingiz shart emas, lekin akkaunt yaratsangiz, ko‘plab imkoniyatlarga ega bo‘lasiz. Misol uchun, o‘rganayotgan paytingizda, jarayonini saqlash va kuzatib borishingiz mumkin bo‘ladi. Barcha darajadagi o‘rganuvchilar: beginner, intermediate, advanced va boshqalar foydalanish imkoniyatlariga ega. Mavzular turli xil mavzularga moslab chiqilgan. O‘qish, yozish, tinglab tushunish, so‘zlashish va shu kabilarni barchasi uchun mashqlar mavjud. Kuningizning istalgan vaqtida va istalgan muddatda foydalana olasiz. Har bir bajarilgan mashqdan so‘ng harakatlanuvchi odamcha shaklidagi animatsiyalar foydalanuvchiga o‘ziga xos animatsiya beradi. Misol tariqasida, agarda siz mashqlarni yaxshi, a’lo darajada bajarsangiz animatsion odamchalar harakatlanib sizga tabassum qiladi va zo‘r deb ishora ko‘rsatadi. O‘rganish mumkin bo‘lgan tillar bular: ispan, fransuz, ingliz, nemis, xitoy, yapon, koreys, italyan, portugal, golland, irland, shved, turk, norveg, ukrain, rus, polyak, hind, vetnam, venger, grek, indonez, chex. Duolingo onlayn yoki Android, iOS va Windows uchun ilovalar orqali foydalanish mumkin.

Memrise- til o‘rgatuvchi yana bir bepul ilova. Bu ilova orqali til o‘rganish Duoling ilovasiga qaraganda biroz murakkabdir. Ammo ilovadan foydalanish osonligi, oflayn kurslar bilan ta’minlashi sabali foydalanuvchiga ko‘plab tillarni o‘rgata oladi. Darslarni dastlabki yoki to‘g‘ridan-tog‘ri’ yuqori bosqich bilan boshlash mumkun. Memrise’ning o‘ziga xos tomoni foydalanuvchiga yangi so‘z va iboralarni o‘rgatish usulidadir. Dasturda, shuningdek, tarjimalar orqali o‘qitish usuli ham mavjud. O‘rganish mumkin bo‘lgan tillar bular: ingliz, fransuz, ispan, golland, partugal, norveg, yapon, koreys, island, arab, turk, nemis, shved, polyak, italyan, xittoy, rus, mog‘ul, Memrise’dan Android, iOS uchun ilovalaridan, shuningdek, veb-brauzer orqali onlayn foydalanishingiz mumkin.

FluentU- ushbu ilova orqali dunyo bo‘yicha eng ko‘p tarqalgan tillardagi video suhbatlarni subtitr bilan ko‘rish imkoniyatlarga ega. Bu ilova ko‘rib o‘rganish qobiliyati “Audio-visual learners” kuchli o‘rganuvchilar uchun o‘z qulayliklariga ega. Buni afzalliklari: mavzular doirasi juda keng. Turli reklamalar ulardagi musiqalar va videolarni, suhbatlarni tinglash mumkin. Video ko‘rish davomida so‘zlarning subtitri chiqib turadi va tushunishda qandaydir muammoga duch kelsangiz, ana shu so‘zni ustiga bosilsa, so‘z ma’nosini osongina topib olish imkoniyatlari mavjud.

Busuu- ilovasidan foydalanish oson hamda ilova turli xil darajadagi til o‘rganuvchilar uchun juda qulaydir. Foydalanuvchi shunchaki ro‘yxatdan o‘tib, o‘rganmoqchi bo‘lgan tili va darajasini tanlaydi. Ilova foydalanuvchiga gaplar ichidagi so‘z va so‘z birikmalarini o‘rgatadi, so‘ngra bosqichma-bosqich test ko‘rinishida imtihondan o‘tkazadi. O‘rganish mumkin bo‘lgan tillar: nemis, ispan, Portugal, fransuz, ingliz, italyan, rus, polyak, turk, yapon, xitoy tillaridir. Busuu bilan Anroid, iOS yoki internet vositasida tilni o‘rganish mumkin. Rosetta Stone- tillarni o‘rganish uchun professional darajadagi servis. Bu ilova asosan, sayohatlar davomida ko‘p qo‘llanadigan so‘z va iboralardan ta’lim olish imkoniyatlarini ochib beradi. Shuningdek, restaran, mehmonxonalar va turli xildagi sayohatlar bilan bog‘liq asosiy so‘z va birikmalardan iborat so‘zlashgich bor va bu sayohatga chiqqanlar uchun juda foydalidir. Agarda, foydalanuvchi istasa, rang, valyuta va xaridga oid lug‘atlarni sotib olish imkoniyatiga ega. Bu ilova orqali o‘rganish mumkin bo‘lgan tillar ro‘yhatiga; ispan, ingliz, fransuz, yapon, italyan, nemis, xitoy, portugal, rus, polyak, arab, fors, koreys, golland, yunon, hind, irland va boshqalar jumlasidan.

Ko‘pgina tillarni o‘rgatuvchi ilovalar foydalanuvchiga mashqlar bajarish orqali tilni o‘rgatadi. Google Tarjimon esa yozish va kiritilgan matnni aynan o‘sha tilde ravon va to‘g‘ri o‘qilishiga yordam beradi. Audio tugma orqali speaker matni 2 xil formatda tez yoki sekin o‘qishni boshlaydi. Google Tarjimonda, shuningdek, so‘z va jumlalarni terib kiritish, qo‘lda yozish va gapirish orqali tarjima qilish mumkin. Ilovadan internetga ulanmagan holda ham foydalanish imkoniyatiga ega bo‘lasiz. Faqat til paketini oldindan yuklab olishni unutmang. Bundan tashqari, Google Tarjimonda har qanday matinni kamera orqali rasimga olib tarjima qilish mumkin. Bunda dastur faqat bir necha tillardan tarjima qila oladi. Google Tarjimon juda ko‘plab tillarda ishlay oladi, shu jumladan o‘zbek tilida ham. Ilovadan Android va iOS tizimlari orqali foydalanish mumkin. Xulosa qilib shuni aytish mumkinki, bugungi kunda texnikasiz hech bir ishni udallay olish qiyin hatto, ta’lim sohalarida ham. Informatika, raqamli texnologiyalar fanlari ham chet tillarni va fanlarni o‘qitish metodikasi bilan bog‘landi. O‘ylaymanki, endilikda axborot texnologiyalari orqali masofaviy hujjatlarni, turli kitob, jurnallarni, ta’lim doirasida ham qiyinchiliklar yuz bermaydi. Zero, ijtimoiy tarmoqlar, axborot texnologiyalari chet tillarni mukammal egallash ilm cho‘qqisiga chiqish uchun manfaatli yo‘llardan biri bo‘lib hisoblanadi

Raqamli texnologiyalar o‘qituvchilar uchun bir qator afzalliklarni yaratadi. Masalan darslarni vizuallashtirish orqali grafikalar, diagrammalar, video va animatsiyalar orqali darslarni yanada qiziqarli va tushunarli qilish mumkin. Bu o‘qituvchiga murakkab mavzularni oddiy va aniq tushuntirishda yordam beradi.

O‘quvchilar faoliyatini nazorat qilishda ham zamonaviy texnologiyalarning o‘rni oshib bormoqda. Raqamli texnologiyalar orqali o‘quvchilarning ishlari va darslardagi ishtirokini tez va aniq nazorat qilish mumkin. Bu o‘qituvchiga har bir o‘quvchining rivojlanishini kuzatishga yordam beradi.

Moslashuvchan dars rejalarini tuzish borasida ham texnologiyalarning qo‘llab yaxshi samara bermoqda. Raqamli vositalar yordamida o‘qituvchilar zamonaviy va moslashuvchan dars rejalarini tuzishlari mumkin. Bu o‘qituvchilarga darslarning sifatini oshirish va o‘quvchilarning ehtiyojlariga moslashtirish imkonini beradi.

O‘quvchilar uchun raqamli texnologiyalarning imkoniyatlari juda keng. Raqamli vositalar orqali o‘quvchilar o‘z-o‘zini o‘rganish va mustaqil mashg‘ulotlar olib borish imkoniyatiga ega bo‘ladilar. Bunday o‘rganish usuli o‘quvchilarning mustaqil fikrlashini rivojlantiradi.

Interaktiv mashg‘ulotlar qo‘llashda ham bu texnologiyalarning o‘rni oshmoqda. Chet tili o‘rganishda interaktiv materiallar orqali o‘quvchilar bilimlarini mustahkamlashadi. O‘yinlar va simulyatsiyalar o‘quvchilarga real hayotiy vaziyatlarda tilni amaliy qo‘llash imkoniyatini yaratadi.

Real hayotiy vaziyatlarda til ko‘nikmalarini mashq qilish orqali raqamli texnologiyalar yordamida o‘quvchilar chet tili muhitida amaliy ko‘nikmalarni rivojlantirish imkoniyatiga ega bo‘ladilar masalan, xalqaro platformalarda muloqot qilish orqali.

Mobil telefonlar va ilovalar yordamida o‘qituvchilar chet tilini o‘rgatish jarayonini yanada interaktiv va mobil qilishadi. Tilda muvaffaqiyatli rivojlanish uchun zarur bo‘lgan resurslar va materiallarga tezkor kirish mumkin. Misol uchun, audio kitoblar, podcastlar, tilni o‘rganishga oid videolar va boshqa resurslar yordamida o‘qish va tinglash ko‘nikmalarini oshirish mumkin.

Sun’iy intellekt (AI) va mashina o‘qitish texnologiyalari chet tili o‘qitish jarayonini avtomatlashtirishda katta rol o‘ynaydi. AI algoritmlari til o‘rganishdagi xatolarni tahlil qilish, talaffuzni to‘g‘rilash va o‘quvchilarni individual ravishda o‘qitishda yordam beradi. Shuningdek, sun’iy intellekt asosida yaratilgan chat-botlar va til o‘rganish platformalari o‘quvchilarga interaktiv va shaxsiylashtirilgan o‘quv jarayonini taqdim etadi.

Zamonaviy texnologiyalarni qo‘llashda pedagogik yondashuvlar katta ahamiyatga ega. O‘qituvchilar texnologiyalardan foydalanishda an’anaviy metodlardan farqli o‘laroq, interaktiv va individual yondashuvni qo‘llashlari lozim. Masalan, flipped classroom (aylanma sinf) metodikasi, problem based learning (muammo asosida o‘qitish) kabi metodlar texnologiyalar bilan birlashtirib, samarali o‘qitish jarayonini yaratadi.

Aylanma sinf metodikasi o‘qituvchilarni an’anaviy sinfda o‘quv materiallarini taqdim etishdan ko‘ra, o‘quvchilarga mustaqil o‘rganish imkoniyatini beradi. O‘qituvchi darslarni onlayn platformalarda joylashtiradi, va darsni sinfda yuzaga kelgan savollarni muhokama qilish uchun vaqt ajratadi. Bu metod yordamida o‘quvchilar ko‘proq o‘z-o‘zini ta’lim olishadi.

Muammo asosida o‘qitish metodikasi o‘quvchilarga real hayotdagi muammolarni hal qilish orqali tilni

o‘rganish imkoniyatini beradi. Bu metod yordamida o‘quvchilar amaliy topshiriqlarni bajarish orqali tilni o‘rganadilar. Texnologiyalar yordamida, o‘quvchilar muammolarni yechishda onlayn forumlar, guruhli munozaralar va interaktiv videolarni qo‘llashadi.

Texnologiyalarni samarali qo‘llash uchun o‘qituvchilar pedagogik va psixologik yondashuvlarni hisobga olishlari lozim. O‘quvchilarning motivatsiyasini oshirish, o‘quv jarayonini qiziqarli qilish va mustahkamlashda texnologiyalar muhim rol o‘ynaydi. O‘qituvchi o‘quvchilarning individual xususiyatlarini inobatga olib, turli interaktiv metodlarni qo‘llashi kerak.

Chet tillarini o‘qitishda raqamli texnologiyalarning joriy etilishi o‘quv jarayonini tubdan o‘zgartirdi va uning sifatini yaxshiladi. Raqamli vositalar o‘quvchilarga yangi bilimlarni o‘rganishda ko‘plab imkoniyatlar taqdim etadi va o‘qituvchilarga samarali darslar tashkil qilish imkonini beradi. Kelajakda chet tillarini o‘qitishda raqamli texnologiyalardan foydalanish yanada kengayib, yangi imkoniyatlar ochib beradi.

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A COMPARATIVE ANALYSIS OF EDUCATIONAL SYSTEMS IN FINLAND AND UZBEKISTAN

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Abstract. *This scholarly article provides a thorough examination of the educational systems in Finland and Uzbekistan, delving into their structural components, pedagogical methodologies, and their influence on student outcomes. The study takes into account both quantitative data analysis and qualitative insights from academic literature and educational reports, to illuminate critical parallels and distinctions between the two systems. Through the presentation of empirical examples and statistical evidence, this research offers valuable perspectives on the efficacy of educational policies and practices in fostering student learning and societal advancement.*

Keywords: *Comparative analysis, educational systems, Finland, Uzbekistan, Scientific perspective, Structural components, Pedagogical methodologies, Student outcomes, Governance, Curriculum design, Assessment practices, Teacher training, Equity, Student-centered learning, Rote memorization, international assessments, Socio-economic inequalities, Evidence-based policies.*

INTRODUCTION.

Education systems play a crucial role in shaping the intellectual, social, and economic landscapes of nations. Understanding the nuances of different educational models is essential for policymakers, educators, and researchers seeking to enhance educational quality and equity. This scientific article undertakes a comparative analysis of the educational systems in Finland and Uzbekistan, two countries with distinct approaches to education, informed by cultural, historical, and socio-economic factors.

Methodology: The study employs a mixed-methods approach, combining quantitative data analysis with qualitative insights derived from an extensive review of scholarly literature, policy documents, and educational reports. Statistical indicators such as student performance metrics, teacher qualifications, expenditure per student, and school infrastructure are analyzed to provide a comprehensive overview of each system. Additionally, qualitative assessments delve into pedagogical philosophies, curriculum frameworks, teacher training programs, and socio-cultural influences shaping educational practices in Finland and Uzbekistan.

Structural Components: The education system in Uzbekistan has undergone significant transformations since gaining independence from the Soviet Union in 1991. During the Soviet era, education in Uzbekistan was heavily centralized and focused on ideological indoctrination, with an emphasis on technical and vocational training to meet the needs of the planned economy. Following independence, Uzbekistan embarked on reforms to modernize its education system and align it with international standards. One of the key features of the Uzbekistani education system is its centralized curriculum, which is set by the Ministry of Public Education. However, efforts have been made in recent years to update the curriculum to reflect global trends in education and to incorporate modern pedagogical approaches. Despite these reforms, challenges remain in implementation and adaptation at the classroom level, including a reliance on traditional teaching methods and a need for greater emphasis on critical thinking and creativity.

In contrast, Finland's education system is renowned globally for its progressive and egalitarian approach. The Finnish education system has its roots in the late 19th century, with the implementation of compulsory education and the establishment of a comprehensive school system. Throughout the 20th century, Finland underwent various educational reforms, including the abolition of tracking and streaming in schools and the adoption of a holistic approach to education.

One of the defining features of the Finnish education system is its emphasis on equity and inclusivity. Finland prioritizes equal access to education for all students, irrespective of socio-economic background or geographic location. This commitment to equity is reflected in policies such as comprehensive school reform and the absence of standardized testing until the end of secondary education.

Finland's education system also places a strong emphasis on child-centered learning and teacher professionalism. Finnish schools prioritize the holistic development of students, focusing on individualized learning experiences tailored to students' interests, strengths, and needs. Teaching is a prestigious profession in Finland, and educators undergo rigorous training and professional development, with a high degree of autonomy in curriculum design and assessment.

Overall, while both Uzbekistan and Finland prioritize education as a fundamental pillar of societal development, their approaches to education differ significantly, reflecting their respective histories, priorities, and challenges.

Investments in infrastructure development have been a priority for Uzbekistan, with the construction of new schools and the provision of modern learning resources and technologies. These efforts aim to enhance the learning environment and accommodate the growing student population. However, disparities in access to education persist, particularly in rural areas and among marginalized communities.

In Finland, a decentralized governance model, coupled with a flexible curriculum and minimal standardized testing, promotes individualized learning and teacher autonomy[1]. For example, the Finnish education system emphasizes equitable access to education for all students, regardless of socio-economic background or geographic location[2]. In contrast, Uzbekistan's centralized curriculum and examination-driven assessment culture tend to prioritize content mastery over critical thinking skills, reflecting a more traditional approach to education[3].

Pedagogical Methodologies: Pedagogical approaches adopted in classrooms greatly influence student engagement, cognitive development, and socio-emotional well-being. Finland's child-centered pedagogy emphasizes active learning, collaborative problem-solving, and experiential education, fostering creativity and intrinsic motivation among students[4]. For instance, Finnish schools prioritize holistic development and critical thinking skills through project-based learning[5]. In Uzbekistan, while recent reforms aim to integrate more student-centered methodologies and higher-order thinking skills into classroom practice, challenges persist in transitioning away from rote memorization[6].

Implications on Student Outcomes: The divergent educational philosophies and practices in Finland and Uzbekistan yield contrasting outcomes in student achievement, equity, and well-being. Finnish students consistently rank among the top performers in international assessments, demonstrating high levels of proficiency in core subjects and critical thinking skills[7]. Moreover, Finland's equitable education system narrows the achievement gap between socio-economic groups, promoting social cohesion and upward mobility[8]. In Uzbekistan, improvements in access to education and infrastructure are evident, but disparities in learning

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outcomes persist, exacerbated by socioeconomic inequalities and curricular rigidity[9]

Conclusion: In conclusion, this scientific article underscores the importance of evidence-based educational policies and practices in promoting student learning and societal development. By leveraging scientific research and international best practices, both Finland and Uzbekistan can cultivate educational environments that nurture the diverse abilities and potential of their students. Through empirical examples and statistical evidence, this research contributes to a deeper understanding of the factors shaping educational effectiveness and equity, ultimately advancing global competitiveness and sustainable development goals.

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XORIJIY TILLARNI O‘QITISHDA ZAMONAVIY PEDAGOGIK TEXNOLOGIYALARNING PSIXOLOGIK ASOSI

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Annotatsiya. *Ushbu maqolada chet tillarni o‘qitishda zamonaviy pedagogik texnologiyalarning psixologik asoslari ko‘rib chiqiladi. U kognitiv, hissiy va ijtimoiy omillarning texnologiyalar yordamida o‘qitish samaradorligiga qanday ta’sir ko‘rsatishiga e’tibor qaratadi. Tadqiqot shuni ko‘rsatadiki, raqamli vositalar interaktiv va qo‘llab-quvvatlovchi muhitlarni yaratish orqali o‘quvchilarning motivatsiyasi, mustaqilligi va ishonchini oshirishga yordam beradi. O‘qitish texnologiyalariga psixologik tamoyillarni singdirish chet tili darslarida faol ishtirok etish, xavotirlanishni kamaytirish va muloqot ko‘nikmalarini oshirishga yordam beradi.*

Kalit so‘zlar: *psixologik asos; pedagogik texnologiyalar; motivatsiya; hissiy faollik; ta’lim oluvchining mustaqilligi; chet tilini o‘qitish*

KIRISH QISM.

Shiddat bilan o‘zgarib borayotgan ta’lim olamida chet tillarni o‘qitish va o‘rganish jarayoni psixologik tamoyillar va innovatsion pedagogik texnologiyalar ta’sirida tubdan o‘zgarmoqda. Til o‘qitishda psixologiya fanining integratsiyalashuvi o‘quv jarayonining samaradorligi, motivatsiyasi va barqarorligini ta’minlashning asosiy mezoniga aylandi. Zamonaviy pedagogik texnologiyalar - kommunikativ va interfaol yondashuvlar, aralash ta’lim, virtual va kengaytirilgan reallik vositalari, shaxsga yo‘naltirilgan metodologiyalar kognitiv, affektiv va xulq-atvor psixologiyasiga chuqur ildiz otgan. Ular nafaqat lingvistik kompetensiyani takomillashtirishga, balki ta’lim oluvchilarning hissiy intellekti, madaniyatlararo xabardorligi va mustaqilligini rivojlantirishga ham qaratilgan.

Psixologik nuqtayi nazardan chet tilini o‘rganish lug‘at va grammatik tuzilmalarni eslab qolish bilan cheklanmaydi, u idrok, diqqat, xotira, motivatsiya kabi murakkab kognitiv operatsiyalarni o‘z ichiga oladi. Ushbu sohadagi pedagogik yangiliklarning muvaffaqiyati ko‘p jihatdan ushbu psixologik omillarning qanchalik tushunilishi va o‘qitishni loyihalashda qo‘llanilishiga bog‘liq. Masalan, vizualizatsiya, geymifikatsiya yoki ijtimoiy o‘zaro ta’sirni o‘z ichiga olgan texnologiyalar o‘quvchilarning ichki motivatsiyasini jalb qiladi va hissiy faollik va faol ishtirok orqali uzoq muddatli eslab qolishni kuchaytiradi. Xuddi shunday, moslashuvchan ta’lim tizimlari va sun’iy intellektdan foydalanish individuallashtirish tamoyilini qo‘llab-quvvatlaydi, bu esa Vigotskiyning yaqin rivojlanish zonasi nazariyasiga mos keladi, bu esa ta’limda shaxsiy asoslarning muhimligini ta’kidlaydi.

ASOSIY QISM

Chet til ta’limida psixologiya va pedagogika fanlari o‘rtasidagi munosabatlar Piaje, Vigotskiy, Skinner kabi olimlar tomonidan keng o‘rganilgan bo‘lib, ularning nazariyalari hanuzgacha asos bo‘lib qolmoqda. Piajening konstruktivizmi ta’lim oluvchilarning bilimlarni shakllantirishdagi faol rolini ta’kidlagan bo‘lsa, Vigotskiyning ijtimoiy-madaniy nazariyasi yaqin rivojlanish zonasi va ijtimoiy o‘zaro ta’sirning ahamiyatini kiritdi. Skinnerning bixeviorizmi mustahkamlash va mashq qilish orqali til o‘rganishga hissa qo‘shdi, bu esa dastlabki o‘qitish usullariga ta’sir ko‘rsatdi. Keyinchalik, Bruner, Ausubel va Gardner kabi kognitiv va gumanistik psixologlar bu asosni aqliy ishlov berish, mazmunli o‘rganish va ko‘p qirrali intellektga e’tibor qaratish orqali kengaytirdilar. Ularning qarashlari bugungi kunda ko‘plab texnologiyalarga asoslangan sinflarni

shakllantiradigan kommunikativ va konstruktiv yondashuvlarga olib keldi. Banduraning ijtimoiy kognitiv nazariyasida va Detsi va Rayanning o‘z-o‘zini aniqlash nazariyasida tasvirlangan motivatsiya va o‘z-o‘zini boshqarish zamonaviy o‘rganuvchiga yo‘naltirilgan modellarning asosini yanada mustahkamlaydi. So‘nggi o‘n yilliklarda Krashenning affektiv filtr gipotezasi va Oksfordning o‘rganish strategiyalari bo‘yicha tadqiqotlari tilni o‘zlashtirishda hissiy va motivatsion omillarga e’tibor qaratdi. Texnologik integratsiya - masalan, multimedia ta’limi (Mayer, 2014) va aralash yoki virtual ta’lim muhitlari (Reinders & Pegrum, 2020) - psixologik tamoyillarni hisobga olgan holda ishlab chiqilganda kognitiv faollik va muloqot ko‘nikmalarini oshirishi ko‘rsatilgan.

Chet til o‘qitishning zamonaviy pedagogik texnologiyalari ta’lim oluvchilarning ma’lumotlarni idrok etishi, qayta ishlashi va eslab qolishini tushuntiruvchi psixologik tamoyillarga chuqur asoslanadi. Psixologiyaning kognitiv, affektiv va ijtimoiy jihatlari birgalikda til ta’limida samarali o‘qitish dizaynining asosini tashkil etadi. Ushbu jihatlarni tushunish o‘qituvchilarga interaktiv, hissiy jihatdan qo‘llab-quvvatlovchi va intellektual jihatdan rag‘batlantiruvchi ta’lim muhitini yaratish imkonini beradi. Kognitiv nuqtai nazardan, ta’lim oluvchilar yangi til materialini diqqat, xotira, muammolarni hal qilish kabi aqliy jarayonlar orqali o‘zlashtiradilar. Texnologik vositalar - multimedia taqdimotlari, virtual simulyatsiyalar va interaktiv grammatika platformalari bir vaqtning o‘zida vizual va audial kanallarga murojaat qilish orqali bu jarayonlarni yaxshilaydi. Mayerning "Multimediali ta’limning kognitiv nazariyasi" (2014) ga ko‘ra, tasvirlar, tovushlar va matnlarni birlashtirish tushunish va uzoq muddatli xotirani mustahkamlaydi. Shu ma’noda, raqamli texnologiyalar mavhum lingvistik tushunchalarni yanada aniqlashtiradi, ularni yaxshiroq tushunish va eslab qolishni osonlashtiradi.

Psixologiyaning affektiv o‘lchovi til o‘rganishda ham muhim rol o‘ynaydi. Motivatsiya, ishonch va xavotir kabi his-tuyg‘ular o‘quvchining faoliyatiga bevosita ta’sir qiladi. Krashenning affektiv filtr gipotezasi (2009) shuni ta’kidlaydiki, xavotir yuqori bo‘lsa, tilni o‘zlashtirish qobiliyati pasayadi. Shuning uchun zamonaviy texnologiyalar - o‘yinlashtirilgan ta’lim ilovalari va virtual ta’lim muhitlari kabi - stressni kamaytirish va zavqni oshirishga qaratilgan. Duolingo yoki Quizlet kabi interaktiv platformalar xavf-xatarsiz muloqotni rag‘batlantiradi va ichki motivatsiya hamda o‘rganishga ijobiy munosabatni shakllantiruvchi sa’y-harakatlarni mukofotlaydi. Ta’limning ijtimoiy va kommunikativ jihatlari ham psixologik nazariyalarning markazida turadi. Vigotskiyning ijtimoiy-madaniy nazariyasida ta’lim ijtimoiy o‘zaro ta’sir va hamkorlik orqali eng samarali tarzda amalga oshirilishi ta’kidlanadi. Zamonaviy sinfda onlayn munozara forumlari, hamkorlikda yozish vositalari va videokonferensiya platformalari (masalan, Zoom yoki Microsoft Teams) real vaqt rejimida muloqot qilish va o‘zaro o‘rganishni ta’minlash orqali bu g‘oyani amalga oshiradi. Bunday raqamli makonlar o‘qitishning kommunikativ yondashuviga mos keladigan autentik foydalanish, fikr-mulohaza almashish va guruh muammolarini hal qilish orqali til o‘rganishni rag‘batlantiradi.

XULOSA

Chet tillarni o‘qitishda zamonaviy pedagogik texnologiyalarning samaradorligi ko‘p jihatdan ularning psixologik asosiga bog‘liq. Kognitiv, affektiv va ijtimoiy tamoyillarning uyg‘unlashuvi ta’lim jarayonining nafaqat intellektual, balki hissiy jihatdan qo‘llab-quvvatlovchi va kommunikativ jihatdan mazmunli bo‘lishini ta’minlaydi. Kognitiv nazariyalar texnologik vositalar multimodal kirish orqali idrok, xotira va tushunishni qanday kuchaytirishini tushuntiradi. Affektiv psixologiya motivatsiya, o‘ziga ishonch va hissiy qulaylikning muhimligini ta’kidlaydi, bularni o‘yinlashtirilgan va interaktiv platformalar orqali rivojlantirish mumkin. Ijtimoiy psixologiya, o‘z navbatida, tilni muvaffaqiyatli o‘zlashtirishning muhim tarkibiy qismlari sifatida hamkorlik, muloqot va madaniy xabardorlikni ta’kidlaydi.

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INGLIZ TILIDA INTONATSIYA VA UNING KOMMUNIKATIV AHAMIYATI

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Annotatsiya. *Ushbu maqolada ingliz tilidagi intonatsiya hodisasi va uning kommunikativ ahamiyati lingvistik hamda pragmatik nuqtayi nazardan keng tahlil qilinadi. Shuningdek, ingliz tilini o‘rganishda intonatsiyani to‘g‘ri o‘zlashtirishning ahamiyati, kommunikativ kompetensiyani shakllantirishdagi roli, va ingliz tili o‘qitish metodikasidagi o‘rni haqida so‘z yuritiladi.*

Kalit so‘zlar: *intonatsiya, kommunikativ kompetensiya, prosodiya, nutq ohangi, suprasegmental birliklar, ingliz tili fonetikasi, nutq pragmatikasi.*

KIRISH QISM.

Til — bu inson tafakkuri, hissiyoti va ijtimoiy hayotining ifodasi bo‘lib, u nafaqat axborot uzatish, balki insonlar o‘rtasidagi munosabatni shakllantirish vositasidir. Nutqning fonetik tuzilmasi ichida intonatsiya o‘ziga xos o‘rin tutadi. Chunki aynan intonatsiya so‘zlarning qanday ohangda aytilishini, gapning maqsadini, so‘zlovchining hissiyotini va tinglovchiga nisbatan munosabatini ifodalaydi.

Ingliz tilida intonatsiya eng muhim suprasegmental (ya’ni tovushdan yuqori darajadagi) xususiyatlardan biri hisoblanadi. U nafaqat nutqni tabiiy qiladi, balki muloqotni mazmunan aniq, hissiy va tushunarli qiladi. Agar so‘zlar mantiqiy ma’no yuklasa, intonatsiya ularni hissiy, kommunikativ va pragmatik jihatdan boyitadi.

Masalan, ingliz tilidagi oddiy “You’re coming.” (Siz kelasiz.) gapini olaylik. Agar u tushuvchi ohang bilan aytilsa — bu oddiy tasdiq bo‘ladi, lekin ko‘tariluvchi ohang bilan aytilsa — savol bo‘lib chiqadi: “You’re coming?”. Demak, intonatsiya nutqdagi grammatik ma’noni ham o‘zgartira oladi.

Intonatsiya — bu nutqda tovush balandligining (pitch) ko‘tarilib-pasayib borishidir. Bu jarayon eshituvchi tomonidan ohang sifatida seziladi va u orqali so‘zlovchining hissiyoti, kayfiyati, e’tiqodi yoki maqsadi anglanadi. Ingliz tilida intonatsiya nutqni “melodiya”ga o‘xshatadi. Shu sababli ingliz tili fonetikasi bo‘yicha mashhur tadqiqotchi D.Crystal intonatsiyani “nutqning musiqasi” deb atagan.

Ingliz tili fonetikasi tarixida intonatsiya masalasi doimo muhim tadqiqot yo‘nalishlaridan biri bo‘lib kelgan. Turli davrlarda fonetika va fonologiya olimlari intonatsiyani turlicha talqin qilganlar: kimdir uni faqat tovushning baland-pastligi (pitch) sifatida ko‘rgan bo‘lsa, boshqalar uni kengroq — ritm, urg‘u va pauza bilan bog‘liq kompleks jarayon sifatida o‘rganishgan. Shu bois intonatsiyani o‘rganishning fonetik, fonologik va pragmatik yondashuvlarini farqlash lozim.

Intonatsiya masalasini birinchi bo‘lib ilmiy tahlilga olganlardan biri — ingliz fonetisti Daniel Jones bo‘lgan. U intonatsiyani “gapning ohang chizig‘i” deb ta’riflab, ingliz tili intonatsiya tizimida asosiy to‘rt turdagi ohangni ajratgan: tushuvchi (fall), ko‘tariluvchi (rise), tushuvchi-ko‘tariluvchi (fall-rise) va ko‘tariluvchi-tushuvchi (rise-fall) ohanglar. Jonesning ishlari intonatsiyani deskriptiv tarzda tavsiflashga qaratilgan bo‘lib, u ohangning tovushiy tabiati va u orqali ifodalangan ma’no o‘rtasidagi bog‘liqlikni tahlil qilgan.

Keyinchalik O’Connor va Arnold o‘zlarining “Intonation of Colloquial English” asarida Jonesning tizimini yanada mukammallashtirib, ingliz tili intonatsiyasining kommunikativ funksiyalarini batafsil ko‘rsatgan. Ularning fikricha, har bir intonatsion shakl (intonation pattern) gapning maqsadiga, kontekstiga va hissiy tusiga mos ravishda tanlanadi. Masalan, tushuvchi ohang yakuniylik, ishonch yoki qat’iyatni bildirsa, ko‘tariluvchi

ohang shubha, davom kutish yoki savolni ifodalaydi.

Fonologik nuqtayi nazardan, Halliday intonatsiyani tildagi ma’no tizimining ajralmas qismi deb hisoblaydi. Uning “prosodik fonologiya” nazariyasida intonatsiya nafaqat tovush darajasida, balki semantik va kommunikativ darajada ham ma’no ifodalaydi. Hallidayga ko‘ra, intonatsiya orqali gapning “ma’no markazi” (information focus) aniqlanadi va so‘zlovchining kommunikativ niyati yuzaga chiqadi. Shu sababli, u intonatsiyani “ma’no xaritasi” sifatida talqin qiladi — u nafaqat nima aytilayotganini, balki qanday niyat bilan aytilayotganini ifodalaydi.

XX asrning ikkinchi yarmidan boshlab tilshunoslikda pragmatik yondashuv kuchaydi. Ya’ni, intonatsiya endi faqat fonetik yoki fonologik jarayon sifatida emas, balki muloqot jarayonining pragmatik komponenti sifatida o‘rganila boshlandi.

Brazil o‘zining “The Communicative Value of Intonation in English” asarida intonatsiyani muloqotda “pozitsion vosita” sifatida tahlil qiladi. Uning fikricha, intonatsiya so‘zlovchining nutqda qanday pozitsiyani egallaganini (masalan, u axborot berayaptimi, savol beryaptimi yoki javob kutayaptimi) ko‘rsatadi. Brazil intonatsiyaning “discourse function”ini yaqqol ko‘rsatib, uni “nutq oqimidagi navigatsion mexanizm” deb ataydi.

Masalan, bir suhbatda:

Really? (ko‘tariluvchi ohang — tinglovchi qiziqish yoki shubha bildiradi)

Really. (tushuvchi ohang — ishonch bilan tasdiqlaydi)

Bu ikki misol shuni ko‘rsatadiki, bir xil so‘z turli intonatsiyada aytilsa, kommunikativ niyat butunlay o‘zgaradi.

Cruttenden intonatsiyaning kommunikativ ahamiyatini psixolingvistik nuqtai nazardan o‘rganib, u tinglovchi ongida “kognitiv signal” sifatida ishlashini ko‘rsatadi. Ya’ni, intonatsiya tinglovchi uchun nafaqat hissiy ma’lumot beradi, balki semantik prognoz ham yaratadi — u keyingi nutqni taxmin qilish imkonini beradi.

Intonatsiyaning eng tabiiy va sezilarli funksiyalaridan biri — hissiy (attitudinal) funksiyadir. Bu jihatni birinchi bo‘lib ilmiy tahlil qilganlardan biri Crystal bo‘lib, u intonatsiyani “nutqning musiqasi” deb ataydi. Uning fikricha, intonatsiya so‘zlovchining hissiy holatini, kayfiyatini, ijtimoiy masofani va kommunikativ niyatini aks ettiradi.

Masalan:

I can’t believe it! (rise-fall ohang — hayrat, ishonchsizlik)

I can’t believe it… (pasayuvchi ohang — hafsalasi pir bo‘lish, hafalik)

Hissiy ifoda, ayniqsa, ingliz tilida o‘ziga xos bo‘lib, u nafaqat gap mazmunini, balki shaxslararo munosabatni ham shakllantiradi. Shu sababli, intonatsiya pragmatikaning muhim tarkibiy qismi sifatida o‘rganiladi.

Intonatsiyaning o‘rganilishi nafaqat nazariy, balki amaliy ahamiyatga ham ega. So‘nggi yillarda ingliz tili o‘qitish metodikasida (ELT) intonatsiyani kommunikativ kompetensiyaning asosiy elementi sifatida o‘rganish tendensiyasi kuchaydi.

Celce-Murcia, Brinton va Goodwin “Teaching Pronunciation: A Course Book and Reference Guide” asarida intonatsiyani o‘rgatishning kommunikativ yondashuvini ilgari surgan. Ularning fikricha, ingliz tili o‘rganuvchilari uchun eng katta muammo fonematik tizimdan ko‘ra, intonatsion naqshlarni to‘g‘ri qo‘llay olmaslikdir. Chunki intonatsiya noto‘g‘ri ishlatilsa, gapning hissiy ohangi yoki niyati noto‘g‘ri tushuniladi.

Masalan, o‘quvchi “Thank you?” deb aytsa — u minnatdorchilik emas, shubha bildiradi. To‘g‘ri intonatsiyada esa: “Thank you.” — iliq, samimiy ohang seziladi.

Shuning uchun zamonaviy fonetik metodikalarda intonatsiyani o‘rganish “communicative pronunciation teaching”ning markazida turadi.

XXI asrda intonatsiya tadqiqotlari akustik tahlil, kompyuter lingvistikasi, va nutq texnologiyalari yordamida yangi bosqichga ko‘tarildi.

Xulosa

Demak, intonatsiya nafaqat lingvistik, balki sotsial belgi hamdir – u jamiyatdagi ierarxiya, madaniyat va

muloqot uslubini aks ettiradi.

Ingliz tilini o‘rgatishda intonatsiyani e’tiborsiz qoldirish o‘quvchining muloqotdagi samaradorligini pasaytiradi. Ko‘plab xorijiy til o‘rganuvchilar grammatika va leksikani yaxshi bilsalar ham, noto‘g‘ri intonatsiya tufayli “tabiiy” tovush hosil qila olmaydilar.

Shuning uchun Celce-Murcia va Kenworthy intonatsiyani kommunikativ kompetensiyaning asosi deb hisoblashadi. Unga ko‘ra, intonatsiya o‘qitilishida quyidagilar muhim:

- eshituv orqali sezgirlikni rivojlantirish (intonation awareness);
- modelga taqlid qilish (imitation drills);
- kontekstda qo‘llash (situational dialogues);
- o‘z nutqini tahlil qilish (self-evaluation).

Psixolingvistik tadqiqotlar esa intonatsiyaning tinglovchi hissiyotiga bevosita ta’sirini isbotlagan. Ya’ni, ohang inson miyasi tomonidan hissiy signal sifatida qabul qilinadi. Shu sababli, o‘quvchi intonatsiyani o‘zlashtirgan sari u nafaqat “to‘g‘ri talaffuz” qiladi, balki madaniy jihatdan mos aloqa o‘rnatadi.

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METHODOLOGICAL STEPS FOR USING AI TO DEVELOP WRITING SKILLS IN IELTS PREPARATION

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Abstract. *This article examines the impact of using ChatGPT on the development of academic writing skills in third-year translation students preparing for IELTS Writing Task 2. It demonstrates that AI improves introductions, expands academic vocabulary, enhanced clarity of positional expression, and supports the development of metacognitive skills. Analysis of the result revealed increases in mean bands and decreases in coefficient of variation (CV), as well as the need for conscious use of AI to minimize traces of generation. Recommendations for educators and future research are presented.*

Keywords: *ChatGPT, academic writing, IELTS Writing Task 2, translation students, artificial intelligence.*

INTRODUCTION.

The application of artificial intelligence in the field of academic writing is gaining prominence in contemporary linguistic research, particularly in the context of international exams such as the IELTS Academic Writing Test [1]. This test evaluates the ability to construct arguments, rephrase statements, and express a viewpoint in accordance with established standards [2].

In the study, third-year translation students wrote an essay introduction and enhances it using ChatGPT, an AI-powered tool. The goal was to refine the wording and strengthen the argument without resorting to direct copying. Each essay was evaluated according to the IELTS criteria. After that the changes in skill level, instances of AI-generated text, and the students' level of independence were analyzed.

The findings demonstrated a rise in average bands from 5.67 to 7.28, accompanied by a more than three-fold reduction in the coefficient of variation. This confirms the efficacy of AI as a tool. Additionally, some students exhibited similar patterns, underscoring the importance of establishing guidelines for the ethical and productive use of AI. The purpose of this paper is to examine the experimental outcomes, decipher common mistakes, and propose practical advice for instructors of academic writing.

Recent studies have shown that incorporating artificial intelligence into the process of teaching academic writing can substantially enhance the quality of students' written work, including those in the third year of their translation studies. Despite their advanced language skills, students still need to improve their writing abilities, such as development of argumentation, text organization, and source management [3].

In Kazakhstan, universities are actively integrating AI into their teaching practices to assist students in their academic writing to improve the quality of their written works. However, there is a danger of overusing generative models, which can lead to overly perfect formulations that are not suitable for the students' level. This necessitates the development of skills for the responsible use of AI [4].

The following researchers Stock A., Schlögl S., Groth A. highlight the significance of identifying AI-generated content in texts and proposes methods for stylistic analysis to ensure academic integrity [5]. The concept of "human-AI collaboration" proves to be effective when acts as an editor or advisor, while the student maintains control over the style and content of the text, which is defiantly beneficial for students studying

translation [6].

The study of Tojiboyeva M. presents that artificial intelligence can elevate text organization, broaden vocabulary, and enhance academic and translation abilities. Although, the successful application of AI requires pedagogical support, adherence to ethical standards, and the cultivation of critical skills abilities to provide that tool serves as a complement to, rather than a substitute for, students' independent writing [7].

A quasi-experimental study aimed to assess the impact of integrating AI tool – ChatGPT – on the quality of essay IELTS Writing Task 2 format for third-year students majoring in Translation Studies. A total of third-year students (n = 9) of theory and practice of translation department participated in the experiment. They should write an introduction (2-3 sentences) on a given IELTS topic: “Some people think that learning a foreign language is most effective when living in the country where it is spoken. To what extent do you agree or disagree?” Each student then, in sequence: (1) completed the task independently, (2) interacted with ChatGPT using a single instructional prompt in order to improve their introductory paragraph, and (3) revised the introduction based on the suggestions provided, using their own language. The instructions strictly prohibited copying: students were not allowed to paste ChatGPT-generated fragments into their work without revising them.

The IELTS scale (0-9), used in professional exam preparation practice, was used for quantitative assessment. Each paper (before and after) was assessed by the experts from the department of translation theory and practice. They assigned an integrated assessment of the introduction, reflecting the overall level of the key descriptors: Task Response, Coherence & Cohesion, Lexical Resource, Grammatical Range & Accuracy [8]. In case of discrepancies in bands, a consensus procedure was used to obtain a single final assessment. This approach minimizes the subjective component and ensures comparability of results.

The bands for each student before and after the intervention were recorded in tabular form. For quantitative interpretation, classical descriptive statistics were used: the arithmetic mean and the coefficient of variation (CV= / × 100%), which allowed us to assess both the central tendency and the dispersion of the results in the sample (see Table 1).

Table 1. Individual students' bands and calculated mean bands as well as CV, before and after the AI intervention.

Student	**Before**	**After**
1	4.0	7.5
2	5.5	7.5
3	6.0	7.5
4	5.5	7.5
5	6.0	7.0
6	6.0	7.0
7	6.0	7.0
8	6.0	7.5
9	6.0	7.0
Mean band (μ)	**5.67**	**7.28**
CV	**11.00%**	**3.41%**

The mean band before AI use was 5.67, with a coefficient of variation of 11.00%. After the intervention, the mean band rose to 7.28, with a coefficient of variation of 3.41%. The difference in means is 1.61 points. Considering that this is only a part of the essay, specifically the introduction, the results indicate a substantial enhancement in the writing abilities of students.

The analysis of the quantitative data reveals two main trends. Firstly, the significant increase in mean values indicates that the use of ChatGPT is directly related to improvements in the visible characteristics of the introductions – primarily those that are easily amenable to algorithmic correction: paraphrase accuracy, use of academic vocabulary, and clarity of positional expression. Secondly, the significant reduction in the coefficient

of variation indicates a leveling of performance: after using ChatGPT, introductions have become more consistent in quality and style, suggesting the standardizing effect of the model.

Content analysis of the changes in the texts focused on specific improvements: an increase in the proportion of correct paraphrases, an expansion of the lexical and phraseological repertoire, a clearer position statement, and a reduction in colloquialisms. At the same time, a qualitative analysis of students' reflections also revealed potentially problematic effects. First, several participants noted that the formulations proposed by ChatGPT were "overly idealized" and did not always correspond to their own linguistic level, as evidenced by the emergence of clichéd and repetitive constructions in post-tests. Second, some students reported difficulty transforming the AI's sentences into an authentic personal style; in a small portion of the sample, experts identified signs of direct or minimally reworked copying of fragments, which requires attention from an academic integrity perspective. Finally, some students noted that the model's proposed outline sometimes conflicted with their own internal argumentation scheme, causing cognitive strain when processing the text.

The results obtained allow us to draw several reasonable conclusions. Firstly, ChatGPT is an effective means of improving the formal quality of short written forms (introduction) in preparation for IELTS. The model accelerates access to academic vocabulary and demonstrated successful paraphrasing strategies, thereby increasing objective indicators for exam descriptors. Secondly, the standardizing effect of AI (CV reduction) demonstrates that the model serves as a kind of "anchor" for the development of generally accepted academic style, which is useful for formative verification but, at the same time, reduces the variability of the author's individual style. In a practical context, this means that the teacher should balance the use of AI between the training of standardizing skills and the development of individual writing

In addition, the observed traces of generation in some students emphasize the need for pedagogical measures to preserve academic integrity. It is recommended to implement the following mandatory steps: (a) the requirement to rework and justify each amendment proposed by AI; (b) conducting reflective reports in which elements of the AI proposal they accepted and why; (c) using stylistic introspection and comparing the initial and final versions as mandatory assessment stage. Such measures will preserve the student's cognitive responsibility and reduce the risk of copy-pasting.

The research exhibited that AI tools ate able to assist translation students in writing the introduction successfully. Nevertheless, they should provide their input as well. There are both improvements and risks, such as losing a student's unique style of writing and overreliance on AI suggestions.

Furthermore, our analysis was limited to a single piece of writing and a single iteration of AI interaction, so the findings cannot be considered conclusive. In the future, it is essential to investigate how AI impacts writing development over time and to explore strategies that will enable students to leverage AI to enhance their skills rather than replace them.

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THE ROLE OF EDUCATION IN HUMAN LIFE

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Abstract. *Education is one of the most critical components of human life, playing a central role in intellectual, social, professional, and moral development. This paper analyzes the importance of education for both individuals and society, focusing on its impact on cognitive skills, social engagement, professional success, and moral development. Furthermore, the perspectives of scholars and thinkers are incorporated to reinforce the significance of education in human life. The study demonstrates that education serves as a tool for expanding human potential, promoting societal progress, and improving life quality.*

Keywords: *Education, human life, intellectual development, social engagement, professional skills, moral education, scholarly perspective.*

INTRODUCTION.

Education has always been a central social process in human history, crucial for personal development and societal progress. It provides individuals with knowledge, enhances critical thinking, and allows for effective problem-solving. Historically, many scholars have emphasized the importance of education. Abu Nasr al-Farabi stated: "Man achieves perfection not by nature, but through upbringing and education." This assertion highlights the key role of education in shaping human development.

Education significantly contributes to the development of cognitive abilities. The process of learning not only involves memorization but also the enhancement of analytical thinking, critical reasoning, and the ability to integrate new knowledge into practical applications. Aristotle once remarked: "The root of education is bitter, but its fruit is sweet." This suggests that while the learning process may require effort, its outcomes are rewarding. Modern psychological research confirms that educated individuals demonstrate superior problem-solving skills, independent thinking, and enhanced critical reasoning, underscoring the role of education in intellectual development.

Second, education directly affects professional growth and economic potential. Skilled and knowledgeable individuals are more competitive in the labor market, capable of securing higher-paying and stable employment. Jean-Jacques Rousseau emphasized: "The best wealth is knowledge, for it never diminishes." This statement underscores education's economic significance in human life. In contemporary society, highly educated individuals often take leading roles, generate innovative solutions, and contribute meaningfully to their professional fields.

Third, education enhances social engagement. Educated individuals better understand societal processes, respect diverse opinions, and manage intercultural interactions effectively. Confucius remarked: "Education leads a person to the right path; knowledge ensures steadfastness on that path." Thus, education transforms individuals into responsible, socially active citizens. Social studies indicate that individuals with higher educational attainment are more likely to assume leadership roles and address societal challenges efficiently.

Additionally, education significantly influences moral and ethical development. Knowledgeable individuals understand their values, make ethical decisions, and act responsibly in society. Abdulla Avloni, a prominent Uzbek scholar, stated: "Knowledge is the closest companion of man." This highlights the inseparability of knowledge and ethical development. Education equips individuals to approach life challenges rationally while fostering a sense of responsibility and moral integrity.

Lifelong Learning Education is a lifelong process. In a rapidly changing technological and economic environment, individuals must continually acquire new knowledge and skills. Lifelong learning ensures that a person remains competitive, adaptable, and creative throughout life. Today, education extends far beyond schools and universities; it is an ongoing process that supports both personal and professional growth.

Education is also fundamental to societal development. Advanced nations’ progress has consistently been linked to the quality of their educational systems. In knowledge-based societies, innovations, technological achievements, economic stability, and social justice flourish. Higher educational attainment contributes to democracy, rule of law, and respect for human rights. Therefore, education acts as a cornerstone of social equity and sustainable development.

In general, education profoundly influences every aspect of human life. It promotes intellectual growth, ensures professional success, enhances social participation, and strengthens moral development. Investment in education represents an investment in the future of both individuals and society. As Ibn Sina stated: “Knowledge is the light of the human heart.” Education transforms individuals into knowledgeable, responsible, and socially beneficial members of society, proving its indispensable role in human life.

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THE IMPORTANCE OF MOTIVATION AND DISCIPLINE IN FOREIGN LANGUAGE LEARNING

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Abstract. *This article analyzes the role and compatibility of motivation and discipline in the process of learning foreign languages. In the era of globalization, learning new languages expands people's opportunities, but this process requires a lot of time and effort. Motivation helps to take the initial steps by instilling enthusiasm and interest in learning, while discipline ensures that the learning process continues in a regular manner. As a result of the combination of these factors, the language learning process becomes more effective and stable.*

Keywords: *foreign languages, motive, motivation, discipline, importance of motivation, importance of discipline, internal motivation, external motivation.*

INTRODUCTION.

Learning or knowing a foreign language, especially English, is an important tool for understanding scientific communication, the business world, cultural relations, and political issues. It is widely recognized that knowing a foreign language is the key to success in life. Motivation and attitude help foreign language learners to gain confidence and learn the language quickly and effectively. Therefore, it is important for foreign language pedagogues to take these factors into account. Here, according to the decision of the Cabinet of Ministers of the Republic of Uzbekistan No. 312 of May 19, 2021 "On measures to effectively organize learning and popularization of foreign languages", foreign languages are not only taught in education, but the employees of state bodies should also know, and a number of measures are being developed in connection with learning and teaching foreign languages. Among the main psychological aspects of learning English, the most important are: motivation and interest in learning the language; language learning ability; the ratio of language and speech in learning; language barrier.

Motivation is a key factor in language learning. As in any activity, if a person does not want to do something or does it by force, he will not achieve a high result. The result in language learning can only bring motivation to achieve success. Motivation to avoid failure can be a one-off. For example, a student is afraid of failing an exam with a demanding English teacher. It will pass the test, maybe not badly, but such a local success will not have a long-term effect. The fact is that it is necessary to gradually form and develop foreign language skills, and then maintain them throughout life.In this regard, when learning a language, there should be an attitude that the English language itself works only as a means of receiving and transmitting information. If a person is interested in the information he is working with (ie, the English material), he will also be interested in the process of learning English. Here, the psychological component is closely related to the most important methodological component, that is, the content of teaching English, which should be selected in accordance with the interests and age characteristics of students in order to maintain a high level of motivation. Despite the clarity of the above arguments, many people who have started to learn English well still do not follow it. Why do they lose motivation? The fact is that English, unlike, for example, mastering a computer system or learning to drive a car, requires constant and systematic practice, and many people are not ready for this. Often, some circumstances prevent it from doing so, and it becomes a convenient reason, an excuse. This requires certain voluntary actions that have not been taken into account. Another feature of English as a skill is

that it seems unnecessary in everyday life.

Motivation is a factor that drives a person to achieve a goal with internal or external force. It motivates a person to work, determines the direction and gives the necessary energy. Motivation helps a person to overcome difficulties, work on himself and develop in order to achieve his goals. Motivation is one of the important factors in learning foreign languages, which helps to make this process successful and effective. Here are some recommendations that will help you increase your motivation to learn a foreign language:

Goal setting: Setting clear and measurable goals in language learning increases motivation. For example, it is useful to set goals such as "To be able to speak English fluently by the end of this year".

Add your interests: Reading, watching or listening to materials related to your interests through a foreign language will help you make the language more interesting and useful.

Track Progress: Tracking your progress, recording progress, and knowing how close you are to your goals will increase motivation. For this, language learning apps or notebooks will be good helpers.

Start with small steps: Starting language learning in small steps and gradually moving on to more difficult material will help you stay motivated. It helps you move forward without making language learning feel too complicated.

Making the learning process interesting: Through various applications, games and other interesting methods, the language learning process is not boring and ensures constant engagement.

Real-life application: Applying newly learned words and phrases in real life, talking with foreign language speakers will help you learn the language more effectively. For example, make and correspond with your friends or new friends in foreign countries.

Learning about other cultures: Learning about other cultures, history, and values through language is a great way to increase motivation. It allows not only to learn the language, but also to expand the worldview.

In order to stay motivated in language learning, it is very important to choose suitable and interesting methods for yourself, apply them in everyday life and constantly monitor your progress.

Discipline is a set of rules regarding certain behavior and behavior of people, including members of the labor team, that meet the legal and moral standards of society, as well as the requirements of any organization. Discipline regulates the way people live and work together. This is achieved by adopting these social norms and laws, and at the same time, applying moral, legal and administrative responsibility and sanctions, if necessary. There are the following types of discipline: internal discipline (training of a person in the spirit of self-discipline); general discipline for all (such as state discipline); special discipline - discipline established only for members of a certain organization or a certain category of people (such as labor discipline, military discipline).

Motivation is derived from the word motive, which means a person's needs, wants, or urges. It is the process of motivating individuals to act in order to achieve a goal. Psychological elements that drive people's behavior in the context of work goals may include the desire for money. Understanding the types of motivation and the effects of motivation on language learning can help make language learning more effective and enjoyable. Motivation is divided into two main types:

1. Internal (intrinsic) motivation. In this type of motivation, a person learns a language out of desire, personal interest, or need. For example, interest in foreign culture, literature, cinema or new knowledge motivates a person to learn. Intrinsically motivated people are more persistent in language learning, enjoy the process, and experience less stress.

2. External (extrinsic) motivation. In external motivation, a person learns a language for external factors (goals). For example, reasons such as success in work or studies, traveling to a foreign country, and finding a high-paying job serve as external motivation. Extrinsic motivation gives short-term results, but you need to rely on intrinsic motivation for continuous learning.

The influence of motivation on language learning. Motivation plays an important role in the process of language learning and has a direct impact on the effectiveness of a person's learning. A motivated person does not give up even when faced with difficulties and learns new things faster.

Self-Confidence: A motivated person has a positive view of their ability to learn a language and this will

help them expand their knowledge. The combination of internal and external motivation accelerates and makes the language learning process more effective. In language learning, the main focus should be on building and maintaining intrinsic motivation. Internal and external factors that encourage people to always have an interest and desire to commit to a job, role or topic, or to act to achieve a goal. If you have a strong will or desire to achieve a goal, it means that you have positive self-confidence and positive influence on others. You can inspire the person in front of you with a word of encouragement. Discipline plays a key role in the language learning process, as the process often requires consistent work and constant practice. While learning is easier when motivation is high, it may not be permanent. When motivation wanes or challenges arise, it is discipline that pays off.

Success can be achieved with small, regular steps. For example, learning a small amount of new words every day, but regularly, will lead to big gains. By making learning a habit, it becomes easier to maintain consistency. This is especially useful when faced with difficult and time-consuming assignments. Timely revision and practice is a part of discipline and it helps to master new language material better.

Motivation and discipline are two key factors that complement each other for success in language learning. Through their mutual harmony, a person maintains consistency in the study process and achieves high results. Here's how motivation and discipline work together in language learning.

A combination of motivation and discipline is the basis of a successful language learning process. If motivation encourages a person to acquire new knowledge, discipline allows to continue the learning process regularly. As a result of their harmony, the language learning process becomes more effective and pleasant, and a person successfully achieves his goal.

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FRAME-BASED APPROACH AS A TOOL FOR DEVELOPING SYSTEMIC THINKING IN FOREIGN LANGUAGE TEACHING

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Abstract. *The frame-based approach is a significant methodology in developing systemic thinking in foreign language teaching. This approach leverages the concept of "frames," which are structured sets of expectations used to interpret and organize information. By employing frames, educators can facilitate a more holistic understanding of language, enabling learners to connect linguistic elements with contextual knowledge. This integration enhances cognitive processes, allowing students to internalize language constructs more effectively.*

In the context of teaching English as a foreign language, the frame-based approach offers numerous advantages. It encourages learners to perceive language as a dynamic system rather than isolated units of vocabulary and grammar. This perspective fosters critical thinking and problem-solving skills, as students learn to navigate complex linguistic landscapes. Moreover, by using frames as cognitive tools, learners are better equipped to transfer knowledge across different contexts, thus promoting adaptability in language use.

The implementation of a frame-based approach requires careful planning and execution. Educators must design learning activities that emphasize the interconnections between language and context. This involves creating scenarios where students can apply frames to real-world situations, thereby reinforcing their understanding and application of language. Additionally, the approach supports collaborative learning, as it encourages students to engage in discussions and share perspectives, further enriching their language experience.

Overall, the frame-based approach is a powerful tool in foreign language education, fostering systemic thinking and enhancing learners' cognitive and linguistic competencies. Its emphasis on context and interconnectedness prepares students to become proficient and adaptable language users.

Keywords: *frame-based approach, systemic thinking, foreign language teaching, cognitive processes, linguistic elements, contextual knowledge, adaptability, critical thinking, collaborative learning, holistic understanding.*

INTRODUCTION.

Purpose of the Article

The purpose of the article is to explore the application of a frame-based approach as a tool for enhancing systemic thinking in the teaching of foreign languages.

Objectives of the Research

1. The first objective is to examine how the frame-based approach can facilitate the integration of

linguistic and cultural elements to improve language comprehension and communication skills.

2. The second objective involves analyzing the effectiveness of this approach in promoting critical thinking and problem-solving abilities among language learners by engaging them in complex linguistic tasks.

3. The third objective is to evaluate the impact of frame-based learning on students' ability to connect linguistic concepts with real-world applications, thereby fostering a more holistic understanding of language use.

4. The fourth objective seeks to identify the pedagogical challenges and opportunities associated with implementing a frame-based approach in diverse educational settings, with a focus on adaptability and scalability.

In the contemporary landscape of education, the integration of innovative methodologies is paramount to address the evolving needs of learners. The frame-based approach, a concept rooted in cognitive linguistics, emerges as a compelling tool for developing systemic thinking in foreign language teaching. This approach leverages frames—structured mental representations of situations or concepts—to facilitate deeper comprehension and retention of linguistic information. As globalization intensifies, the demand for proficient multilingual communication becomes increasingly critical, necessitating educational strategies that extend beyond rote memorization to encompass cognitive and cultural dimensions.

The frame-based approach offers a multifaceted platform for language acquisition, allowing learners to contextualize vocabulary and grammar within meaningful scenarios. By engaging with language in context, students are encouraged to draw connections between linguistic elements and cultural nuances, thereby enhancing their communicative competence. This methodology aligns with constructivist principles, where knowledge is actively constructed through experience and reflection, fostering a learner-centered environment.

Moreover, the adoption of a frame-based approach addresses the limitations of traditional language teaching methods, which often prioritize grammatical accuracy over practical usage. By shifting the focus to systemic thinking, educators can cultivate learners' analytical skills, enabling them to navigate complex linguistic landscapes with confidence. This is particularly relevant in today's interconnected world, where the ability to communicate effectively across diverse contexts is a valuable asset.

The practical importance of this approach is underscored by its potential to bridge the gap between linguistic theory and real-world application. In professional settings, the ability to comprehend and articulate nuanced ideas is essential, and a frame-based approach equips learners with the tools to do so. Furthermore, it encourages the development of critical thinking and problem-solving skills, which are indispensable in addressing the multifaceted challenges of modern society.

In conclusion, the relevance of the frame-based approach in foreign language teaching lies in its capacity to transform language learning into a dynamic and interactive process. By promoting systemic thinking, it not only enhances linguistic proficiency but also prepares learners to engage with the world in a thoughtful and informed manner. As educators continue to seek innovative solutions to meet the demands of an ever-changing educational landscape, the frame-based approach stands out as a promising avenue for fostering holistic language development.

Exploring the Frame-Based Approach in Language Teaching

The frame-based approach, rooted in cognitive linguistics, offers a transformative perspective in the realm of foreign language teaching. By utilizing structured mental representations known as "frames," this methodology facilitates a more profound comprehension of language, enabling learners to grasp linguistic elements within meaningful contexts. This section delves into the practical application, challenges, and benefits of integrating a frame-based approach in language education.

Theoretical Foundations and Practical Application

Frames serve as cognitive structures that allow individuals to organize knowledge about situations and concepts. In language teaching, this translates to presenting vocabulary and grammar within scenarios that mirror real-world experiences. For instance, instead of merely memorizing vocabulary lists, students might explore the theme of dining in a restaurant, thereby learning relevant phrases, cultural norms, and etiquette in a

cohesive manner.

A study conducted by Fillmore and Atkins (1992) highlights the effectiveness of frames in bridging the gap between linguistic form and function. Their research demonstrated that students who engaged with language through frames exhibited improved retention and comprehension compared to traditional rote learning methods.

Importance and Implications

The importance of the frame-based approach lies in its ability to foster systemic thinking, moving beyond traditional methods that often prioritize grammatical accuracy over practical application. In today's globalized world, the ability to communicate across diverse contexts is crucial. The frame-based approach equips learners with the skills to understand and articulate complex ideas, enhancing their communicative competence and cultural awareness.

Moreover, this approach aligns with constructivist principles, where knowledge is actively constructed through interaction and reflection. By contextualizing language learning, students are encouraged to engage critically with content, promoting the development of problem-solving and analytical skills. These competencies are essential in navigating the multifaceted challenges of modern society.

Challenges and Opportunities

Implementing a frame-based approach presents both challenges and opportunities. One challenge is adapting the methodology to diverse educational settings, where resources and cultural contexts may vary. Educators must be equipped with the necessary training to effectively design and implement frame-based curriculum.

However, the versatility of this approach also presents significant opportunities. By tailoring frames to local contexts, educators can create dynamic learning environments that resonate with students' experiences, enhancing engagement and motivation. This adaptability makes the frame-based approach scalable across different educational systems.

Advantages and Disadvantages

The frame-based approach offers numerous advantages, such as promoting holistic language development and enhancing learners' ability to connect linguistic concepts with real-world applications. However, it also poses challenges, including the need for substantial teacher training and potential resistance to change from traditional teaching methods.

Author's Position

As an advocate for innovative educational methodologies, I believe the frame-based approach represents a promising avenue for advancing foreign language education. Its emphasis on systemic thinking and real-world application addresses the evolving needs of learners, preparing them to engage thoughtfully and effectively with the world. While challenges exist, the potential benefits of this approach underscore its relevance in today's educational landscape.

In conclusion, the frame-based approach offers a comprehensive framework for language acquisition, emphasizing contextual learning and cognitive engagement. By fostering systemic thinking, it not only enhances linguistic proficiency but also cultivates critical skills necessary for success in a globalized world. As educators continue to seek innovative solutions, the frame-based approach stands out as a transformative tool for holistic language development.

Summary and Analysis of the Frame-Based Approach in Language Teaching

The article explores the frame-based approach as a transformative methodology in foreign language teaching. Rooted in cognitive linguistics, this approach leverages structured mental representations, or "frames," to provide learners with meaningful contexts for language acquisition. By integrating vocabulary and grammar within real-world scenarios, such as dining in a restaurant, learners develop a deeper understanding of linguistic elements and cultural norms. Research by Fillmore and Atkins (1992) supports the effectiveness of this method in enhancing language retention and comprehension.

The frame-based approach not only promotes systemic thinking but also aligns with constructivist

principles, encouraging active engagement and critical reflection. This methodology equips learners with essential problem-solving and analytical skills, crucial for navigating a globalized world. However, implementing this approach poses challenges, including the need for teacher training and adaptation to diverse educational settings. Despite these challenges, the approach's adaptability offers significant opportunities for creating dynamic and engaging learning environments.

The frame-based approach is vital as it addresses the evolving needs of learners by fostering systemic thinking and real-world application. In my view, this methodology represents a promising avenue for enhancing foreign language education, emphasizing holistic development and communicative competence.

In conclusion, the frame-based approach provides a comprehensive framework for language acquisition, emphasizing contextual learning and cognitive engagement. It not only enhances linguistic proficiency but also cultivates critical skills necessary for success in a globalized world. Educators should prioritize training and resources to implement this approach effectively, tailoring it to local contexts to maximize engagement and motivation. By embracing this innovative methodology, educators can prepare learners to thoughtfully and effectively engage with the world, ultimately transforming foreign language education for the better.

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A MODEL OF USING ARTIFICIAL INTELLIGENCE FOR DEVELOPING COMMUNICATIVE COMPETENCE IN FOREIGN LANGUAGE LESSONS

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Abstract. *This article presents an approach to developing communicative competence in foreign language teaching using artificial intelligence. The aim of the study is to determine whether the integration of AI technologies into language training can improve students' oral and written communication. The methodology includes a case study, a pedagogical experiment, and observation of the learning process using AI. The scientific value of the study lies in developing useful recommendations for integrating digital resources into the learning process and increasing student motivation. The results show that the use of AI stimulates more active speaking, the development of speaking skills, and independent language practice.*

Keywords: *artificial intelligence, communicative competence, foreign language, pedagogical experiment, digital technologies*

INTRODUCTION.

Artificial intelligence plays a special role in the active introduction of digital technologies into modern education. The use of AI in foreign language teaching offers new ways to improve students' communicative abilities by giving them the opportunity to practice speaking, writing, and interactive interaction [1]. Despite the great potential of digital tools, many educational institutions do not use them regularly, and traditional methods are often insufficient for the development of oral and written communication skills.

The aim of this scientific work was to develop a model for using AI in foreign language teaching to increase students' motivation and communication skills. Case studies, educational experiments, and observation of the learning process were used to achieve this goal [2]. Communicative competence is the ability to successfully master a foreign language in various communicative contexts, such as oral and written communication, understanding text, and participating in a conversation. Among the many aspects of learning are lexical-grammatical, sociolinguistic, strategic, and pragmatic elements [3].

The use of AI in education opens up new avenues for developing communicative competence. Personalized tasks, dialogic scenario modeling, and instantaneous speech communication are enabled by modern AI technologies such as chatbots, generative language models, and adaptive learning platforms [4]. Previous research shows that the use of AI increases students' motivation and adaptability, as well as their ability to practice language independently [5]. The relevance of this study stems from the lack of robust research on a systematic model for using AI to promote communicative competence in ninth-grade foreign language instruction [6].

To achieve the study's objectives, educational experiments, case studies, and observations of the learning process were employed. A group of foreign language learners was divided into an experimental group and a control group for the experiment. While the experimental group used an AI-supported model, the control group received instruction using traditional methods [7].

The data collection methods allow for the observation of students' oral and written activities, the measurement of task performance and learning motivation, and the implementation of surveys to assess communication competence and skills [8]. Changes in students' language activity and information literacy are

identified through educational observation. A comprehensive evaluation of the effectiveness of AI in the educational process was conducted by processing the data using quantitative and qualitative analysis [9].

The developed AI model is used as an interactive, adaptive language learning tool. Chatbots, generative language models, and external feedback mechanisms are employed [10]. Studies have shown that AI systems improve learning efficiency by personalizing tasks, adapting them to the learner's level, and providing immediate feedback. For example, the use of an AI system for vocabulary acquisition increases the amount of vocabulary learned by 35% compared to traditional methods [11]. AI keeps the noise level and pronunciation recognition accuracy in mobile applications between 20 and 25% [12]. The model consists of three levels:

Organizational and methodological (integration of AI into the curriculum).
Activity-based (communication with AI, completing communicative tasks).
Reflective and evaluative (feedback analysis and self-assessment).

Table 1. Impact of AI on communication skills [11,12]

Task type	**Description of AI intervention**	**Expected effect on competence**	**Digital effect**
Chatbot dialogue	Generation of role-playing dialogues	Increased oral fluency	minor
Writing exercises	Automatic grammar checking	Improved written literacy	minor
Pronunciation	Pronunciation feedback	More accurate pronunciation	+20–25% accuracy
Vocabulary	AI word exercises	Increased vocabulary acquisition	+35%
Reflection	Error analysis and recommendations	Conscious correction	minor

According to an educational experiment, the use of an artificial intelligence model significantly improved students' communicative competence [Table 1]. Compared to the control group, the average score on written tasks increased by 22% and on oral tasks by 28% [6, 7]. An analysis of task performance showed that students interacted more actively with chatbots and corrected errors after receiving feedback from the AI. Pronunciation accuracy improved by 20–25% and vocabulary acquisition by 35% [11, 12]. In a survey, 87% of participants in the experimental group reported increased motivation and a more engaging learning experience [5].

According to regional data, the use of AI in education is expanding rapidly. Over 40,000 students are enrolled in courses related to artificial intelligence, and more than 100 new AI-based degree programs have been introduced at regional institutions. Over 3,000 students have already successfully completed these programs, and more than 20,000 new students enroll each year.

Large-scale educational projects are also underway: Over 500,000 students have learned the basics of using digital tools and completed online courses on AI technologies. Educational institutions report that the number of linguistic errors when working with foreign language texts has decreased by an average of 25–30% through the use of AI-supported feedback systems.

Further observations from the region show that the use of artificial intelligence in teaching methods is becoming increasingly popular. Thanks to automatic feedback and personalized language exercises, teachers report improved oral and written communication skills as well as higher student participation when using digital

tools.

The results confirm that the use of artificial intelligence leads to a significant improvement in communicative skills. Personalized learning methods, immediate feedback, interactive exercises, and role-playing are among the main advantages. Technical requirements, the need for teacher training, and students' strong focus on numerical tasks represent some of the limitations. The approach can be adapted to different language levels and language courses. The communication skills of learners are effectively enhanced when artificial intelligence is integrated into foreign language teaching. This paradigm enables individualized learning, vocabulary expansion, improved pronunciation, and the development of written and oral communication skills. The model's integrability into various educational programs gives it practical relevance. Expanding the capabilities of artificial intelligence, evaluating its long-term effects, and translating it into other languages are potential areas for future research

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THE TECHNIQUES FOR USING PODCASTS TO DEVELOP LISTENING AND SPEAKING SKILLS

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Abstract. *This article examines pedagogical techniques for integrating podcasts into foreign language instruction to foster listening comprehension and speaking proficiency. Drawing on empirical research and pedagogical frameworks, it proposes strategies for designing, implementing, and evaluating podcast-based activities in language classrooms. The study highlights the potential of podcasts to provide authentic, flexible, and learner-centered input, and offers practical recommendations for teachers. The findings suggest that systematic use of podcasts supports both receptive (listening) and productive (speaking) skills development.*

Keywords: *podcasts; listening comprehension; speaking skills; foreign language teaching; digital pedagogy; autonomous learning*

INTRODUCTION.

In recent years, the use of digital technologies in foreign language pedagogy has expanded dramatically. Among these, podcasts have emerged as a particularly promising medium for language learning.Several studies indicate that podcasts offer authentic input, exposure to varied accents and speech rates, and opportunities for repeated listening, making them well-suited for developing listening comprehension

In the context of "lingvodidaktika" (language didactics), integrating podcasts aligns with modern trends emphasizing learner autonomy, authentic materials, and blended learning. This article outlines a methodology for using podcasts in foreign-language classes, describes practical techniques, and discusses empirical evidence on their effectiveness.

This article is a theoretical empirical synthesis, drawing on peer-reviewed studies, systematic literature reviews, and action research. Key sources include:

1. Empirical studies in which podcasts were used to teach listening and speaking
2. Systematic reviews of podcast use in listening pedagogy
3. Theoretical and pedagogical discussions on the affordances of podcasting technology in language teaching

Based on these sources, I identify and analyze nine pedagogical techniques (see Results), classify them by skill focus (listening, speaking, or both), and discuss practical implementation and potential challenges.

From the literature, the following techniques emerge as effective for using podcasts to develop listening and speaking skills:

1. Extensive listening outside class

o Encourage learners to regularly listen to podcasts on topics of personal interest, for instance through assignments or listening logs. In a study by Gönülal (2020), EFL learners spent about one hour per week listening to podcasts or vodcasts, resulting in significant gains in listening proficiency, pronunciation, and vocabulary.

o This autonomous, on-demand listening supports learner motivation and input-rich exposure.

2. Controlled listening in class with scaffolding

- Teachers select podcast episodes and scaffold listening via pre listening tasks (e.g., prediction, vocabulary pre-teach), while allowing students to pause, rewind, and replay difficult parts. This control helps learners process authentic speech at their own pace.
- Such scaffolding reduces comprehension load and builds listening confidence.

3. Metacognitive listening journals / logs

- Learners keep listening journals where they reflect on comprehension difficulties, strategies (e.g., note-taking, predicting), and new vocabulary. In Gönülal’s study, listening logs were used to track progress and self-evaluate
- Metacognitive reflection deepens listening awareness and supports strategy development.

The integration of podcasts into foreign language teaching offers a multifaceted approach to enhancing both listening and speaking skills. Unlike traditional classroom audio materials, podcasts provide authentic, real-world language input that encompasses natural speech patterns, idiomatic expressions, and culturally relevant content. This authentic exposure is particularly crucial for developing listening comprehension, as learners encounter the variability inherent in natural speech, such as variations in accent, intonation, pace, and register. Research indicates that students exposed to such authentic audio sources demonstrate improved comprehension of spoken language in varied contexts, as compared to those who rely solely on textbook dialogues or teacher-led listening exercises [1][2

Podcasts also contribute significantly to learner autonomy. The on-demand and portable nature of podcast content allows students to control when, where, and how they engage with language input. This flexibility aligns with principles of learner-centered pedagogy, where learners take responsibility for their own learning process [3][4]. Autonomous listening not only increases exposure time but also encourages students to self-monitor comprehension, practice repetition, and revisit challenging segments independently. [1].

Beyond passive listening, podcasts can be leveraged to develop speaking skills through structured follow-up activities.Shadowing, for instance, involves learners repeating words, phrases, and sentences immediately after or simultaneously with the speaker, thereby reinforcing pronunciation, rhythm, stress patterns, and intonation [5]. This technique has been shown to improve both fluency and pronunciation accuracy, as it engages motor memory and auditory feedback simultaneously.

The production of learner-created podcasts is another powerful approach that bridges listening and speaking skills. When learners create their own audio content, they engage in planning, drafting, recording, and self-evaluating their spoken output. This process enhances their ability to organize thoughts in the target language, apply appropriate linguistic structures, and adopt clear articulation and intonation patterns [6].Research by Suseno (2024) indicates that learner-produced podcasts contribute to higher levels of language retention and confidence in speaking, as students actively apply knowledge gained through listening in a self-directed and meaningful manner [2].

From a pedagogical perspective, podcasts offer opportunities for both skill integration and differentiated instruction. Teachers can select episodes aligned with learners’ proficiency levels, interests, and cultural backgrounds, thereby ensuring engagement and comprehension [7]. For lower-level learners, shorter and slower-paced podcasts with familiar vocabulary can provide manageable input, while advanced learners can benefit from longer, more complex episodes featuring diverse accents and idiomatic expressions

A crucial advantage of podcasts lies in their potential to cultivate metacognitive listening strategies. By keeping listening journals or logs, students reflect on comprehension difficulties, note strategies used, and track progress over time [9]. Such metacognitive engagement encourages learners to identify patterns of misunderstanding, anticipate challenges.For instance, a student who notices recurring difficulties with fast speech may adopt techniques such as pausing, segmenting, or shadowing to enhance comprehension.

The assessment of skills developed through podcasts also presents unique considerations. However, assessing speaking skills resulting from podcast-based activities, such as shadowing, role-play, or learner-produced podcasts, requires more nuanced evaluation tools that consider fluency, accuracy, pronunciation, and

pragmatic competence [6].

Conclusion

Podcasts offer a flexible, authentic, and engaging medium for improving both listening and speaking skills in foreign-language education. The nine techniques identified in this article — ranging from extensive out of class listening to student produced podcasts — provide a pedagogically sound framework for integrating podcasts in language teaching. Empirical studies (e.g., Gönülal, 2020; Bella, 2024; Suseno, 2024; Lutfa et al., 2024) strongly support their effectiveness.

However, effective implementation requires thoughtful design: selecting appropriate content, scaffolding the listening process, combining listening with productive speaking tasks, and supporting learner autonomy.

Future research could explore longitudinal effects of podcast use, compare different genres (narrative vs conversational), and examine how peer interaction (e.g., collaborative podcast creation) impacts speaking development

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GLOBAL PROBLEMS IN LEARNING SECOND LANGUAGE

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Abstract. *Learning a second language has become an essential part of global education, yet it continues to face many challenges. One of the major problems is the lack of exposure to the target language environment. Differences in pronunciation, grammar, and cultural background also make the process more difficult for learners. Another issue is the limited availability of qualified teachers and effective teaching materials. Moreover, motivation and learning strategies vary from student to student, affecting their overall progress. To overcome these global challenges, modern teaching methods, technology integration, and cross-cultural interaction are becoming increasingly important.*

Key words: *second language learning, global problems, motivation, teaching methods, cultural differences, language environment, education*

INTRODUCTION.

In today's interconnected world, learning a second language has become a fundamental skill that opens doors to global communication, education, and career opportunities. As societies grow increasingly multicultural, the ability to communicate in more than one language promotes international understanding and cooperation. However, despite the widespread recognition of its importance, second language learning still faces numerous global problems that hinder effective acquisition. These problems differ across countries and educational systems but share common challenges such as lack of motivation, limited exposure to native speakers, and insufficient teaching resources. Many learners struggle with pronunciation, grammar structures, and vocabulary retention, especially when their first language differs greatly from the one they are trying to learn. Additionally, cultural and psychological barriers can slow down progress, as students may feel anxious or lack confidence when communicating in a foreign language. The unequal access to quality education and technological tools in various parts of the world also widens the gap between successful and unsuccessful language learners. Furthermore, traditional teaching methods in many institutions remain outdated, focusing more on rote memorization than on real communication skills. As a result, learners often fail to achieve fluency or practical usage of the language outside the classroom. Understanding these global challenges is crucial for developing more effective and inclusive approaches to language education. By addressing these issues through modern pedagogy, digital innovation, and intercultural awareness, educators and policymakers can create more equitable conditions for learners worldwide. Therefore, the study of global problems in second language learning is essential not only for linguistic development but also for building stronger international connections and cultural harmony in the modern world.

The study on global problems in learning a second language is based on a qualitative and analytical approach that focuses on identifying common challenges faced by learners across different cultural and educational contexts. The main method used in this research involves reviewing academic articles, linguistic studies, and international educational reports to gather reliable information about second language acquisition difficulties. Data were collected from various global regions to ensure that the findings represent a wide range

of social, economic, and cultural backgrounds. Comparative analysis was applied to understand how factors such as native language influence, teaching methods, and learning environments affect language proficiency. Interviews and surveys conducted with language teachers and students were also examined to identify practical barriers such as lack of motivation, anxiety, or insufficient practice opportunities. In addition, the study analyzed modern technological tools, including online learning platforms and mobile applications, to evaluate how they contribute to overcoming traditional limitations in language education. Statistical data from UNESCO and other global education organizations were used to highlight inequalities in access to quality language instruction between developed and developing countries. The methodological framework emphasizes critical analysis rather than numerical measurement, aiming to explore the depth of the problem rather than its quantity. By integrating theoretical perspectives with real-life experiences, this method provides a holistic view of the global issues influencing second language learning. The research process also includes evaluating proposed solutions and best practices from successful language programs around the world. This methodological design allows for a comprehensive understanding of both the universal and context-specific factors that shape the effectiveness of second language acquisition today.

The findings of this study reveal that global problems in learning a second language are deeply interconnected with social, educational, and psychological factors. One of the most significant results indicates that learners from non-English-speaking countries or regions with limited linguistic diversity often experience slower language acquisition due to minimal exposure to real-life communication. The data analysis shows that students who have regular contact with native speakers or access to immersive environments demonstrate higher levels of fluency and confidence. Another major finding highlights the crucial role of motivation in second language learning. Learners who study a language for academic or professional goals tend to perform better than those who learn without clear personal purpose.

However, lack of encouragement and outdated teaching methods often reduce student interest, particularly in traditional classroom settings. The results also reveal that technological access strongly influences success in language learning. Students who use digital platforms, interactive tools, and online courses generally show greater progress compared to those relying solely on textbooks. Nevertheless, in many developing regions, limited internet access and insufficient technological infrastructure remain major barriers.

Furthermore, the research indicates that pronunciation and grammar difficulties are common across most linguistic backgrounds, especially when learners' native languages differ structurally from the target language. Psychological aspects such as fear of making mistakes, low self-confidence, and anxiety during communication further slow down learning efficiency. Another important finding is that teacher qualification and training play a key role in overcoming these issues. Where teachers are well-trained and apply modern communicative methods, students demonstrate faster progress and higher motivation. The study also shows that cultural understanding significantly supports effective learning, as it helps learners grasp not only linguistic rules but also the social meaning behind expressions and behaviors. In conclusion, the results emphasize that successful second language learning depends on a balanced combination of modern teaching methods, cultural awareness, and equal access to educational resources. Addressing these global problems through innovative policies and inclusive educational practices can greatly improve language acquisition outcomes worldwide.

In conclusion, the study of global problems in learning a second language reveals that language education is far more than a technical or linguistic process—it is a social, cultural, and psychological journey influenced by many interconnected factors. The main barriers identified include unequal access to resources, insufficient exposure to real communicative environments, outdated teaching methods, and the persistent influence of anxiety and low motivation among learners. Despite major advances in technology and global connectivity, millions of students around the world still struggle to achieve fluency due to educational inequality and lack of pedagogical innovation. The findings also emphasize that successful language acquisition depends not only on mastering grammar and vocabulary but also on developing intercultural understanding and communicative confidence. To overcome these challenges, governments, institutions, and educators must collaborate to design inclusive policies that integrate modern technologies, promote teacher training, and

encourage student-centered learning approaches. Providing opportunities for authentic interaction—through digital exchange, cultural immersion, or international cooperation—can greatly enhance learners' real-world competence. Furthermore, fostering positive emotional environments in classrooms can help reduce fear, build motivation, and make language learning a more meaningful experience. Ultimately, solving the global problems of second language learning requires a holistic vision that values equity, innovation, and cultural empathy. By reimagining education not as the transfer of linguistic knowledge but as the creation of understanding between people, societies can build stronger bridges of communication, tolerance, and mutual respect across linguistic and national boundaries.

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ORGANIZING PHYSICAL EDUCATION CLASSES IN SCHOOLS USING ACTIVE GAMES

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Abstract. *This article explores the features and effectiveness of using active games in organizing physical education classes in schools. It also examines the pedagogical, psychological, and developmental significance of integrating game-based activities into the PE curriculum. A number of practical examples and classroom observations were analyzed. In each case, special attention was paid to how active games help reveal and shape students' emotional states, motivation, teamwork skills, and physical development.*

Key words: *active games, physical education, motivation, development, teamwork, schoolchildren.*

INTRODUCTION.

Active games have been widely used in educational systems, sports training, children's recreation, and physical development throughout history. In modern pedagogy, their role has grown significantly, especially in physical education (PE) classes, where movement, emotional engagement, and activity serve as the foundation for students' overall development.

In physical education, active games allow students to express emotions, energy, confidence, creativity, and teamwork through physical movement. Teachers use various game-based activities to improve motor skills, develop endurance, and increase motivation. At the same time, games create a positive emotional environment, allowing students to enjoy physical exercise rather than seeing it as a routine task.

As active games have become a widely discussed topic in the field of pedagogics and child development, this article aims to analyze the pedagogical and psychological effectiveness of using active games in school PE classes.

LITERATURE REVIEW

Many scholars describe active games using pedagogical, psychological, and physical criteria. Active games are structured forms of physical activity designed to develop coordination, motor abilities, and social interaction. Their primary purpose goes beyond physical development—games also enhance emotional well-being, cognitive growth, and social skills.

According to Vygotsky and Piaget, play is central to children's cognitive and emotional development, helping them learn cooperation, rules, communication, and creative problem solving. Physical education specialists also note that active games increase engagement, reduce behavioral issues, and make PE classes more dynamic and inclusive.

Studies conducted in various countries show that incorporating active games into PE lessons improves students' physical performance, strengthens peer relationships, and reduces stress. These findings emphasize the need to examine how active games influence students' psychological and physical development in school environments.

ANALYSIS OF ACTIVE GAMES IN PHYSICAL EDUCATION CLASSES

A series of active games commonly used in schools were analyzed to determine their impact on children's physical, emotional, and social development. Below are selected examples examined in this study.

1) Relay Races

Relay races require speed, coordination, teamwork, and responsibility. They create emotional excitement, healthy competition, and motivation among students. In such games, children try not to disappoint their team, which develops cooperation and emotional control.

Relay races help develop:

endurance

coordination

teamwork

responsibility

emotional regulation

2) Tag Games (Chasing and Catching)

“Tag” games demand high speed, agility, and strategic thinking. They encourage students to make quick decisions and coordinate their movements efficiently.

Emotionally, these games produce joy, excitement, and laughter. Psychologists note that tag games reduce stress and help release accumulated energy, thus improving emotional balance.

3) Ball-Based Games

Games such as dodgeball, passing drills, and “Hunter and Guard” develop spatial awareness, accuracy, reaction time, and cooperation. They often encourage shy or inactive students to participate due to their simple rules and dynamic nature.

Teachers frequently observe increased engagement when ball games are included in PE classes.

4) Coordination and Agility Games

Obstacle courses, zig-zag running, and jumping patterns improve flexibility, coordination, and decision-making. Despite being physically demanding, students describe these games as enjoyable, which boosts motivation for physical activity.

5) Strategy and Team-Building Games

Games like “Capture the Flag” or “Treasure Hunt” require communication, planning, and cooperation. These games strengthen social bonds, build leadership skills, and foster responsibility within teams.

Research shows that students who engage in strategic team games develop higher confidence and better interpersonal relationships.

DISCUSSION

The analysis demonstrates that organizing PE lessons through active games significantly enhances the educational, emotional, and physical outcomes of physical training. Students develop not only motor abilities but also life skills such as leadership, teamwork, communication, and self-control.

Active games create a dynamic learning environment where students are motivated to participate. Children who otherwise avoid physical activities become more involved when learning through games. Moreover, active games help teachers manage discipline more effectively by keeping students engaged.

Each active game plays a specific role in structuring the PE lesson. Teachers use them during warm-ups, the main part of the lesson, or cool-down phases, making the overall learning process more engaging and productive.

CONCLUSION

The conducted analysis shows that using active games in PE classes is an effective pedagogical method. It enables teachers to create enjoyable, emotionally supportive, and physically beneficial learning environments. Active games help students develop motor skills, express emotions, cooperate with peers, and maintain motivation throughout the lesson.

Traditional physical exercises alone may not always sustain students’ interest. In contrast, active games offer creativity, interaction, and dynamic movement. Therefore, integrating active games into school physical education programs plays an essential role in enhancing children’s physical development, emotional well-being, and social skills.

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ИСПОЛЬЗОВАНИЕ ЦИФРОВЫХ ТЕХНОЛОГИЙ В РАЗВИТИИ ЛЕКСИЧЕСКОЙ КОМПЕТЕНЦИИ УЧАЩИХСЯ СРЕДНЕЙ ШКОЛЫ

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Аннотация. *Исследование посвящено использованию электронных гаджетов в обучении лексике английского языка учащихся средней школы. В него включены данные об эффективности цифровых средств, особенностях их применения на уроке иностранного языка, факторах их успешного применения.Установлено, что электронные гаджеты могут быть эффективными при условии системной, педагогически продуманной работе.*

Ключевые слова: *лексика, электронные гаджеты, цифровые инструменты, английский язык, средняя школа.*

ВВЕДЕНИЕ.

Современная школа развивается в условиях интенсивной цифровизации, что приводит к обновлению содержания и технологий обучения иностранным языкам. Электронные гаджеты смартфоны, планшеты и другие мобильные устройства становятся привычной частью образовательной среды и рассматриваются как эффективные средства формирования учебной активности и цифровых компетенций нового поколения учащихся [1,2]. Особую значимость их применение приобретает в обучении лексике, поскольку словарный запас является фундаментом для всех видов речевой деятельности. Для современных подростков, ориентированных на цифровое взаимодействие и мультимодальный контент, традиционные методы запоминания слов часто оказываются недостаточно результативными, тогда как использование гаджетов позволяет повышать мотивацию, усиливать повторяемость материала и разнообразить контексты работы с лексикой [3].

Актуальные исследования показывают, что цифровые инструменты онлайн-словари, обучающие игры, квиз-платформы, мобильные приложения и мультимедийные ресурсы способствуют росту объёма и качества усвоения лексики [4]. Эффективность их применения определяется доступностью технологий, цифровой грамотностью самих педагогов, готовностью школы к их внедрению и наличием методического сопровождения. В то же время отмечается разрыв между потенциальными возможностями гаджетов и их фактическим использованием учащимися, что связано с недостатком учебных стратегий и педагогического контроля за правильным, корректным использованием гаджетов.

Объектом исследования является процесс обучения английскому языку в средней школе; предметом использование электронных гаджетов как средства развития лексики. Цель работы заключается в выявлении педагогических условий и возможностей эффективной интеграции гаджетов в обучение словарному запасу. Для этого нами анализируются современные исследования о качественном наполнении цифровых технологий, оцениваются их преимущества и ограничения, выявляются факторы успешного внедрения и формулируются методические рекомендации для использования в

общеобразовательном учреждении. Исследование направлено на обоснование подходов, позволяющих использовать электронные гаджеты для повышения эффективности формирования лексической компетенции у учащихся.

Современная образовательная среда активно развивается под влиянием цифровых технологий, что приводит к обновлению методов обучения иностранным языкам [5]. Электронные гаджеты, являясь привычными для учащихся, становятся важным инструментом формирования лексической компетенции, поскольку традиционные способы заучивания слов не всегда соответствуют мультимодальным предпочтениям учащихся.

Анализ исследований показывает растущий интерес к цифровым инструментам, эффективность которых связывается с доступностью инфраструктуры, цифровой грамотностью педагогов и целостной образовательной политикой. Мобильные приложения, онлайн-квизы и обучающие игры демонстрируют положительное влияние на объём и удержание словарного материала благодаря мультимодальному и интерактивному характеру работы [6].

Данные, отражающие реальные цифровые практики учащихся, свидетельствуют о нерегулярном использовании технологий: предпочтение отдается электронным словарям и переводчикам, тогда как специализированные обучающие ресурсы применяются значительно реже [7,3]. Это подчёркивает необходимость педагогического сопровождения и развития стратегий цифрового обучения.

Современные концептуальные подходы рассматривают гаджеты как средство личностно-ориентированного обучения, создающее условия для коммуникации, самостоятельной деятельности и применения лексики в реальных цифровых контекстах. В то же время сохраняются ограничения, связанные с недостаточной цифровой компетентностью, слабой методической подготовкой и разрозненностью практик внедрения технологий [8, 9].

Таким образом, цифровые инструменты обладают значительным потенциалом для развития лексики учащихся средней школы, однако их эффективная интеграция требует системного педагогического подхода, повышения цифровой грамотности и дальнейших исследований в условиях школьной практики [10].

Материалы и методы

Исследование опирается на аналитико-обзорный подход и выполнено на основе вторичных данных, представленных в современных зарубежных работах, посвящённых интеграции цифровых технологий в обучении английскому языку. В анализ включён комплекс эмпирических, систематических и теоретико-концептуальных исследований, отражающих вопросы цифровой грамотности учащихся, эффективности цифровых инструментов и педагогических условий их использования. Отбор материалов осуществлялся с учётом их актуальности, методологической полноты и прямой связи с задачами формирования лексической компетенции.

Методологическая основа исследования включает структурно-тематический анализ для выделения ключевых направлений использования электронных гаджетов в обучении лексике, сравнительный анализ для сопоставления данных разных типов и контекстов, а также интерпретативный анализ, направленный на выявление общих закономерностей и скрытых педагогических факторов. Такой многокомпонентный подход позволяет интегрировать количественные данные об уровне цифровой грамотности учащихся, показатели эффективности мобильных и мультимодальных ресурсов, а также качественные характеристики институциональных условий внедрения технологий.

Сбор данных осуществлялся путём изучения полных текстов научных публикаций, извлечения статистических показателей и характеристик исследовательских выборок, анализа используемых инструментов и условий проведения экспериментов. Дальнейшая обработка включала классификацию данных по тематическим категориям, сопоставление результатов по показателям эффективности лексического обучения и систематизацию факторов, влияющих на успешность цифровой интеграции.

Такой комплексный методический подход обеспечил целостное и научно обоснованное описание

педагогического потенциала электронных гаджетов и позволил выделить ключевые тенденции, ограничения и перспективы их применения в развитии словарного запаса учащихся средней школы.

Результаты

Анализ представленных исследований показывает устойчивый рост применения цифровых технологий в обучении английскому языку, особенно в развитии лексической компетенции учащихся [11]. Обобщённые количественные данные демонстрируют расширение исследовательского интереса к данной тематике и позволяют оценить как эффективность цифровых инструментов, так и особенности их фактического использования в школьной среде.

Публикационная статистика указывает на значительное увеличение количества работ, посвящённых цифровым методам обучения: большинство исследований по данной проблематике опубликовано после 2017 года, а наибольший рост наблюдается в 2019 году. При этом лишь небольшая часть работ выполнена на выборках учащихся средней школы, что свидетельствует о недостаточной эмпирической базе именно для этой возрастной группы[7,8,12].

Таблица 1. Частота использования цифровых инструментов учащимися

Тип инструмента	**Частота**	**Характеристика**
Электронные словари	Высокая	Регулярное обращение к значениям слов
Онлайн-переводчики	Высокая	Быстрое справочное использование
Видео-контент	Средняя	Нерегулярное, по интересу
Игровые приложения	Низкая	Используются редко
Онлайн-квизы	Средняя	Чаще по инициативе учителя
Электронные книги	Низкая	Эпизодическое использование
Учебные сайты, LMS	Низкая	Почти не используются самостоятельно

Данные, полученные из исследований цифровых практик учащихся, показывают, что школьники демонстрируют умеренный уровень цифровой грамотности и используют технологии нерегулярно, преимущественно как справочные средства. Это заметно контрастирует с результатами работ, где цифровые ресурсы рассматриваются как эффективное средство развития словарного запаса: более 80% исследований подтверждают улучшение удержания лексики, а все исследования, посвящённые игровым форматам, фиксируют выраженный рост учебной мотивации [13,14].

Таблица 2. Основные количественные показатели эффективности цифровых инструментов

Показатель	**Значение**
Общее число исследований	16
Публикации 2017–2021 гг.	81,3%
Публикации 2019 г.	31,3%
Улучшение удержания слов	80%+ исследований
Положительное влияние игр	100% исследований
Работы на школьной выборке	13,3%
Учителя, отметившие рост мотивации	100%
Уровень цифровой грамотности учащихся	Умеренный

Дополнительно отмечено, что при доступе к интернету у учащихся часто наблюдается отвлечение внимания, а также склонность к копированию готовой информации, что снижает учебную продуктивность [4,6,15]

В целом полученные данные демонстрируют высокую эффективность цифровых инструментов для усвоения лексики, но одновременно указывают на разрыв между их потенциалом и фактическим использованием в учебной практике.

Обсуждение

Полученные результаты подтверждают, что использование электронных гаджетов способствует улучшению усвоения лексики учащимися, однако выраженность этого эффекта существенно зависит от методических и институциональных условий. Высокая эффективность цифровых инструментов, отражённая в сводных данных исследований (93,7% позитивных результатов по развитию словарного запаса и более 80% — по удержанию лексики), согласуется с применением мультимодальных и игровых технологий, которые увеличивают частотность контактов с лексическими единицами и поддерживают мотивацию учащихся.

В то же время результаты исследований цифровых практик школьников указывают на умеренный уровень их цифровой грамотности и нерегулярное использование технологий. Учащиеся чаще обращаются к электронным словарям и переводчикам, чем к обучающим играм, мультимедийным платформам или системам управления обучением, что объясняется отсутствием устойчивых учебных стратегий и недостаточным педагогическим сопровождением [3]. Отмечается также, что педагоги подтверждают мотивационный потенциал цифровых средств, но подчёркивают риск отвлечения внимания при работе с гаджетами, что связано с особенностями когнитивной регуляции подростков.

Публикационная динамика (81,3% исследований после 2017 года) показывает рост интереса к цифровым методам, однако большинство работ проводилось на студенческих выборках, что ограничивает переносимость выводов на школьников. Кратковременность вмешательств и разнообразие инструментов также осложняют сравнительную оценку эффективности технологий [4,9].

Таким образом, обсуждение показывает, что цифровые инструменты обладают высоким потенциалом в обучении лексике, но требуют системной методической интеграции, повышения цифровой грамотности учащихся и разработки устойчивых педагогических моделей, адаптированных к условиям средней школы.

Заключение

Проведённый анализ современных исследований позволил определить педагогические возможности и условия эффективной интеграции электронных гаджетов в обучение лексике английского языка учащихся средней школы. Полученные результаты подтверждают, что цифровые инструменты мобильные приложения, онлайн-викторины, игровые платформы и мультимедийные ресурсы существенно повышают мотивацию, улучшают запоминание слов и расширяют возможности для регулярного взаимодействия с лексикой. Эффективность их применения согласуется с современными моделями цифровой педагогики, подчёркивающими значение мультимодальности и интерактивности.

Научная значимость исследования заключается в выявлении факторов, определяющих успешность цифровой интеграции, включая уровень цифровой грамотности учащихся, готовность учителей и наличие методического сопровождения. Практическая ценность состоит в возможности использования результатов для разработки методических рекомендаций и включения цифровых инструментов в учебную практику.

При этом отмечены ограничения: недостаток исследований на выборках средней школы, вариативность технологий и краткосрочность большинства экспериментов. Перспективными направлениями являются расширение эмпирической базы, изучение долгосрочных эффектов и сравнение эффективности разных типов цифровых инструментов. В целом исследование подтверждает,

что при системной и педагогически выверенной интеграции электронные гаджеты могут служить значимым ресурсом развития лексической компетенции школьников.

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XORIJIY TILLARNI O‘QITISHDA MUAMMOGA ASOSLANGAN TA’LIMNING AHAMIYATI HAQIDA BA’ZI MULOHAZALAR

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Annotatsiya. *Ushbu maqolada muammoli o‘qitish, nostandart ilmiy-o‘quv masalalarni nostandart usullar bilan yechishni, talabalarga beriladigan muammoli masalalar yangi yechimlar izlashga qaratishi haqida fikrlar ifodalangan. Muammoli ta’limning mohiyati va vazifalari haqida ma’lumotlar keltirilgan.*

Tayanch so‘zlar: *Muammoli ta’lim, ko‘nikma, malaka, muammoli vaziyat, intellektual sifatlar.*

KIRISH.

Muammoli o‘qitish, ijodiy jarayondan nostandart ilmiy-o‘quv masalalarni nostandart usullar bilan yechishni taqozo etadi. Talabalarga mashq uchun beriladigan masalalar, olingan bilimlarni mustahkamlash va malakalar hosil qilish uchun xizmat qilsa, muammoli masalalar esa faqat yangi yechimlar izlashga qaratiladi. O‘quv materialini muammoli taqdim etilishining mohiyati shundaki, unda o‘qituvchi bilimlarni tayyor holda taqdim etmasdan, o‘quvchilar oldiga muammoli masalalar qo‘yadi, ularni yechimining yo‘llari va vositalarini izlashga undaydi. Muammo, yangi bilimlar va harakat usullar sari, o‘zi yo‘lga boshlaydi.

Muammoning yechimi ijodiy fikrlashni taqozo etadi. O‘zlashtirilgan bilimlar shablonlarini takrorlash bilan bog‘liq bo‘lgan reproduktiv psixik jarayonlar, muammoli vaziyatlarda hech qanday samara bermaydi [1].

Agar inson muntazam tayyor bilim va ko‘nikmalarni o‘zlashtirishga o‘rgatilgan bo‘lsa, uning tabiiy ijodiy qobiliyatini so‘ndirish ham mumkin; u mustaqil fikrlashni «esdan chiqaradi» Fikrlash jarayoni muammoli masalalarni yechishda a’lo darajada namoyon bo‘ladi va rivojlanadi.

Asosiy qism. Muammoni hal etishni 3 ta bosqichga ajratish mumkin: 1. Isbotlash bu muammoning ilgari to‘g’ri deb tan olingan sabablar bilan bog’liqliklarini topish asosida amalga oshiriladi. 2. Tekshirish bu tanlangan sababning oqibatida hal etilayotgan muammo hosil bo‘lishi to‘g’riligini asoslash bilan amalga oshiriladi. 3. Tushuntirish bu muammoning yechimi nima uchun to‘g’riligini tasdiqlovchi sabablarni aniqlash asosida amalga oshiriladi.

O‘guvchilarning ijodiy tafakkur va ijodiy gobiliyatlarini ostirishda muammoliy talimdan unumliy foydalanish uchun uninig ayrim nazariy asoslari sifatida B.Blumning bilish va emotsional sohalardagi pedagogik maqsadlar taksonomiyasi (tafakkurning bilish qobiliyatlari rivojlanishiga muvofiq ravishdagi oltita darajasi)ga hamda G.Gardnerninig intellekt kopligi nazariyasiga asoslanish maqsadga muvofiq [2].

Intellekt kopligi nazariyasining qisqacha bayoni quidagicha:

Bu nazariyani amerikalik psixolog Govard Gardner ishlab chiqqan. Bu nazariya har bir odam turli darajada ifodalangan kamida sakkizta tipdagi intellektga ega ekanligini ochib berdi. Ular quyidagilar: 1.Verbal-lingvistik intellekt-so‘z xotirasi, so‘z boyligi yaxshi, o‘qishni yaxshi ko‘radi, so‘z bilan ijod qilishni yoqtiradi. Bular shoir, yozuvchi, notiqlar. 2. Mantiqiy-matematik intellekt-hisoblash va sonlar bilan ishlashni, mantiqiy masalalar, boshqotirmalarni echishni, shaxmat o‘ynashni yaxshi ko‘radi, tengqurlariga nisbatan ko‘proq abstrakt darajada fikrlaydi, sabab-oqibat bog‘liqliklarini tushunadi. Bular matematik, fizik va boshqalar. 3.Vizual-fazoviy intellekt-ko‘rish obrazlari bilan fikrlaydi, karta, sxema, diagrammalarni tekstga nisbatan oson o‘qiydi, xayolga berilish, rasm chizish, modellar konstrukstiyalashni yaxshi ko‘radi. Bular rassom, haykaltarosh, me’mor, ixtirochi, shaxmatchilar. 4. Motor-harakatli intellekt-yuqori sport natijasiga erishadi, boshqalarning

harakatlari, mimikasi, odatlarini yaxshi takrorlaydi, hamma narsaga qo‘l tekkizish, buyumlarni qismlarga ajratish va yig‘ish, yugurish, sakrash, kurash tushishni yaxshi ko‘radi. Hunarlarga qobiliyatli. Bular raqqos, mim, artist, sportchilar. 5. Musiqiy-ritmik intellekt-qo‘shiqlar, kuylarni eslab qoladi, ovozi yaxshi, musiqa asbobini chaladi, xorda ashula aytadi, harakatlari va so‘zlashi ritmli, o‘zicha sezmasdan kuylaydi, biror ish qilayotib, stolni ritmik chertadi. Bular bastakor, musiqachi, qo‘shiqchi, raqqoslar. 6.Shaxslararo intellekt-tengqurlari bilan muloqotni, boshqa bolalar bilan o‘ynash va ularga o‘rgatishni yaxshi ko‘radi, turli holatlarda yetakchi bo‘lib qoladi, hamdardlikni, boshqalarga g‘amxo‘rlik ko‘rsatishni biladi, boshqa bolalar unga sherik bo‘lishga intiladilar. Bular diniy xodim, siyosatchi, diplomatlar. 7. Ichki shaxsiy intellekt-mustaqillik hissi, iroda kuchini namoyish qiladi, o‘zinining yaxshi va yomon xislatlarini real anglaydi, vazifalarni hech kim xalaqit bermaganda yaxshi bajaradi, o'zini boshqara oladi, yakka ishlashni ma’qul ko‘radi, o‘z hissiyotlarini aniq tasvirlaydi, o‘z xatolaridan ibrat oladi, o‘z qadrini bilish hissi rivojlangan. Bular psixolog, o‘qituvchi, tarbiyachilar. 8. Tabiatshunos intellekti bu tabiatga, tabiat hodisalariga, jonivorlar, o‘simliklarga qiziqadi, tabiat olamini tushunish, atrof-muhitning belgilari va xususiyatlarini farqlash, tasniflash va shu kabilarga qobiliyatini namoyon qiladi. Bular tabiatshunos, ekolog, qishloq xo‘jalik xodimlari. Ayrim bolalar o‘zlaridagi eng ustun intellekt tipi orqali boshqalarga nisbatan osonroq o‘qishlari mumkin. Har bir boladagi o‘z vaqtida aniqlangan va rivojlantirilgan talant unga hayotda yuksak cho‘qqilarga erishish uchun yo‘l ochib beradi [3].

O‘quvchi noma’lum yechimni topish uchun mustaqil yoki o‘qituvchi yordamida izlanadi. Muammoni jamoaviy hal etishda paydo bo‘luvchi, subyekt, obyekt va yana subyekt munosabatlari ijodiy fikrlashni faollashtirishga olib keladi.

Bugungi kunda, muammoli o‘qitish deganda mashg‘ulotlarda pedagog tomonidan yaratiladigan muammoli vaziyatlar va ularni yechishga qaratilgan o‘quvchilarning faol mustaqil faoliyati tushuniladi. Buning natijasida o‘quvchilar kasbiy bilimlarga, ko‘nikmalarga, malakalarga ega bo‘ladilar va fikrlash qobiliyatlari rivojlanadi. Muammoli o‘qitish, o‘qitishning shaxsga yo‘naltirilgan texnologiyalarga taalluqli, chunki bu yerda shaxs subyekt sifatida qaraladi, muammoli vaziyatlarning maqsadi pedagogik jarayonda o‘ziga xos qiziqish uyg‘otishdir.

Muammoli o‘qitish, o‘qitishning eng tabiiy samarali usulidir, chunki ilmiy bilimlar mantiqi o‘zida muammoli vaziyatlar mantiqini namoyish etadi.

Muammoli vaziyatlar kiritilib, an’anaviy, bayon etish o‘quv materialining eng optimal tarkibi hisoblanadi. Pedagog muammoli vaziyat yaratadi, o‘quvchini uni yechishga yo‘naltiradi, yechimni izlashni tashkil etadi. Muammoli o‘qitishni boshqarish, pedagogik mahoratni talab etadi, chunki muammoli vaziyatning paydo bo‘lishi individual holat bo‘lib, tabaqalashtirilgan va individuallashtirilgan yondashuvni talab etadi.

Muammoli o‘qitish, ijodiy jarayondan nostandart ilmiy-o‘quv masalalarni nostandart usullar bilan yechishni taqozo etadi. Talabalarga mashq uchun beriladigan masalalar, olingan bilimlarni mustahkamlash va malakalar hosil qilish uchun xizmat qilsa, muammoli masalalar esa faqat yangi yechimlar izlashga qaratiladi.

O‘quv materialini muammoli taqdim etilishining mohiyati shundaki, unda o‘qituvchi bilimlarni tayyor holda taqdim etmasdan, o‘quvchilar oldiga muammoli masalalar qo‘yadi, ularni yechimining yo‘llari va vositalarini izlashga undaydi. Muammo, yangi bilimlar va harakat usullar sari, o‘zi yo‘lga boshlaydi. Muammoli o‘qitishda kechadigan jarayonlarning psixologik mexanizmi quyidagicha bo‘ladi: inson ziddiyatli, yangi, noma’lum muammoga (muammo odatda murakkab nazariy yoki amaliy masala bo‘lib, yashirin ziddiyatlarni qamrab oladi, uning yechimi turli, hatto muqobil vaziyatlarni talab etadi) duch keladi, unda hayratlanish, ajablanish holati paydo bo‘ladi, «gap nimada?» degan savol tug‘iladi. O‘quvchi noma’lum yechimni topish uchun mustaqil yoki o‘qituvchi yordamida izlanadi. Muammoni jamoaviy hal etishda paydo bo‘luvchi, subyekt, obyekt va yana subyekt munosabatlari ijodiy fikrlashni faollashtirishga olib keladi [4].

Muammoga asoslangan ta‘limning uchta darajasi mavjud: muammoni o‘qituvchi qo‘yadi va uning yechimini o‘quvchilar bilan hamkorlikda topadi; muammoni o‘qituvchi qo‘yadi va uning yechimini o‘quvchilar mustaqil topadi; muammoni o‘qivchining o‘zi qo‘yadi va uning yechimini ham mustaqil topadi.

Muammoli ta’lim bu o‘quvchilar faoliyatini nazariy va amaliy muammolarni va ushbu muammoli vaziyatlar kuchi orqali yaratilgan muammoli topshiriqlarni hal etish orqali yangi bilimlarni o‘zlashtirishga

asoslangan holda tashkil etish usulidir. Muammoli ta’lim ta’lim oluvchilarning bahslari, mushohadalarida amalga oshiriluvchi analiz-sintez faoliyatiga asoslanadi. Bu ta’limning tadqiqotchilik turidir. Uning vazifasi faol bilish jarayoniga undash va tafakkurda ilmiy-tadqiqot uslubini shakllantirishdir. Muammoli o‘qitish ijodiy, faol shaxs tarbiyasi maqsadlariga mos keladi.

Muammoli o‘qitish jarayonida talabaning mustaqilligi o‘qitishniig reproduktiv shakllariga nisbatan tobora o‘sib boradi. Muammoli o‘qitishning mohiyatini o‘qituvchi tomonidan talabalarning o‘quv ishlarida muammoli vaziyatni vujudga keltirish va o‘quv vazifalarini, muammolarini va savollarini hal qilish orqali yangi bilimlarni o‘zlashtirish bo‘yicha ularning bilish faoliyatini boshqarish tashkil atadi. Bu esa bilimlarni o‘zlashtirishning ilmiy-tadqiqot usulini yuzaga keltiradi.

Muammoli vaziyat muayyan pedagogik «vositalarda maqsadga muvofiq tashkil etiladigan o‘ziga xos o‘qitish sharoitida yuzaga keladi. Shuningdek, o‘rganilgan mavzular xususiyatlaridan kelib chiqib, bunday vaziyatlarni yaratishning maxsus usullarini ishlab chiqish zarur. Muammoli vaziyat har qanday fikrlash mashaqqatlaridan farq qilib, unda talaba mashaqqat talab qilgan obyekt (tushuncha, fakt) ning unga avval va ayni vaqtda ma’lum bo‘lgan vazifa, masala bo‘yicha ichki, yashirin aloqalarini anglab yetadi. Muamoli o‘qitishning o‘ziga xos jihatlari mavjudki, bu jihatlarni tadqiqotchi B.Aysmontas quyidagicha izohlaydi.

Muammoli ta’limning bosh maqsadi bu o‘quvchilarning o‘rganilayotgan mavzuga doir muammolarni to‘liq tushunib yetishiga erishish va ularni hal eta olishga o‘rgatishdan iborat. Muammoli ta’limni amaliyotda qo‘llashda asosiy masalalardan biri o‘rganilayotgan mavzu bilan bog’liq muammoli vaziyat yaratishdan iborat.

Turli o‘quv fanlari bo‘yicha o‘qituvchilar darslar jarayonida muammoli vaziyatlar hosil qilishni va ularni yechish usullarini oldindan ko‘zda tutishlari kerak.

Muammoli vaziyat yaratish usullari: o‘qituvchi o‘quvchilarga dars mavzusi bilan bog’liq ziddiyatli holatni tushuntiradi va uni yechish yo‘lini topishni taklif qiladi; bir masalaga doir turli nuqtai-nazarlarni bayon qiladi; hal etish uchun yetarli bo‘lmagan yoki ortiqcha ma’lumotlar bo‘lgan yoki savolning qo‘yilishi noto‘g’ri bo‘lgan masalalarni yechishni taklif etadi va boshqalar.

Muammoli vaziyatni hal etish darajalari: o‘qituvchi muammoni qo‘yadi va o‘zi yechadi; o‘qituvchi muammoni qo‘yadi va uning yechimini o‘quvchilar bilan birgalikda topadi; o‘quvchilarning o‘zlari muammoni qo‘yadilar va uning yechimini topadilar.

Muammoli vaziyatni yechishda qo‘llaniladigan usullar: muammoni turli nuqtai-nazardan o‘rganish, tahlil qilish; solishtirish, umumlashtirish; faktlarni aniqlash va qiyoslash; vaziyatga bog’liq xulosalar chiqarish; o‘quvchilarning o‘zlari aniq savollar qo‘yishi va boshqalar.

Muammoli ta’lim jarayonini quyidagi uchta asosiy bosqichga ajratish mumkin: 1. Muammoli vaziyat hosil qilish. 2. Muammoni yechish taxminlarini shakllantirish. 3. Yechimning to‘g’riligini tekshirish (olingan yechim bilan bog’liq axborotni tizimlashtirish orqali) [5].

Muammoli vaziyat hosil qilishda quyidagilar hisobga olinishi lozim: Muammolar nazariy yoki amaliy yo‘nalishda bo‘ladi.

Darsda hosil qilinadigan muammoli vaziyat hamda o‘quvchilarga hal etish taklif etiladigan muammoga qo‘yiladigan eng asosiy talab bu o‘quvchilarning qiziqishini oshiradigan, eng kamida esa, o‘quvchilarda qiziqish hosil qiladigan bo‘lishi kerakligidan iborat. Aks holda ko‘zda tutilgan natijaga erishish imkoni bo‘lmaydi. Muammo o‘quvchilarning bilim darajalariga hamda intellektual imkoniyatlariga mos bo‘lishi shart.

Hosil bo‘lgan muammoli vaziyatni yechish uchun topshiriqlar yangi bilimlarni o‘zlashtirishga yoki muammoni aniqlab, yaqqol ifodalab berishga yoki amaliy topshiriqni bajarishga yo‘naltirilgan bo‘ladi.

O‘quvchilarning muammoli vaziyatni tushunishlari, uning kelib chiqishi sabablari hamda nimalarga, qanchalik darajada bog’liqligini idrok qila olishlari natijasida hosil bo‘ladi. Bunday tushuna olish esa o‘quvchilarga mustaqil ravishda muammoni ifodalay olish imkoniyatini beradi.

Muammoli ta’lim murakkabligiga ko‘ra turli darajada bo‘lishi, ya’ni tashkil etilishi mumkin. Bu talabalarning tayyorgarlik darajasiga, bilim darajasiga va fikrlash qobiliyatining rivojlanganlik darajasiga bog‘liq holda tanlanadi.

Muammoli ta’limning birinchi darajasi bu o‘qituvchi tomonidan muammo yaratiladi va o‘qituvchi tomonidan yechimlar ishlab chiqiladi, talabalar bu holda muammoli ta’lim jarayonida faoliyat yuritishga o‘rganadilar.

Muammoli ta’limning ikkinchi darajasida bu o‘qituvchi tomonidan muammo vujudga keltiriladi va talabalar tomonidan yechiladi. Bu holda talabalar muammoni yechish usulini kuzatadilar va passiv holatda bo‘ladilar. Ular muammoni yechish malakasi bilan tanishadilar.

Muammoli ta’limning uchinchi darajasida bu talaba tomonidan muammoli vaziyat tashkil etiladi va muammo o‘rtaga tashlanadi. Talabalar tomonidan mustaqil ravishda yechim topiladi. Bunda talabalar faol ishtirok etadilar va ularda mustaqil va ijodiy fikrlash refleksi rivojlanadi.

Muammoli ta’limning to‘rtinchi darajasida bu muammoli vaziyatni ham, muammoning yechimini ham talabalar o‘zlari tashkil qiladilar. Ular mavzudagi mavjud muammoni ko‘ra olishga va uning yechimini mustaqil ravishda topa olishga o‘rganadilar. Bu muammoli ta’limning eng yuqori darajasi hisoblanadi. Chunki talabalar ijodiy fikrlashga o‘rganadilar. Bu holda talabalar o‘ta faol holatda bo‘ladilar. O‘qituvchi esa kuzatuvchi va ba’zan yo‘naltiruvchi sifatida maydonga chiqadilar [6].

Muammoli vaziyatlar mazmuniga ko‘ra quyidagicha tavsiflanadi: 1. Maqsad noma’lum uni aniqlash kerak. 2. Faoliyat obyekti noma’lum uni aniqlash kerak. 3. Faoliyat usuli noma’lum uni aniqlash kerak. 4. Faoliyatni bajarish shartlari noma’lum uni aniqlash kerak [7].

Xulosa. Muammoni yechish taxminlarini shakllantirishda o‘quvchi o‘zlashtirgan bilimlari asosida kuzatish, solishtirish, tahlil, umumlashtirish, xulosa chiqarish kabi aqliy faoliyatlarni bajaradi.

Aqliy faoliyatdagi asosiy jarayon fikrlash jarayoni bo‘lib, fikrlashning sifati uning mantiqiyligi, mustaqilligi, ijodiyligi, ilmiyligi, asosliligi, uzviyligi, tejamliligi, maqsadliligi, tezligi, tahliliyligi, qiyosiyligi, umumlashtirilganligi, xususiylashtirilganligi, kengligi, chuqurligi, ishonarliligi, realligi, haqqoniyligi darajasi bilan belgilanadi

Shu bilan birga intellektual sifatlar xotira, tasavvur, anglash va shu kabi psixologik jarayonlarning tezligi hamda boshqa parametrlari bilan bog‘liq.

Intellektual taraqqiyot darajasi o‘qituvchilarda hamda o‘quvchilarda qancha yuqori bo‘lsa, shunchalik yaxshi natijalarga erishish imkoniyati hosil bo‘ladi.

Shunga ko‘ra o‘quvchilarda muammoni sezish, uni aniqlash, yechimiga doir taxminni to‘g‘ri belgilash va yechimning to‘g’riligini tekshirish qobiliyatlari rivojlanib boradi. Bu esa talabalardagi kreativlik hususiyatlarini rivojlantirish va o‘rganilayotgan mavzuni tafakkur qilish orqali tub mohiyatiga yetib borish, mustaqil va jamoa bo‘lib ishlash qobiliyatlarini rivojlantiradi. Natijada dars jarayonida o‘qituvchi ko‘zlangan maqsadiga erishadi.

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CHET TILIDA YOZMA NUTQ KO‘NIKMALARINI RIVOJLANTIRISHDA SUN’IY INTELLEKTDAN FOYDALANISH: DIFFERENSATSIYAVIY YONDASHUV ASOSIDA SHAXSLASHTIRILGAN O‘QITISH MODELI VA PSIXOMETRIK TAHLIL ORQALI UNING SAMARADORLIGINI BAHOLASH

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Annotatsiya. *Ushbu maqolada ta’lim tizimi muassasalarida ingliz tilini o‘rgatishda talabalar ehtiyojlari hamda psixologik xususiyatlariga mos yondashuv hamda sun’iy intellekt imkoniyatlarini o‘quv jarayoniga integratsiya qilish masalalari ko‘rib chiqiladi. Asosiy e’tibor o‘rganuvchining til ko‘nikmalarini tadrijiy rivojlantirish, individual o’rganish va rivojlantirish usullarini aniqlash va sun’iy intellekt texnologiyasi yordamida ixtisoslashtirilgan manbalar yaratishga qaratilgan.*

Tayanch so‘zlar: *ingliz tilini o‘qitish, differensiatsiyaviy yondashuv, psixometrik tahlil, individual yondashuv, sun’iy intellekt*

KIRISH.

Bugungi globallashuv va raqamli transformatsiya sharoitida chet tilini o‘qitish jarayoni tezkor hamda innovatsion yechimlarni talab etmoqda. Ayniqsa, yozma nutq ko‘nikmalarini shakllantirish va rivojlantirish jarayonida o‘quvchilarning til darajasi, fikrlash sur’ati va individual ehtiyojlariga moslashgan o‘qitish modeli muhim ahamiyat kasb etadi. So‘nggi yillarda sun’iy intellektning ta’lim jarayoniga kirib kelishi bu jarayonni tubdan yangilash uchun keng imkoniyatlar yaratdi.

Xorijiy tillarni o'qitishda differensiyaviy yondashuv va psixometrik baholash usullarining sun'iy intellekt bilan uyg‘unlashuvi o‘qitish sifatini oshirish, og'zaki va yozma nutqdagi o‘sishni aniq o‘lchash, shuningdek, individual o‘quv yo‘llarini shakllantirishga to'liq xizmat qiladi.

Differensiatsiyaviy yondashuv – bu ta’lim jarayonida o‘rganuvchilarning bilim darajasi, shaxsiy qobilyatlari, qiziqishlari, o‘rganish uslubi, tushunish yo‘li hamda psixologik xususiyatlariga qarab o‘qitish metodikasini moslashtirish vositasidir. Aynan ingliz tilini o‘rganishda bu yondashuv quyidagi xususiyatga ega bo’ladi. Xususan, o‘tilgan mavzularni tez hamda sust o‘zlashtiruvchi o‘quvchilarga alohida moslashtirilgan topshiriq va mashg‘ulotlar berish orqali darsni o‘tkaziladi. Bu jarayonda har bir o‘rganuvchiga muayyan usul va texnologiyalardan foydalangan shaklda alohida yondashiladi.

Shuningdek, turli xil uslub hamda formatdagi dars materiallarini tanlash bu yondashuvning muhim talabi hisoblanadi. Bir qancha manbalaridan, turli materiallardan foydalanilanib o‘quvchiga dars o‘tiladi. Differensiatsial yondashuvning yana bir jihati bu mustaqil tarzda o‘rganishga o‘quvchini ruhlantiruvchi hamda rag‘batlantiruvchi usullarni amalga joriy etishni ham nazarda tutadi. Bunda o‘qituvchi o‘quvchilarning mustaqil tarzda bilim olishiga qiziqtirish uchun harakat qiladi va ularni jalb qiladi.

Differensiyaviy yondashuvning sun'iy intellekt texnologiyalariI asosidagi integratsiyasi juda ko'p qulaylik hamda imkoniyatlarga ega:

Chet tilini o‘qitishda differensiyaviy yondashuv o‘quvchilarni ma’lum guruhlarga (til darajasi, o‘quv uslubi, motivatsiya yoki ehtiyojlarga ko‘ra) ajratish bilan cheklanmaydi. Sun'iy intellekt texnologiyalari asosida bu jarayon yanada aniqroq va dinamik shakl kasb etadi.

Sun'iy intellekt yordamida differensiyalashning asosiy mexanizmlari:

- O'rganuvchilar bilim darajaga mos topshiriqlar yaratish: boshlang‘ich, o‘rta va yuqori darajadagi o‘quvchilar uchun turlicha yozma mashqlar.
- Shaxslashtirilgan feedback: har bir o‘quvchining xatolari va kuchli tomonlariga mos tavsiyalar va maslahatlar beriladi.
- Moslashuvchan murakkablik darajasi: o‘quvchi o‘sishi bilan vazifalar avtomatik ravishda murakkablashadi.

Psixometrik tahlil va Sun'iy intellekt modelning samaradorligi

Mazkur modelning sifatini ilmiy asosda baholash uchun psixometriyaning quyidagi elementlari qo‘llanadi:

1. Ishonchlilik (Reliability)

Sun'iy intellekt texnologiyasi asosida nazorat qilish va baholash jarayoni subyektivlikni kamaytiradi, natijada baholashning takrorlanish aniqligi oshadi. Bu esa ichki ishonchlilik ko‘rsatkichlarini mustahkamlaydi.

2. O‘zlashtirish jarayonini monitoring qilish

Sun'iy intellekt o‘quvchilarning bir necha oy, vaqt yoki bosqichlardagi yozma ishlarini avtomatik tarzda solishtirib, ularning o‘sish dinamikasini grafik hamda statistika ko‘rinishida taqdim eta oladi. Psixometrik yondashuvlar sun'iy intellekt asosida shakllangan ta’lim tizimining ilmiy asoslanganligini ta’minlaydi.

Sun'iy intellekt + differensiyaviy yondashuv + psixometrik tahlil—chet tilida yozma nutqni rivojlantirishda quyidagi natijalarni beradi:

1. O‘quvchilar o‘z darajasida o‘rganadi.
2. Yozma nutq sifati tezroq va aniqroq o‘sadi.
3. Xatolarni tahlil qilish jarayoni avtomatlashtiriladi.
4. O‘qituvchining baholashga sarflaydigan vaqti kamayadi.
5. Ta’lim jarayonining shaffofligi va o‘lchanishi kuchayadi.
6. O‘quvchilar motivatsiyasi oshadi, chunki feedback darhol olinadi.

Shuningdek, sun'iy intellekt ta’lim jarayonining insoniy omillarini to‘liq almashtirmasligi, balki o‘qituvchiga yordamchi sifatida qo‘llanishi e’tirof etiladi.

Xulosa qilib shuni ta’kidlash kerakki, muayyan chet tilini samarali o‘qitishda differensiatsiyaviy yondashuv hamda psixometrik tahlilni qo‘llash orqali talabalarning o‘zlashtirish darajasi oshadi, individual yondashuv amalga oshiriladi. Xususan, o‘quv jarayonining sifat ko‘rsatkichlari yaxshilanadi. Ta’lim tizimida bu kabi yondashuvlar o‘quv jarayonining takomillashuvida hamda o‘rganuvchilarning individual tarzda shakllanishida muhim ahamiyatga egadir.

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RAQAMLI VOSITALARNING INGLIZ TILIDA YOZISH KO‘NIKMALARINI RIVOJLANTIRISHDAGI AHAMIYATI

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Annotatsiya. *Mazkur maqolada ingliz tili o‘qitish jarayonida raqamli vositalardan foydalanishning ahamiyati yoritilgan. Unda raqamli texnologiyalarning turlari, ularning yozish ko‘nikmalarini rivojlantirishdagi o‘rni va ta’siri tahlil qilingan. Shuningdek, yozish ko‘nikmasini shakllantirishda zamonaviy raqamli platformalar, ilovalar va onlayn manbalarning o‘quvchilarning mustaqil fikrlashini, ijodkorligini hamda tahliliy qobiliyatini rivojlantirishdagi roli yoritib berilgan.*

Kalit so‘zlar: *raqamli vositalar, ingliz tili, yozish ko‘nikmasi, ta’lim texnologiyalari, onlayn ta’lim, interaktiv o‘rganish.*

KIRISH.

Bugungi kunda raqamli texnologiyalar ta’lim jarayonining ajralmas qismiga aylangan. Axborot-kommunikatsiya texnologiyalarining jadal rivojlanishi natijasida ingliz tili o‘qitishda turli raqamli vositalar keng qo‘llanilmoqda. Ayniqsa, yozma nutqni o‘rgatishda raqamli texnologiyalar o‘quvchilar uchun yangi imkoniyatlar yaratadi. Ular yordamida talaba mustaqil yozish, tahrirlash, o‘z fikrini ifoda etish va xatolarini aniqlash ko‘nikmalarini egallaydi. XXI asrning texnologiya va internet sohasidagi jadal taraqqiyoti uni raqamli davr sifatida tavsiflash imkonini bermoqda. Mazkur davrda tilning kommunikativ vosita sifatidagi funksiyasi kengayib, u global axborot almashinuvi, ta’lim jarayonlari, biznes amaliyoti hamda zamonaviy kasblarning shakllanishida asosiy omillardan biriga aylandi.

Raqamli texnologiyalar turli millat va madaniyat vakillari o‘rtasida yaqin kommunikativ aloqalarni yo‘lga qo‘ydi. Dunyodagi istalgan hudud bilan muloqot qilish imkoniyatining kengayishi xorijiy tillar, ayniqsa ingliz tilining ahamiyatini yanada oshirdi. Ingliz tili nafaqat ilmiy sohada, balki dasturlash, biznes va texnologiya kabi ko‘plab yo‘nalishlarda yetakchi til sifatida mustahkam o‘rin egalladi. Raqamli vositalar ingliz tilini o‘rganish jarayonini soddalashtirib, o‘rganuvchilarga elektron lug‘atlar, turli mavzularga oid videodarslar, ta’limiy platformalar hamda sun’iy intellekt bilan muloqot qilish kabi imkoniyatlarni taqdim etmoqda.

Raqamli o‘quv platformalari shaxsiy yoki o‘qituvchi bilan hamkorlikda o‘qish mumkin bo‘lgan integrativ onlayn ta’lim muhiti sifatida namoyon bo‘ladi. Ularda interaktiv o‘yinlar, videodarslar, test topshiriqlari va so‘rovnomalar orqali o‘quv jarayonini individuallashtirish va o‘quvchilar bilimini baholash imkoniyati mavjud.

Bransford J.ning ta’kidlashicha, texnologiyaning ta’lim jarayoniga integratsiyalashuvi o‘quv faoliyatini samarali tashkil etishda muhim ahamiyat kasb etadi. Uning fikriga ko‘ra, texnologik vositalar o‘qituvchilarga real hayotdan olingan autentik materiallardan foydalanish imkonini berib, o‘quvchilarni vizuallashtirish, tahlil qilish va hamkorlikda bilim egallash jarayoniga faol jalb etishga xizmat qiladi [1].

Internet va ijtimoiy tarmoqlar global kommunikatsiyada ingliz tilining ustun mavqega ega bo‘lishiga sabab bo‘ldi. Statistik ma’lumotlarga ko‘ra, jahon internet kontentining 60 foizdan ortig‘i ingliz tilida yaratilgan bo‘lib, ilmiy maqolalar va akademik tadqiqotlarning aksariyati ham aynan shu tilda chop etiladi. Yirik xalqaro kompaniyalar faoliyatida ingliz tilining asosiy ish tili sifatida qo‘llanishi uning global miqyosdagi ahamiyatini yanada oshiradi. Shunday ekan, ingliz tilini o‘rganish zamonaviy jamiyatda muvaffaqiyatga erishish va xalqaro maydonda faol ishtirok etishning muhim omili sanaladi. Shu nuqtai nazardan kelib chiqib, raqamli vositalar terminining izohiga to‘xtalib joiz deb bildik.

Raqamli vositalar – bu axborotni yaratish, saqlash, tahrirlash, uzatish va taqdim etish imkonini beruvchi texnologik vositalardir. Ta’lim jarayonida ular o‘qituvchi va o‘quvchi o‘rtasidagi interaktiv aloqani mustahkamlaydi, shuningdek, darslarni zamonaviy va samarali tashkil etishga xizmat qiladi [2].

Raqamli vositalarning asosiy turlari quyidagilardir:

Kompyuter va planshetlar – matn yozish va tahrirlash uchun asosiy vosita;

Mobil ilovalar (Grammarly, QuillBot, Google Docs, Microsoft Word Online) – yozuvdagi xatolarni avtomatik tahlil qilib, to‘g‘rilashga yordam beradi;

Ta’lim platformalari (Google Classroom, Moodle, Edmodo) – topshiriqlarni onlayn topshirish, tahrirlash va baholash imkonini yaratadi;

Onlayn lug‘atlar va tarjimonlar (Cambridge Dictionary, Linguee, DeepL) – so‘z boyligini kengaytiradi;

Audio va video vositalar – yozish mavzularini tushunishga va tahlil qilishga yordam beradi.

Yozish ko‘nikmasi — bu o‘quvchining o‘z fikrini mantiqan to‘g‘ri, aniq va grammatik jihatdan to‘g‘ri shaklda yozma tarzda ifoda etish qobiliyatidir. Ingliz tilida yozish malakasini shakllantirish uzoq va izchil jarayon bo‘lib, u o‘quvchidan grammatika, imlo, so‘z boyligi va mantiqiy fikrlashni talab etadi [3].

Yozish ko‘nikmasini rivojlantirishda quyidagi usullar muhim:

muntazam yozma mashqlar (insho, hisobot, xat yozish);

namunaviy matnlarni o‘rganish va tahlil qilish;

o‘zaro tahrirlash (peer review) faoliyatini yo‘lga qo‘yish;

raqamli platformalarda yozuv mashqlari orqali o‘qitish.

Raqamli vositalardan foydalanish talabalarning ingliz tili grammatik yozuv ko‘nikmalarini quyidagi yo‘nalishlarda rivojlantirmoqda:

1. Xatolarni avtomatik tahlil qilish: platformalar yozilgan matndagi grammatik xatolarni avtomatik aniqlaydi va ularni to‘g‘rilashni o‘rgatadi;

2. Mustaqil o‘rganish imkoniyati: talaba istalgan joyda va vaqtda mashq bajarish orqali o‘z ko‘nikmasini rivojlantira oladi;

3. Teskari aloqa tizimi: raqamli vositalar tezkor javob qaytarib, talabaning o‘zini tahlil qilishiga yordam beradi;

4. Motivatsiyani oshirish: interaktiv va o‘yin asosidagi mashg‘ulotlar orqali til o‘rganishga qiziqish ortadi [4].

Raqamli ta’lim muhiti sharoitida o‘qituvchilarning raqamli kompetensiyalari ularning kasbiy faoliyatini takomillashtirishda asosiy omillardan biri hisoblanadi. IT sohasidagi yetarli bilim va raqamli ko‘nikmalarning cheklanganligi xorijiy til o‘qituvchilarining o‘quvchilarning ehtiyojlariga mos yuqori samarali multimediya resurslari uchun mos dasturiy ta’minotni tanlash jarayonida qiyinchiliklarga duch kelishiga sabab bo‘lishi mumkin [5].

Grammatik yozuv ko‘nikmalariga ta’siri

Grammatik yozuv — bu ingliz tilida to‘g‘ri tuzilgan gaplar, zamonlar, yordamchi fe’llar, modal fe’llar, predlog va artikllarni to‘g‘ri qo‘llashni o‘z ichiga olgan muhim ko‘nikmadir [3]. An’anaviy usullar orqali grammatikani o‘rganish ko‘pincha nazariy bilimlar bilan chegaralanib qolgan bo‘lsa, raqamli vositalar bu jarayonni interaktiv shaklga o‘tkazadi.Masalan, talaba Grammarly orqali yozgan inshosida o‘z xatolarini tahlil qilib, nima sababdan xato ekanligini o‘rganadi. Bu jarayon metakognitiv o‘rganishni — ya’ni “o‘ylab yozish” ko‘nikmasini shakllantiradi. Shuningdek, BBC Learning English, British Council LearnEnglish kabi manbalar talabalarga haqiqiy til materiallari asosida grammatikani o‘rganish imkonini beradi.Raqamli interfaol vositalardan foydalanish esa ta’lim oluvchilarni faollikka undaydi,ta’limiy jarayonni dinamizatsiyalash, vizuallashtirish va individuallashtirish imkonini beradi.

Bunday yondashuvlar orqali o‘quvchilarning ta’limga bo‘lgan motivatsiyasi ortadi, bilimlarni ongli ravishda chuqurroq o‘zlashtirishga erishiladi. Shu bilan birga, o‘quvchining o‘quv materialiga nisbatan reflektiv yondashuvi, o‘zining o‘rganish strategiyalarini tanlashi va tahlil etishi – metakognitiv faollikning rivojlanganligidan dalolat beradi. Mazkur maqolaingliz tilini o‘rganishda metakognitiv strategiyalarni raqamli

interfaol vazifalar yordamidarivojlantirish masalasini pedagogik-nazariy hamda amaliy jihatdan o‘rganishga qaratilganbo‘lib, zamonaviy til ta’limida metakognitiv yondashuv asosida o‘quvchilarni mustaqil vafaol bilim egallovchilarga aylantirish imkoniyatlarini ochib berishga xizmat qiladi.

Xulosa qilib aytganda, raqamli vositalar ingliz tilida yozish ko‘nikmalarini rivojlantirishda beqiyos ahamiyat kasb etadi. Ular o‘quvchilarning mustaqil o‘rganish, ijodkorlik, muloqot va o‘zini baholash qobiliyatini kuchaytiradi. Shu boisdan, raqamli texnologiyalarni ingliz tili ta’lim jarayoniga chuqur integratsiya qilish — zamonaviy o‘qitishning muhim talabi hisoblanadi.

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AN ECLECTIC APPROACH TO ENHANCING READING PROFICIENCY IN TERTIARY EDUCATION

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Abstract. *This article investigates the efficacy of an eclectic pedagogical approach in significantly enhancing the reading proficiency of students in higher education. Recognizing the limitations of relying solely on either bottom-up (decoding-focused) or top-down (meaning-focused) methodologies, this study proposes an integrated framework that systematically blends diverse reading strategies, including explicit vocabulary instruction, schema activation, and metacognitive awareness training. The framework promotes flexibility, allowing educators to adapt techniques based on text genre, difficulty, and individual learner profiles. Findings from this review suggest that the systematic application of an eclectic approach leads to demonstrably improved comprehension, increased reading speed, and better critical engagement with academic texts [1, 15].*

Keywords: *Eclectic Approach, Reading Proficiency, Tertiary Education, Bottom-Up Processing, Top-Down Processing, Schema Activation, Metacognitive, Comprehension, Fluency, Critical Engagement*

INTRODUCTION.

Reading proficiency stands as the cornerstone of academic achievement, particularly at the tertiary level, where students are expected to process vast amounts of complex, domain-specific information independently [2, 5]. A deficiency in reading skills inevitably compromises a student's ability to engage with course material, participate effectively in scholarly discourse, and ultimately, succeed in their chosen field [3, 40]. Historically, reading pedagogy has been characterized by methodological pendulum swings, alternating between an emphasis on micro-skills (phonics, morphology) and macro-skills (prediction, inference). The rigid adherence to a single method, however, often proves inadequate for the heterogeneous needs of modern language learners [4, 112]. The central argument of this paper is that an eclectic approach, defined as the principled and coherent combination of elements from various established reading models, offers a superior, more flexible, and more effective pathway to developing holistic reading proficiency [5, 78].

This article will first define the theoretical underpinnings of eclecticism, outline a practical four-stage eclectic reading framework, and discuss its implications for curriculum design and instructional practice in higher education.

Theoretical Framework: Defining Eclecticism

The term "eclectic approach" in education signifies the practice of judiciously selecting and integrating the best techniques and principles from multiple methodologies to achieve specific instructional objectives [6, 21]. It is not merely a random amalgamation of activities but a principled eclecticism where the selection of techniques is informed by pedagogical goals, learner needs, and contextual constraints [7, 135].

Skilled reading is a complex, transactional process involving the simultaneous operation of bottom-up and top-down processing [8, 95].

Bottom-Up Processing: This model focuses on decoding textual input, starting from letters and words, and building up to sentences and overall meaning. Techniques associated with this model include intensive vocabulary acquisition, sight-word recognition, and grammatical structure analysis [9, 50]. While essential for accuracy, a sole focus here often leads to slow, laborious reading.

Top-Down Processing: This model emphasizes the reader's prior knowledge (schema) and contextual understanding to predict and infer meaning. It involves activating background knowledge and making

hypotheses about the text's content and structure [10, 198]. Relying exclusively on this approach can, however, lead to over-reliance on guessing and a failure to address comprehension gaps arising from new vocabulary or complex syntax.

The eclectic framework integrates these by ensuring that pre-reading activities are top-down (activating schema), while intensive comprehension checks during reading strategically revert to bottom-up analysis when necessary for clarification [11, 25].

Components of the Eclectic Reading Framework

The proposed framework is structured around four interconnected stages, ensuring a balanced focus on preparation, processing, consolidation, and critical engagement. This stage employs top-down strategies to prepare the students' minds for the text. Activities focus on generating interest, establishing the purpose of reading, and activating relevant background knowledge.

Activities: Pre-teaching key conceptual vocabulary, using K-W-L charts (Know-Want to Know-Learned), semantic mapping, and brainstorming related concepts [12, 115].

Target Skill: Prediction and contextualization.

Intensive Reading (Focused Decoding and Analysis). During this stage, the focus shifts to a controlled blend of bottom-up and metacognitive strategies. The student is guided through the text, pausing to ensure accurate decoding and comprehension.

Activities: Explicit instruction on reading strategies (e.g., distinguishing main ideas from supporting details), Question-Answer Relationships (QARs), and sentence diagramming for complex structures [13, 305].

Target Skill: Accuracy, detailed comprehension, and structural analysis.

Extensive Reading (Fluency and Global Comprehension). This stage encourages high-volume, self-selected reading for pleasure or general information, promoting fluency and automaticity. This is primarily a top-down exercise, building reading stamina and integrating vocabulary learned intensively.

Activities: Sustained Silent Reading (SSR), reading journals, and summarizing texts quickly to capture the Gist [14, 55].

Target Skill: Fluency, automaticity, and speed.

Post-Reading (Critical Evaluation and Consolidation). The final stage is crucial for transforming information into knowledge and engaging in critical thought, leveraging the full range of comprehension skills developed.

Activities: Writing summaries, critical response essays, debate preparation based on the text's content, and relating the text to personal experience or other readings (Text-to-Text/World/Self connections) [15, 220].

Target Skill: Critical thinking, retention, and integration of new concepts.

Pedagogical Implications and Implementation

Implementing this eclectic framework requires a fundamental shift in the instructor's role—from a dispenser of rules to a facilitator who diagnoses needs and strategically applies appropriate techniques [16, 90].

Diagnostic Assessment: Teachers must first identify specific student deficits (e.g., poor vocabulary, low fluency, inability to infer) before choosing the appropriate eclectic blend. For a text heavy in specialized terminology, the blend will favor Stage 2 (bottom-up), whereas a text requiring cultural background knowledge will emphasize Stage 1 (top-down) [17, 145].

Technology Integration: Digital tools facilitate eclecticism by providing immediate access to vocabulary (bottom-up) and supplementary contextual information (top-down). Interactive reading platforms that allow annotation and peer discussion further enrich the process [18, 62].

The practical success of the eclectic method lies in its adaptability. It acknowledges that reading is not a single skill but a complex set of competencies that require varied instructional methods to master [19, 33].

Conclusion

The evidence strongly supports the adoption of a principled eclectic approach as the most viable and effective strategy for enhancing reading proficiency among tertiary students. By systematically integrating the strengths of bottom-up and top-down processing, along with metacognitive training, this framework addresses

the diverse challenges encountered by advanced readers. It prepares students not just to decode words, but to actively construct meaning, engage critically, and ultimately, become independent, lifelong learners [20, 275].

Future research should focus on longitudinal studies measuring the long-term impact of this eclectic framework across different academic disciplines and language backgrounds.

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DEVELOPING CRITICAL THINKING THROUGH READING AND ANALYZING LITERARY TEXTS IN A FOREIGN LANGUAGE

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Abstract. *This paper explores the development of critical thinking skills through the reading and analysis of literary texts in a foreign language. It emphasizes how engaging with diverse narratives enhances comprehension, encourages interpretation, and fosters analytical skills. By examining themes, characters, and contexts, learners gain deeper insights, promoting not only language proficiency but also cognitive growth and cultural awareness.*

Key words: *critical Thinking, literary texts, reading skills, analysis, interpretation, comprehension, themes, characters, context, cognitive development, cultural awareness, engagement.*

INTRODUCTION.

In the modern world of education, developing students' criticalthinking skills has become one of the main prioritiesin foreign language teaching. The ability to think critically enables learners to question ideas, analyze information, and form their own opinions. One of the most effective ways to foster these skills is through reading and analyzing literary texts in a foreign language. Literature offers authentic linguistic material and deep cultural insights that help students not only improve their language proficiency but also develop intellectual independence and creativity.

The Role of Literature in Language Learning

Literature is a powerful tool in language education because it presents the language in its most expressive and meaningful form. When students read novels, short stories, poems, or plays, they are exposed to a wide range of vocabulary, grammar structures, and stylistic devices. Unlike textbook dialogues, literary texts reflect real human emotions, conflicts, and ideas. This exposure allows learners to understand the nuances of the language and to develop interpretative and analytical skills.

Furthermore, literature connects language learning with culture. Through reading, students can explore the traditions, values, and history of the target language community. This cultural context enriches comprehension and promotes empathy, which are essential components of critical thinking.

Developing Critical Thinking through Reading

Critical thinking is the process of analyzing and evaluating information in order to make reasoned judgments. When students read a literary text, they engage with various layers of meaning — plot, character development, themes, symbols, and moral dilemmas. To understand and interpret these elements, learners must question the author's intentions, examine the behavior of the characters, and identify underlying messages.

Teachers can promote critical thinking by asking open-ended questions such as:

- What message does the author try to convey?
- Do you agree with the actions of the main character?
- How does the setting influence the story?

Such questions encourage students to think independently and support their ideas with evidence from the text. This approach transforms passive reading into an active and reflective process.

Analyzing Literary Texts in a Foreign Language

Analyzing a text requires deeper cognitive engagement than simple comprehension. It involves identifying literary devices, understanding tone and perspective, and relating the text to real-life experiences. When learners analyze foreign language literature, they also confront linguistic challenges that require problem-solving strategies — another aspect of critical thinking.

For example, interpreting metaphors or idiomatic expressions in a second language develops analytical and interpretative abilities. Comparing translations with the original text can also reveal subtle differences in meaning and help students appreciate linguistic precision. Discussion-based activities and group analysis further enhance critical thinking, as students must defend their interpretations and consider alternative viewpoints.

Benefits and Pedagogical Implications

Integrating literary analysis into language teaching has multiple benefits. It improves linguistic competence, cultural awareness, and intellectual maturity. Students learn not only to understand what is written but also to question why and how it is written. This reflective attitude is crucial for developing independent learners and responsible global citizens.

Teachers should therefore select literary works that are appropriate for students' language level and interests. They can use techniques such as role-playing, creative rewriting, debates, or comparative analysis to make lessons engaging. By combining language learning with literary exploration, teachers create an environment where thinking critically becomes a natural habit.

Conclusion: In conclusion, reading and analyzing literary texts in a foreign language is a powerful method to develop critical thinking skills. Literature invites learners to explore complex ideas, question perspectives, and express their own interpretations. It transforms language learning into a meaningful intellectual journey that shapes both the mind and the character of the learner. Therefore, the integration of literary studies in foreign language education should be viewed not as an optional addition but as a fundamental part of cultivating thoughtful, articulate, and culturally aware individuals.

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GLOBALIZATSIYA DAVRIDA INGLIZ TILINING USTUNLIGI VA TIL TENGSIZLIGI

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Annotatsiya. *Ushbu maqolada globalizatsiya davrida ingliz tilining boshqa tillardan ustunligi va tengsizligi masalasi ko'rib chiqiladi. Ushbu tadqiqotning maqsadi boshqa tillarning ingliz tilidan quyi pog'onaga tushib ketishiga olib kelayotgan asosiy omillarni aniqlashdir. Maqolada ingliz tiliga bo'lgan qiziqishning ortib borayotgani, bu tildan faqat ta'limda emas, balki kundalik hayotda ham foydalanilayotgani va bu holat mahalliy aholining madaniyatiga ta'sir qilayotgani ta'kidlanadi.*

Kalit so'zlar: *globalizatsiya, ingliz tilining ustunligi, etno lingvistik tillar, madaniyatlar xilma-xilligi.*

KIRISH.

Globalizatsiya dunyo davlatlarini texnika-texnologiyalar asri XXI asrda iqtisodiy, siyosiy, madaniy va texnologik jihatdan yanada yaqinlashtirdi. Bu jarayonda ingliz tili jahon muloqotining asosiy vositasi hisoblanadi. Hozirda nafaqat Yevropa mamlakatlari, balki o'tgan asrlarda Sobiq Sovet Ittifoqi hukmronlik qilgan paytda rus tilidan asosiy til sifatida foydalangan Markaziy Osiyo xalqlari ham ingliz tilidan foydalanmoqda. Bularning bari tarixga borib taqaladi, ya'ni Britaniya imperiyasining kengayishi va AQSH ning iqtisodiy va texnologik ustunligi XX asrlarda ingliz tilining global mavqeyini mustahkamladi. Keyin, dunyo urushlaridan so'ng Xalqaro tashkilotlar BMT, YUNESKO, YUNISEF va diplomatiyada ingliz tili ishlatila boshlandi. Shunday bo'lsa-da, u ayrim milliy tillar o'rtasida tengsizlikni yuzaga keltirmoqda. Bu maqola globalizatsiya davrida ingliz tili ustunligining asosiy sabablarini tahlil qiladi va tillar o'rtasidagi tengsizlikni bartaraf qilish yo'llarini taklif qiladi.

XXI asrda ingliz tilidan deyarli barcha sohalarda foydalanish globalizatsiyaning eng jiddiy oqibatlaridan biri hisoblanadi. David Crystal (1997) ta'kidlaganidek, ingliz tili iqtisod, fan, texnologiya va internet sabab jahon aloqa tiliga aylangan. Bu tilni bilish insonlarga ko'plab imkoniyatlar eshigini ochadi. Biroq, etno-lingvistik tillar himoya qilinmasa, ularda yo'qolish xavfi ortadi. Ya'ni hozirgi kunda filmlar, musiqalar va ijtimoiy tarmoqlardagi, umuman, internetdagi kontentlarning 50%dan ko'pi ingliz tilida. Bu esa mahalliy qadriyatlar va madaniy o'ziga xoslikning zaiflashuviga olib keladi.

Ingliz tilining ustunligi madaniyatlar xilma-xilligiga ham tahdid qiladi. Alastair Pennycook (1994) qayd etganidek, ingliz tilini o'rganish faqat tilni emas, balki g'arb qadriyatlari, madaniyati, turmush tarzini ham qabul qilishdir. Bu esa madaniy bir xillashuvga olib keladi.

Ko'plab nufuzli Universitetlar Harvard, Oxford, MIT va boshqa shunga o'xshash universitetlar ingliz tilini asosiy o'qitish tili sifatida tanlaydi. Shu sababli, ko'plab insonlar bu tilni o'rganishga qiziqadi va ularda IELTS, TOEFL kabi Xalqaro sertifikat olishga ishtiyoq paydo bo'ladi. Hangbin Li, Lingsheng Meng kabi professorlar ingliz tilini bilish bo'yicha talablar, til testlari, sertifikatlar universitetga qabul qilinishida tengsizlikni oshirishini aytib o'tadi.

Hozirgi kunda etno-lingvistik tillarni ingliz tili bilan tenglashtirish bo'yicha harakatlar olib borilmoqda. Tove Skutnabb-Kangas (2000)ning "Linguistic Human Rights" loyihasi har bir bolaning o'z ona tilida o'qish huquqini ta'minlash va mahalliy tillar uchun konstitutsiyaviy himoya yaratishda muhim rol o'ynaydi. Bundan

tashqari, YUNESKOda ko'p tilli ta'limni joriy qilish, ingliz tilini emas, balki etno-lingvistik tillarni ta'limning tayanch tili qilish va mahalliy tillar uchun darsliklar yaratish borasida chora-tadbirlar ko'rilmoqda.

Xulosa qilib aytganda, globalizatsiya ko'plab sohalarda foyda keltiradi, ammo til tengsizligi va madaniy yo'qolish singari salbiy oqibatlarni ham yuzaga keltiradi. Shuning uchun, har bir davlat va Xalqaro tashkilotlar ingliz tilini qo'llab-quvvatlash bilan bir qatorda, etno-lingvistik tillarni ham rivojlantirishga e'tibor qaratishi zarur. Chunki, til-nafaqat aloqa, balki xalqning o'zligi, tarixi va madaniyati hamdir.

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PECULIARITIES OF RENDERING ENGLISH TREND WORDS AND NEOLOGISMS INTO KAZAKH (BASED ON SOCIAL MEDIA TEXTS)

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Abstract. *This study examines how English trend words enter Kazakh social media, focusing on their meanings, adaptation methods, and youth perception. Findings show active borrowing, semantic shifts, and mixed translation strategies.*

Keywords: *English trend words, neologisms, social media, language adaptation, globalization, cultural influence, modern communication.*

INTRODUCTION.

In the era of globalization and digital communication, English has become one of the leading languages of the world, which has a huge impact on many languages. Along with the spread of social networks, it is especially noticeable that new trending words in English are actively used in the language of Kazakh. Today, social media platforms have become not only a means of communication, but also a center for the emergence and dissemination of linguistic news. Some of them are preserved in the original English form, while others are used in accordance with the phonological, semantic and morphological system of the Kazakh language. The assimilation of such neologisms from the English language into the Kazakh language, on the one hand, indicates the creative potential of the language, and on the other hand, indicates cultural adaptation. However, this phenomenon raises important questions regarding the national identity of the language and the problems of conformity in translation. Classic works emphasize that neologisms and borrowings are natural indicators of language vitality: they name new phenomena and reflect changing communicative needs [1, Moscow: Nauka. p 360; Moscow: Prosveshchenie. p 315]. Recent research demonstrates that globalization and digital communication accelerate the diffusion of English vocabulary into many languages, including Kazakh. Exposure through media, music, and social networks supplies English lexical items, while youth identity practices generate demand for these items as markers of modernity and stylistic effect [2, 165 (No. 1), 266–269]. Empirical studies on Kazakh show that English-origin trend words enter the language primarily through youth-centred online environments, where they are tested, adapted, and either stabilized or discarded. Field- and corpus-based analyses describe typical adaptation patterns: phonotactic modification, integration of Kazakh affixes, and pragmatic shifts in meaning. These processes explain why some borrowings (e.g., slang and identity-marking terms) diffuse rapidly while technical borrowings may undergo different selection dynamics. Findings of this kind are reported for Kazakh youth online discourse [3, 133 (No. 4), 86–92]. and in broader Kazakh philological studies [4, 1 (3), 33–51]. The digital space functions as a linguistic laboratory with accelerated cycles of coinage, circulation, and selection. Research that compares social-media data and print media finds that digital contexts favour semantically transparent and socially salient neologisms; these are more likely to be stabilized and adopted into everyday usage (empirical observations in local Kazakh journals and proceedings). This perspective helps justify the present study's focus on translation/adaptation strategies for

English trend words in Kazakh social-media texts [5, Vol. 10, 657–680]. During the study, posts and inscriptions in Kazakh and English on social networks (TikTok, Instagram, Telegram) were selected. More than 50 trending words were analyzed on a linguistic basis. The opinion of young people about the peculiarities of translating English trending words and neologisms into Kazakh was found out using a survey (Google Forms):

1. The need to search for English words equivalent to English;
2. Their level of intelligibility;
3. How is it considered appropriate to translate

Participants: 35 respondents (ages 19–21).

Figure 1: Use of Kazakh on social media. Around 62% of respondents regularly use Kazakh on social media, proving that English neologisms penetrate an actively Kazakh-speaking online community.

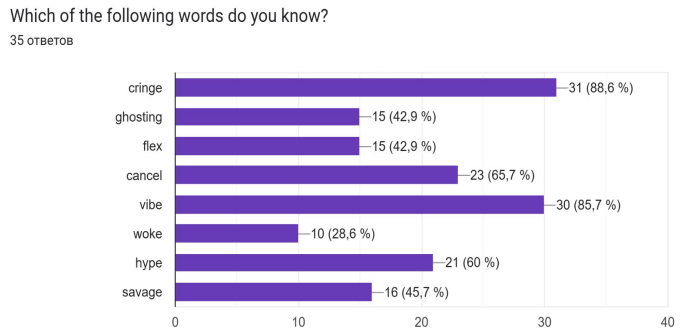

Figure 2: Knowledge of English trend words. The most recognized words are cringe, vibe, and flex, known to over 80% of respondents, suggesting deep integration of these terms into Kazakh youth discourse.

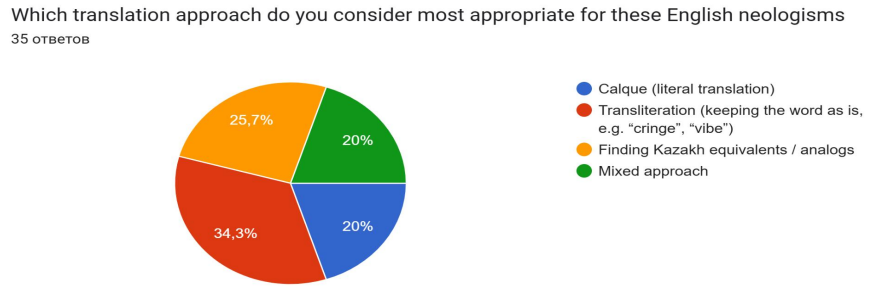

Figure 3: Preferred translation strategies. A mixed approach and semantic adaptation dominate, proving that young speakers tend to balance authenticity and global expression.

№	English Word	Kazakh Translation	Meaning in English	Meaning in Kazakh	Translation Method
1	Cringe	Ұят, ыңғайсыз жағдай	Feeling of embarrassment or awkwardness	Біреудің ісінен ұялу, ыңғайсыздану сезімі	Semantic adaptation
2	Flex	Мақтану, көрсету	To show off or boast	Бір нәрсені мақтанышпен көрсету	Semantic adaptation
3	Vibe	Көңіл-күй, атмосфера	Mood or emotional feeling	Жалпы көңіл-күй, сезімдік атмосфера	Descriptive translation
4	Cancel	Бас тарту, шеттету	To reject or boycott publicly	Қоғамдық түрде бас тарту, шеттеу	Semantic adaptation
5	Ghosting	Елемеу, хабарсыз кету	Cutting off communication without explanation	Байланысты кенет үзіп, елемей кету	Descriptive translation
6	Hype	Әуес болу, дүрлікпе	Excessive excitement or publicity	Артық мақтау, шамадан тыс қызығушылық тудырту	Semantic + cultural adaptation
7	Toxic	Зиянды	Harmful or emotionally abusive behavior	Зиянды мінез-құлық, жағымсыз қарым-қатынас	Semantic interpretation
8	Slay	Жарқырау, ерекше көріну	To impress greatly or perform outstandingly	Өте жақсы әсер қалдыру, сәнді болу	Semantic adaptation
9	Sigma	Ерекше тұлға, тәуелсіз адам	Independent, strong-minded person	Өзінше ойлайтын, дара мінезді адам	Semantic interpretation
10	Woke	Әлеуметтік саналы	Socially aware, politically conscious	Әлеуметтік және саяси тұрғыдан сезімтал болу	Calque (literal translation)
11	Savage	Өжет, батыл	Fierce or impressive person	Батыл, өз пікірін ашық айтатын адам	Semantic adaptation
12	Chill	Босаңсу, тыныңу	To relax or take it easy	Демалу, сабыр сақтау	Semantic adaptation

13	Fake	Жалған, жасанды	Not genuine or authentic	Шынайы емес, жалған нәрсе	Direct translation
14	Trend	Үрдіс, сән	Current popular direction or style	Белгілі уақыттағы танымал бағыт	Calque
15	Ship (from relationship)	Шипперлеу	To support a romantic pairing	Кейіпкерлердің немесе адамдардың жұп болуын қолдау	Morphological adaptation
16	Influencer	Әсер етуші тұлға	A person who affects others’ opinions	Әлеуметтік желілер арқылы ықпал ететін адам	Descriptive translation
17	Meme	Әзіл сурет	Humorous image or video shared online	Интернет арқылы тарайтын күлкілі бейне немесе сурет	Borrowing + adaptation
18	Post	Жазба, жариялау	A message shared on social media	Әлеуметтік желіде жарияланған жазба	Direct borrowing
19	Stream	Тікелей эфир	To broadcast live over the internet	Интернет арқылы тікелей хабар тарату	Calque
20	Ban	Бұғаттау	To block or restrict access	Қолданушыны немесе контентті шектеу	Direct translation

Table 1. In the course of this study, approximately 50 English trend words used in the Kazakhstani social media space were collected and examined. However, for detailed linguistic and translation analysis, 20 of the most frequent and socially relevant items -widely used. This table illustrates their Kazakh renderings, meanings, and the methods applied for their linguistic adaptation. When related back to the full corpus of 50 words, these 20 items represent 40% of the dataset; the observed shares thus correspond to 18% (semantic adaptation), 6% (descriptive translation), 6% (calque), 4% (direct translation/borrowing), 4% (borrowing with adaptation), and 2% (morphological adaptation) of the original 50-word corpus. This illustrates that semantic adaptation is the leading strategy in the most frequent neologisms, while calquing and descriptive strategies are also significant. English trend words are increasingly present in Kazakh social media communication. Commonly used English-origin words in Kazakh online discourse include: cringe – embarrassing or awkward moment; flex – to show off or boast; vibe – mood, atmosphere; ghosting – ignoring or cutting off communication; cancel – to boycott or socially exclude. The most efficient strategies are semantic equivalence and hybrid adaptation. The main translation barriers lie in cultural non-equivalence and lack of direct lexical parallels. Kazakh youth largely perceive such borrowings as part of global modern identity rather than linguistic corruption. Develop a dictionary of English–Kazakh neologisms reflecting modern usage; build a Kazakh social media linguistic corpus; integrate neologism analysis into university linguistics curricula; maintain a balance between preserving linguistic authenticity and embracing global linguistic innovation.

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ADVANTAGES OF TEACHING GRAMMAR IN ENGLISH USING THE INDUCTIVE METHOD

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Abstract. *This article examines the effectiveness of the inductive method in teaching English grammar. The approach, which encourages learners to infer grammatical rules through examples, promotes deeper understanding, active engagement, and long-term retention. Contemporary research demonstrates that inductive grammar instruction supports learner autonomy and enhances communicative competence. The study highlights the pedagogical value of this method and suggests its increased integration into modern English language teaching.*

Keywords: *inductive method, English grammar, learner autonomy, communicative competence, student-centered learning*

INTRODUCTION.

Grammar instruction remains a central aspect of English language teaching, and the methods used to teach grammatical structures significantly influence learners' comprehension and proficiency. In recent years, the shift toward student-centered pedagogy has encouraged teachers to adopt approaches that promote active engagement rather than mechanical rule memorization. The inductive method, in which learners observe examples and derive grammatical rules themselves, aligns closely with modern educational principles emphasizing discovery, cognitive involvement, and meaningful learning. The inductive method offers numerous pedagogical advantages that make it an effective approach for teaching English grammar in modern classrooms. At its core, the method is rooted in the principle that learners construct knowledge by observing language in use rather than receiving rules passively. This shift from teacher-centered instruction to learner-centered discovery promotes active involvement and leads to more meaningful learning. One of the most significant advantages of the inductive approach is its ability to foster deeper cognitive engagement. When students are presented with real or semi-authentic examples and asked to identify language patterns, they must analyze, compare, classify, and evaluate linguistic forms.

Another benefit is the strong support the inductive method provides for long-term retention. Studies in educational psychology suggest that information discovered independently is processed more deeply and stored more effectively in memory. When learners actively formulate grammatical rules themselves, they develop stronger neural associations, making it easier to recall and apply these structures in future communication. As a result, inductively learned grammar tends to be more durable and flexible than grammar learned through rote memorization.

The inductive method's effectiveness in teaching English grammar becomes more evident when considering how naturally it aligns with the cognitive processes involved in second language acquisition. Learners acquire grammatical structures more effectively when they see them functioning in meaningful communication, rather than as isolated rules. The inductive approach takes advantage of this by exposing students to language as it appears in authentic contexts, prompting them to observe, hypothesize, and form generalizations. This mirrors the way children acquire their first language, which reinforces the naturalness and psychological validity of the inductive model.

Another crucial advantage of the inductive method is the way it promotes deep noticing, a concept often emphasized in modern SLA research. "Noticing" refers to the learner's conscious attention to linguistic forms in input; the inductive method creates ideal conditions for this. Rather than passively receiving rules, students must actively search for similarities, differences, and patterns within the examples provided. This leads to better internalization of grammatical structures and supports the development of metalinguistic awareness. Such awareness allows learners to become more reflective language users who understand both the form and the function of grammar.

The method also encourages collaborative learning. Inductive grammar activities often involve pair or group work, where students discuss patterns, test hypotheses, and negotiate meaning together. This social interaction provides meaningful communicative practice while simultaneously reinforcing grammatical understanding. Collaborative discovery not only strengthens students' grammatical reasoning but also builds classroom community, enhances peer support, and increases confidence. Moreover, through discussion, learners verbalize their reasoning processes, which further consolidates their understanding of grammar.

Another important pedagogical advantage is the opportunity for teachers to incorporate authentic materials, such as newspaper articles, dialogue transcripts, song lyrics, advertisements, or short video clips. Authentic materials expose learners to real-world language that is rich in grammatical structures and contextual clues. Using such materials supports the inductive approach by showing grammar in natural settings rather than artificial textbook examples. Learners can observe how grammatical forms vary depending on purpose, register, and context, which deepens their pragmatic understanding of English.

The inductive method also contributes to higher learner motivation, particularly among students who find traditional rule-based instruction monotonous. Discovery-based activities, such as sorting tasks, grammar auctions, error-detection challenges, or guided inference exercises, make learning more interactive and enjoyable. When students successfully identify rules on their own, they feel a sense of achievement, which strengthens intrinsic motivation and promotes a positive attitude toward grammar learning. This psychological dimension is a key factor in long-term language success.

In addition, inductive grammar teaching supports differentiated instruction, allowing teachers to meet the needs of mixed-ability classrooms. Strong learners can explore patterns more independently, while those who need more support can work with simpler examples or guided prompts. This flexibility contrasts with the deductive method, where a single explanation must suit all students regardless of learning style or proficiency level. With the inductive method, teachers can design tasks that appeal to visual, auditory, analytical, and social learners, making the approach inclusive and learner-friendly.

The inductive method also enhances learners' sense of autonomy. By gaining confidence in their ability to identify grammatical patterns, students become more independent language users. This autonomy is particularly important in English as a foreign language contexts, where learners must rely on their own analytical skills to interpret unfamiliar structures encountered in media, literature, and real-life interactions. Students trained through the inductive method are more likely to transfer their problem-solving abilities beyond the classroom, contributing to more authentic and self-directed learning experiences.

In addition, inductive instruction aligns effectively with communicative language teaching. Grammar is introduced not as a separate, isolated component but as an integral part of meaningful communication. Classroom activities may include analyzing dialogues, reading short stories, watching video clips, or engaging in role-play tasks where grammatical forms appear naturally. This contextual presentation helps learners understand both the functional purpose and the pragmatic meaning of structures, making grammar immediately applicable to real communication. For instance, learners may encounter the present perfect in a conversation between two characters and infer its use for describing past experiences relevant to the present situation.

The inductive method is also highly adaptable to diverse learning styles. Some learners grasp rules best through visual examples such as charts or texts, while others benefit from auditory exposure through spoken interactions. Kinesthetic learners can participate in hands-on tasks such as categorizing sentences or arranging

information cards to identify patterns. This flexibility makes the inductive method inclusive and responsive to the needs of a wide range of learners.

Another important advantage is increased student motivation. Inductive lessons often involve discovery, problem-solving, and collaborative exploration, which make the learning process more dynamic and engaging. When students arrive at rules independently, they often feel a sense of accomplishment, which boosts confidence and encourages continued interest in learning grammar. This motivational effect is particularly valuable in contexts where grammar is traditionally viewed as difficult or dull.

Although the inductive method requires careful planning and skilled facilitation, its pedagogical value is evident. Teachers must provide clear, well-chosen examples and guide students toward accurate conclusions without dominating the learning process. When implemented effectively, the inductive approach enriches students' understanding of grammar, strengthens communicative competence, and creates a classroom environment where discovery and collaboration thrive.

Unlike the traditional deductive method, where rules are directly presented and then practiced, the inductive approach positions students at the center of the learning process. Teachers provide contextualized examples—such as dialogues, short texts, or authentic language samples—and guide learners toward identifying patterns and forming rules independently. Recent studies in applied linguistics highlight that this method supports higher-order thinking, increases motivation, and helps learners internalize grammar more naturally as part of communicative practice.

Given the growing emphasis on interactive and constructivist teaching philosophies, understanding the pedagogical value of inductive grammar instruction is essential for educators seeking to improve learning outcomes. This article explores the advantages of the inductive method and explains why it is increasingly relevant in contemporary English language classrooms.

The inductive method offers several pedagogical advantages, making it a powerful tool for teaching English grammar. One of its most notable strengths is the promotion of active learning. When students analyze examples and identify grammatical structures themselves, they engage cognitively and develop a deeper understanding of the language. This contrasts with the passive reception of information in rule-based teaching, where learners may memorize rules without truly internalizing them. Self-discovery strengthens comprehension and encourages students to take ownership of their learning.

Another significant advantage is the enhancement of learner autonomy. The inductive method requires students to think critically, make hypotheses, test their assumptions, and revise their interpretations. This process mirrors real language acquisition and encourages independent learning strategies essential for lifelong competence. As learners become more self-reliant, they also gain confidence in interpreting unfamiliar forms they encounter outside the classroom.

Inductive grammar instruction further improves long-term retention. Research in cognitive psychology suggests that information discovered through problem-solving and inquiry is remembered more effectively than information presented explicitly. By examining patterns in meaningful contexts, learners create mental connections that reinforce grammatical structures. Because grammar is learned through experience rather than memorization, it becomes easier to apply in spontaneous communication.

The inductive method also supports communicative language teaching, which prioritizes meaningful interaction and real-world language use. Teaching grammar through stories, conversations, or authentic texts exposes learners to how structures function in natural discourse. This contextualization helps students understand not only the form but also the purpose and nuance of grammatical choices. As a result, learners develop greater communicative competence and can transfer their knowledge more effectively.

Additionally, the method is adaptable to diverse learning styles. Visual learners benefit from written examples, auditory learners from spoken dialogues, and kinesthetic learners from interactive tasks such as categorizing or matching activities. The flexibility of inductive teaching allows educators to incorporate tasks that meet the needs of various learners, improving inclusivity and engagement.

While the inductive method may require more classroom time and teacher preparation, its advantages outweigh these challenges. When carefully guided, students remain motivated, engaged, and better equipped to use grammar meaningfully. Teachers act as facilitators rather than lecturers, fostering a collaborative environment where discovery becomes a shared process.

Conclusion

The inductive method provides a highly effective approach to teaching English grammar, as it encourages active participation, deeper cognitive processing, and long-term retention. By guiding learners to discover rules through meaningful examples, teachers foster autonomy and enhance communicative competence. This method aligns strongly with contemporary pedagogical frameworks that prioritize student-centered learning and authenticity. Increasing the use of inductive grammar instruction can significantly improve language proficiency and support more engaging and meaningful classroom experiences. Continued research and teacher training will help further integrate this method into modern English language education.

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USING CHATBOTS TO SUPPORT EFL LISTENING DECODING SKILLS IN FULLY ONLINE ENVIRONMENTS: A COMPREHENSIVE RESEARCH-BASED ANALYSIS

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Abstract. *The rapid expansion of fully online English as a Foreign Language (EFL) programs has intensified the need for effective methods to improve learners' listening decoding skills—phoneme identification, connected-speech processing, and lexical segmentation. These bottom-up skills are often overlooked in online settings where interaction and feedback are limited. This article provides a comprehensive research-based analysis of how conversational chatbots, supported by advances in natural language processing and speech technologies, can be leveraged to develop decoding skills in online EFL learning environments. Integrating findings from recent studies in computer-assisted language learning (CALL), mobile-assisted language learning (MALL), and human–computer interaction (HCI), the analysis demonstrates that chatbots can enhance real-time listening interaction, provide adaptive scaffolding, deliver individualized micro-listening tasks, and increase learner autonomy. Key pedagogical considerations, implementation guidelines, and limitations are addressed. The article concludes by outlining directions for future empirical research on the role of AI-driven conversational agents in fostering EFL listening proficiency.*

Keywords: *EFL listening; decoding skills; chatbots; artificial intelligence; CALL; online learning; automated feedback; listening comprehension*

INTRODUCTION.

Developing effective listening skills remains one of the most persistent challenges for EFL learners, particularly in fully online learning environments where teacher-led modeling, immediate feedback, and interactive support are less accessible. Listening decoding skills—bottom-up processes such as phoneme discrimination, stress detection, and processing of connected speech—are foundational for accurate comprehension (Field, 2019). Yet traditional online courses often focus on comprehension questions rather than the perceptual processes that enable learners to interpret the speech signal.

In parallel, rapid advancements in artificial intelligence (AI) have made conversational chatbots increasingly prevalent in educational settings. AI chatbots can simulate interaction, deliver speech input at adjustable difficulty levels, and provide instant feedback—functions that align closely with the needs of decoding-focused listening instruction. This article synthesizes current research to examine how chatbots can support the development of EFL listening decoding skills in fully online environments.

The Importance of Decoding Skills in EFL Listening

Listening decoding involves reconstructing meaning from the acoustic signal through processes such as parsing word boundaries, identifying phonological forms, and recognizing patterns of connected speech (Vandergrift & Goh, 2012). Research indicates that weaknesses in bottom-up processing are a major source of comprehension breakdown for EFL learners (Field, 2008; Cauldwell, 2018). Without sufficient decoding skills, learners struggle with reduced forms (e.g., gonna, wanna), assimilation, elision, and variations in stress and intonation.

Strengthening decoding skills therefore requires targeted, perceptually oriented training that provides controlled input, repetition, and immediate corrective feedback—conditions that AI chatbots can effectively simulate.

Chatbots in Online Language Education

Chatbots have been increasingly explored within CALL and MALL frameworks due to their ability to provide accessible, low-anxiety, on-demand interaction (Li, 2023). Unlike fixed online listening materials, chatbots can dynamically adjust task difficulty, speech rate, and linguistic complexity. Their capabilities include:

Speech-based interaction using automatic speech recognition (ASR)

Delivery of personalized micro-listening tasks

Instant corrective feedback at the phoneme or word level

Flexible integration with Learning Management Systems (LMS)

Automated tracking of learner progress

These affordances position chatbots as potentially transformative tools for decoding-focused listening instruction.

How Chatbots Support Listening Decoding Skills

Adaptive Scaffolding and Personalization

Chatbots can assess learner performance in real time and modify speech rate, accent, or vocabulary difficulty. When learners encounter decoding challenges, the chatbot can replay segments, provide slower or clearer versions, or highlight reduced forms—mechanisms shown to facilitate perceptual learning (Bradlow, 2021).

Micro-Listening Tasks for Bottom-Up Skill Development

Chatbots can deliver task types such as:

Minimal-pair discrimination

Short utterance transcription

Identification of stress or intonation patterns

Spot-the-reduction activities

Word boundary recognition exercises

Such tasks help learners strengthen the perceptual processes necessary for fluent listening comprehension.

Authentic but Controlled Listening Exposure

AI-generated or scripted chatbot speech allows instructors to balance authenticity with pedagogical control. Learners are exposed to naturalistic language features while maintaining the option to adjust listening conditions.

Immediate, Individualized Feedback

Feedback is crucial in decoding development. Chatbots can point out specific misheard phonemes, provide phonetic transcriptions, replay problematic segments, and supply auditory comparisons—feedback types that are difficult to deliver consistently in online classroom settings.

Limitations and Challenges

While the potential benefits are clear, chatbot-based listening support faces several constraints:

ASR inaccuracies may result in incorrect feedback.

Limited multimodal cues in audio-only interactions may hinder comprehension for beginning learners.

Predictable dialogues can restrict exposure to interactional variability unless carefully designed.

Technical issues, including connectivity and audio quality, may affect listening perception.

Instructor training is needed to thoughtfully integrate chatbots into curriculum design.

These limitations underscore the importance of pedagogically informed implementation rather than purely technological adoption.

Pedagogical and Design Implications

To maximize effectiveness, instructors and developers should:

Integrate chatbot activities into broader listening instruction rather than using them as add-ons.
Combine explicit phonological instruction with chatbot-based practice.
Employ task sequencing that moves from controlled micro-listening tasks to freer interaction.
Use analytics from chatbot platforms to monitor learner progress and adjust instruction.
Ensure that chatbot interactions reflect a range of naturalistic pronunciations, accents, and speech patterns.
Future Research Directions
Further empirical work is needed in the following areas:
Long-term effects of chatbot-assisted decoding practice
Optimal levels of speech variability for different proficiency bands
The role of multimodal chatbot avatars in supporting listening comprehension
Comparisons between chatbot-mediated and instructor-mediated decoding instruction
Learner perceptions of AI-driven listening support over extended periods
Such research will help refine pedagogical models and inform future chatbot design.
Conclusion

Chatbots offer significant potential for supporting EFL learners' listening decoding skills in fully online environments. By providing adaptive scaffolding, individualized feedback, and abundant opportunities for controlled listening practice, AI-driven conversational agents address key limitations in traditional online listening instruction. When integrated thoughtfully and supported by solid pedagogical design, chatbots can contribute meaningfully to the development of learners' bottom-up listening abilities and overall listening proficiency.

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EXPLORING VARIOUS METHODS TO IMPROVE WRITTEN SPEECH SKILLS AMONG SENIOR SCHOOL STUDENTS

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Abstract. *This article explores effective methods for enhancing written speech skills among senior school students. Written communication is an essential component of academic and professional success, requiring mastery of grammar, vocabulary, coherence, and stylistic expression. The study analyzes pedagogical strategies, technological tools, and practical exercises aimed at developing students' writing competence. Findings suggest that combining traditional teaching methods with innovative approaches such as digital platforms, collaborative writing, and feedback-oriented practices significantly improves written speech skills.*

Keywords: *Written speech, writing skills, senior school students, pedagogical methods, digital tools, collaborative writing.*

INTRODUCTION.

The ability to write effectively is crucial for students in senior school, as it forms the foundation for academic achievement, future higher education, and professional communication. Written speech skills encompass grammar, syntax, vocabulary, coherence, and stylistic elements, enabling students to convey ideas clearly and persuasively. Despite its importance, many students face difficulties in structuring essays, expressing thoughts logically, and adhering to linguistic norms.The primary objective of this study is to examine various pedagogical and technological strategies that can improve written speech competence in senior school students.

Traditional Pedagogical Approaches

Classical pedagogical methods continue to play a foundational role in developing written speech skills among senior school students. These methods include direct instruction, grammar exercises, structured essay writing, and guided practice sessions. According to Graham and Perin (2007), structured writing instruction that emphasizes sentence construction, paragraph development, and overall text organization significantly enhances students' ability to produce coherent and grammatically correct texts [2].

Task-Based Learning

Task-based learning (TBL) represents a student-centered approach that promotes meaningful engagement with writing tasks. In TBL, learners are assigned specific tasks such as report writing, article summarization, argumentative essays, and creative story composition. These tasks simulate real-life contexts where writing serves a functional purpose [3]. For example, composing a formal letter, writing a review, or summarizing research findings encourages students to apply linguistic knowledge while thinking critically about content, structure, and audience.

One key advantage of TBL is its ability to foster autonomy. Students are encouraged to plan, execute, and revise their work independently, which promotes decision-making and problem-solving skills.

Collaborative Writing

Collaborative writing involves students working in pairs or small groups to produce a single text, offering a dynamic environment for peer learning. Storch (2013) highlights that collaborative writing allows students to

exchange ideas, negotiate meaning, and provide mutual editing, resulting in texts of higher quality than those produced individually [4].

Collaborative exercises also promote communication skills beyond writing. Students discuss ideas, debate interpretations, and reflect on each other's input. Research indicates that students engaged in regular collaborative writing sessions demonstrate marked improvement in coherence, content richness, and syntactic complexity [4].

Use of Digital Tools and Platforms

Technological integration in writing instruction has expanded opportunities for practice, feedback, and revision. Digital tools such as word processors, grammar-checking software, and online educational platforms allow students to experiment with writing and receive immediate corrective feedback. Tools like Grammarly, Hemingway Editor, Google Docs, and Padlet facilitate real-time editing, error detection, and collaborative work [5].

These platforms support iterative learning by allowing students to revise drafts multiple times, track changes, and reflect on corrections. Research by Li (2015) indicates that students using digital tools demonstrate enhanced accuracy, richer vocabulary, and improved text cohesion [6].

Feedback-Oriented Practices

Effective feedback is a cornerstone in the development of writing proficiency. Feedback can be provided by teachers, peers, or through self-assessment exercises. Formative feedback emphasizes constructive evaluation, highlighting both strengths and areas for improvement. According to Black and Wiliam (2009), timely and specific feedback is essential for enhancing writing skills, promoting reflective learning, and fostering continuous improvement [8].

Teacher feedback often addresses content, coherence, and language accuracy, guiding students to understand stylistic norms and rhetorical strategies. Peer feedback, in contrast, encourages critical evaluation, collaborative problem-solving, and communication about writing conventions.Research demonstrates that feedback-oriented practices not only improve technical writing skills but also increase students' motivation and engagement in the writing process [7].

Integration of Reading and Writing

A strong correlation exists between reading proficiency and writing ability. Exposure to diverse reading materials, including essays, articles, literary works, and research papers, provides students with models of sentence construction, stylistic features, and rhetorical structures [9].

Reading stimulates critical thinking and analytical skills, essential for effective writing.Evidence shows that programs emphasizing reading-writing integration yield significant improvements in students' writing fluency, accuracy, and stylistic sophistication [9].

Gamification and Writing Motivation

Gamification techniques in writing education introduce elements of competition, reward systems, and interactive challenges. Activities such as writing contests, quizzes, points accumulation, and achievement badges enhance motivation, engagement, and consistency in writing practice [10].

Gamification also facilitates goal setting and peer interaction, encouraging collaborative problem-solving and idea exchange. Research indicates that students participating in gamified writing programs demonstrate not only improved technical writing skills but also enhanced self-efficacy, engagement, and enjoyment of the writing process. Teachers report that gamification reduces writing anxiety and fosters a positive learning environment, conducive to experimentation and iterative learning [10].

Practical Exercises and Workshops

Practical writing exercises and workshops are indispensable for reinforcing theoretical knowledge. Regular activities such as journal writing, thematic exercises, summarization, paraphrasing, and essay composition help students internalize writing conventions and develop fluency. Workshops guided by educators allow immediate correction, discussion of mistakes, and individualized feedback, facilitating self-monitoring and skill refinement.

These exercises provide opportunities for students to practice argumentation, narrative construction, and analytical writing in various contexts.Research suggests that students involved in consistent, structured writing practice show marked improvements in grammar, vocabulary, text organization, and overall communication effectiveness [2, 4, 6]. Furthermore, workshops cultivate a habit of reflective writing, promoting continuous improvement and professional writing competence.

Conclusion

Enhancing written speech skills among senior school students requires a multifaceted approach that combines traditional instruction, task-based learning, collaborative writing, digital tools, feedback-oriented practices, reading integration, gamification, and practical exercises Teachers and educational institutions should adopt a flexible, student-centered approach, encouraging active engagement, continuous practice, and constructive feedback. Ultimately, well-developed writing skills contribute not only to academic success but also to lifelong effective communication.

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INNOVATIVE AND CONVENTIONAL APPROACHES TO TEACHING ENGLISH FOR SPECIFIC PURPOSES

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Abstract. *This article deals with some methods of ESP teaching. The authors have highlighted the main tasks of ESP teaching. The role of a teacher in the process of language competencies formation has been pointed out. The notion of "language competencies" has been analyzed. The main peculiarities of ESP have been considered.*

Keywords: *methods of teaching, online resources, traditional methods, innovative methods, E-learning, "case-method".*

INTRODUCTION.

At this stage of the historical development of our state, special attention is paid to significant changes in the field of humanitarian education, which are important in the further development of natural and technically oriented education. The formation of practical skills and abilities of students is one of the main trends in the development of modern higher vocational education. However, on the other hand, the development of practical skills and abilities remains an underdeveloped area, although very important. The study of methods for the formation of foreign language competencies is important and necessary, since there are no universally effective and ineffective methods. It all depends on the skill and ability of the teacher to combine traditional and innovative methods. The innovative nature of learning should be sought in an organic combination of the best experience of traditional methodology and a modern interactive learning model. Innovation in educational activities is the use of new knowledge, techniques, approaches, technologies to obtain results in the form of educational services that differ in social and market demand. The analysis of the pedagogical literature showed that the research of the problems of humanitarization and the formation of a system of humanitarian integrated knowledge of future engineers in the context of the formation of their practical skills and teachings is of considerable interest. Some researchers believe that the main disadvantage of the traditional teaching system is that the student remains a passive learning object. For a student to become an active learning object, it is necessary to develop his cognitive activity and use different forms and methods of teaching [1]. As practice shows, among the existing methods (passive, active, interactive), the most common and effective method of teaching ESP is an interactive method, which, unlike active methods, is focused on broader interaction of students not only with the teacher, but also with each other and on the dominance of students' activity in the learning process. The teacher's place in interactive classes is reduced to the direction of activity students to achieve the objectives of the lesson. Taking into account the psychological and pedagogical aspect when choosing teaching methods, it is necessary to draw up a psychological portrait of the group and find out which methods are advisable to use in groups in which students have different levels of knowledge. This requires diagnostics of students' knowledge, make some adjustments to the training material, clearly formulate tasks, questions, guidelines with a list of recommended literature. The main tasks of the ESP (English for Special Purposes) teacher are the selection and organization of teaching materials, the preparation of effective curricula and plans aimed at obtaining the desired learning outcomes, supporting the motivation of students, their efforts and efforts. Selecting certain teaching materials in a foreign language for the course content, teachers or course developers thereby express their ideas, views on foreign language teaching and teaching methods. Setting the goal of the lesson to a greater extent influences the choice of teaching material. If the teacher in the lesson sets

the goal of consolidating communication skills, he includes in the lesson various exercises that simulate the practice of communication in the language: business games; thematic dialogues; drawing up instructions; reports; presentations and discussions. When drawing up course, it should be borne in mind that the concept of "communicative competence" of students is considered not as the sum of their knowledge, skills and abilities, but also as a set personal qualities of students (value-semantic orientations, knowledge, abilities, skills and abilities). The evaluation criterion is their ability to solve problems and independently find answers to questions arising in the process of professional, educational, social, cultural and everyday communication in a foreign language [4]. An important element in ESP training is the teacher's ability to create an atmosphere in the classroom for live communication and constructive debate. Students they acquire stable communication skills only when they have the opportunity to use them in communication with others. Very often, unfortunately, the teacher may be the only person who speaks English with whom the students can speak, and the teacher has limited time to communicate with each student in the classroom. Therefore, the teacher must develop and use effective methods to develop communication skills in their groups, as well as involve other resources in their work, including online Internet resources, to stimulate communication outside the classroom. People are lighter learn a foreign language when they are highly motivated and have the opportunity to use their knowledge and skills in a language environment that they understand and which are interested. From this point of view, ESP is a powerful tool for making this possible. Conducting group discussions, project work and debate are effective and modern methods of teaching English for professional purposes. At the preparatory stage, students learn to formulate questions, develop a strategy for responding to questions, improve the skills of rhetoric and logic, applying and developing the acquired communicative competencies. Thus, during the debates, students have the opportunity to demonstrate both linguistic and professional competence. Many teachers combine classroom and extracurricular work with online work. In Western literature, such learning is called "blended" (blended learning) and is becoming more widespread, especially in teaching language for special purposes. Among the most common methods of teaching English for specific purposes, we can highlight the following:

Role-playing and business games in the target language, dedicated to professional issues and unfolding in professionally significant situations.

Brainstorms and discussions in the target language aimed at finding solutions to professionally significant problems (theoretical and practical).

"Case-method" (case studies), i.e. in-depth analysis of practical professional tasks and problems by means of the studied language in order to find them the best practical solution or several options for acceptable and rational solutions.

Presentations in the target language, the content of which covers professionally significant issues and problems.

Project learning activities, i.e. execution by means of the studied language of extra linguistic professionally directed project tasks, development which takes a long study time (from one to two weeks to a semester and even an academic year) and is associated with the preparation of a complex of materials of professional content and the solution of complex professional tasks and problems.

Search for professional information both in printed and, mainly, electronic sources (Internet) for performing various professional directed creative assignments.

7. Preparation of written works in the target language (essays, reports, abstracts, annotations, abstracts, articles, etc.), the content of which reflects the results creative experimental activities of students, for example, an abstract presentation of several sources studied to prepare a presentation, a written report on the implementation of a certain stage of design work, etc. [6]. Thus, ESP teaching is focused on practical, professionally oriented application. However, like any other aspect of education, teaching ESP is based on knowledge of the nature of the language, on knowledge basic methods and forms of teaching and learning. A combination of traditional teaching methods and new technologies, including the use of virtual environment to support student motivation is becoming one of the most productive approaches in the field of ESP training today. Critical understanding of what is being studied material by students contributes to the formation of the skills and abilities necessary for them, forms linguistic, sociocultural, communicative, as well as professional competencies.

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THE ROLE AND DIDACTIC POTENTIAL OF DISTANCE EDUCATIONAL TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING

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Abstract. *This article explores the pedagogical role and didactic potential of distance educational technologies in foreign language teaching. The study analyses how digital platforms, online communication tools, and interactive virtual environments enhance linguistic competence, learner autonomy, and communicative performance. It also identifies methodological principles for effectively integrating distance technologies into teaching practice and examines the cognitive, motivational, and sociocultural outcomes associated with remote learning. The findings demonstrate that distance education is not merely an alternative mode of instruction but a powerful pedagogical ecosystem capable of transforming foreign language learning in the 21st century.*

Keywords: *distance learning, foreign language teaching, digital pedagogy, didactic potential, online communication, learner autonomy, virtual classroom.*

INTRODUCTION.

The rapid development of information and communication technologies (ICT) has redefined approaches to foreign language teaching. Distance educational technologies now form an essential component of modern pedagogy, enabling flexible, accessible, and personalized learning. Unlike traditional classroom instruction, distance education expands the learning environment into digital spaces, where communication, interaction, and collaboration occur synchronously and asynchronously. Foreign language teaching greatly benefits from this transformation because language proficiency requires continuous interaction, exposure to authentic input, and communicative practice—all of which are effectively supported by digital environments. This article examines the didactic potential of distance educational technologies and their impact on linguistic, cognitive, and communicative development.

Theoretical Framework

1.Distance Education as a Pedagogical System

According to Moore (1989), distance education constitutes a structured and interactive teaching–learning process mediated by technology. Its didactic system includes:

Digital learning platforms (Moodle, Google Classroom, Canvas)

Synchronous communication tools (Zoom, MS Teams)

Interactive resources (Quizlet, Kahoot, Nearpod)

Virtual reality and simulation environments

Mobile learning applications

In language teaching, these technologies enable real-time communication, multimodal input, and individualized learning trajectories.

Didactic Potential of Distance Educational Technologies

Development of Communicative Competence

Distance technologies facilitate authentic communication through:

Video conferencing for speaking practice

Chat-based communication for writing
Breakout rooms for pair and group interactions
Forums and digital discussion boards
These environments encourage real-life language use, lowering anxiety and increasing learner participation.
Personalization and Adaptive Learning
Digital tools allow teachers to tailor instruction to learners' needs:
Adaptive vocabulary platforms
Personalized grammar practice
Differentiated reading/listening tasks
Automatic feedback mechanisms
This enhances learner autonomy and promotes self-regulated learning strategies.
Multimodal Input and Enhanced Memory Retention
Distance technologies combine text, audio, video, and interactive simulations, which support deeper cognitive processing and better retention. According to Mayer's Multimedia Learning Theory (2005), multimodal presentation improves comprehension and long-term memory.
Motivation and Engagement
Gamified platforms and interactive digital tasks increase motivation:
Badges, rewards, leaderboards
Interactive quizzes
Collaborative online projects
These elements transform learning into a dynamic and engaging process.
Sociocultural Interaction
Distance environments allow learners to interact with international peers and participate in global communication. This helps:
Develop intercultural competence
Access authentic language input
Participate in global digital communities
Such learning experiences align with Vygotsky's theory of social constructivism.
Methodological Principles of Integrating Distance Technologies
To maximize the didactic potential of distance learning, foreign language teaching must follow methodological principles:
Pedagogical Alignment - Learning outcomes, tasks, technology, and assessment must be aligned.
Interactivity- Digital activities must ensure active participation, not passive consumption.
Feedback-rich Environment - Automated and teacher-mediated feedback is essential for language development.
Task-based Approach - Distance learning should incorporate meaningful communicative tasks.
Balance of Synchronous and Asynchronous Modes - Combining real-time communication with flexible self-study increases effectiveness.
Challenges and Limitations
Despite numerous advantages, distance learning poses challenges:
-Digital divide and unequal access
-Reduced face-to-face communication
-Increased teacher workload
-Difficulties in monitoring academic honesty
-Learner isolation and decreased discipline
Effective pedagogical design and institutional support are crucial for overcoming these obstacles.
Conclusion
Distance educational technologies offer a transformative potential for foreign language teaching. Their ability to provide authentic, interactive, and personalized learning makes them a powerful pedagogical tool. When

effectively integrated, distance technologies enhance linguistic competence, learner autonomy, cognitive development, and intercultural awareness.

As education continues to evolve, distance learning will remain not only relevant but essential, forming a hybrid ecosystem where digital and traditional methods coexist to maximize the quality of foreign language instruction.

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PERSONAL DEVELOPMENT AND SELF-IMPORTANT

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Abstract. *This article provides an in-depth exploration of personal development and self-improvement. It focuses on key principles such as goal setting, positive thinking, time management, and self-motivation. The paper also offers practical methods for skill acquisition and examines the psychological aspects of self-control, including the structure of self-regulation. This serves as a valuable resource for individuals interested in personal growth.*

Keywords: *Self-awareness, self-management, adolescent personality, cognitive and affective component, self-regulation, leadership activity, phenomenon, state, ability, self formation, adolescent, process, education, human, development, formation, emotion, pedagogy, psychological characteristic, tool.*

INTRODUCTION.

Many leading figures in modern pedagogical and psychological science acknowledge the critical role of self-improvement in shaping personality. Research by scholars like A.G. Kovalev specifically addresses self-management and self-improvement, while other studies have examined the link between child-rearing, self-education, and the methods for organizing the self-education process. Furthermore, P.M. Yakobson analyzed the self-education of emotions and the psychological features of emotional self-control. Within pedagogy, the concept of "self-education" highlights a person's inner spiritual capacity and their inherent ability to develop autonomously. Philosophers, educators, and psychologists agree that external factors, such as formal education, merely serve as catalysts for awakening and applying these innate self-development forces. Therefore, encouraging teenagers toward self-education is essential. This self-education process is complex and multifaceted, involving a defined level of self-awareness and the conscious comparison of one's own actions with those of others. It is a unique activity driven by internal motives and vital tasks, utilizing specific psychological tools to cultivate personal qualities.

Self-affirmation allows you to fully express yourself as a person, it is a specific activity within the framework of self-development, which reveals one's own personal qualities, character traits, to confirm one's actions and activities as worse than others is to be better than others. A person has taken responsibility for education and through such independent education he can develop his own thoughts, feelings, a process that changes feelings and behavior. At the bottom of this process is knowing yourself and how to learn to develop the ability to use and adapt basic knowledge and skills to new situations.

In our country, large-scale work is being carried out in the field of state policy related to youth. In recent years, a special system has been created to support young people in every way, to protect their rights and legal interests, and to educate young people who are able to take responsibility for the future of our country. This, in turn, as the President of the Republic of Uzbekistan Sh.M. Mirziyoyev noted, "Our main task is to create the necessary conditions for young people to show their potential, to prevent the spread of the "virus" of the idea of violence." shows that. In this regard, in the process of supporting young people in every way, it is important for each person to understand himself and to know how to manage himself in any situation, as each person develops in society, his position in the social environment also changes. As a person adapts to his position and understands it deeply, his knowledge and activities become socialized. Based on this point of view, in addition to the fact that the unique characteristics of a person are manifested under the influence of the external

environment, it is possible to show new features and aspects. Studying the reasons for a person’s behavior and behavior among people in society is something of educational importance, and there are two aspects of illuminating the issue:

a) internal reasons, that is, the subjective psychological characteristics of the owner of the behavior are meant(motives, needs, goals, objectives, desires, interests, etc.);

b) external causes - external conditions and circumstances of activity. That is, these are external stimuli that cause the emergence of specific situations.

There are many aspects of learning self-regulation:

- at the voluntary level is considered as the ability of a living organism to regulate internal processes (I.P. Pavlov, I.M. Sechenov, etc.).

- on a voluntary basis, as a structural component of various activities (L.M. Vekker, L.S. Vygotsky, V.K. Kalin, Yu.A. Mislavsky, V.I. Selivanov, U.V. Ulienkova, etc.).

- at the voluntary level, the ability of a person to voluntarily control his actions and actions (O.A. Konopkin, V.I. Morosanova, A.K. Osnitsky, S.L. Rubinshtein, etc.). Relevance of the research: attention to the problem of self-improvement of the person, the internal functioning of the person , related to the relevance of issues related to the study of its reserves, their maximum use in order to increase the independence of a person in the process of development. A developed person is characterized by activities that include self-awareness, the desire to consciously transform society’s ideals into deep personal value orientations and beliefs. The cause of internal mental activity determines the nature of mental development, which is manifested in self-development, self-activation, self-improvement. A. A. Bodalev called this fact an important phenomenon - a person’s need and ability for self-development and self-action. conscious activity aimed at implementation. Based on the activation of self-control mechanisms, it assumes the existence of clearly realized goals, ideals, and personal meanings. It is inextricably linked not only to the strengthening of education, but also to the development of the process of personality formation. Necessary components of self-education are self-analysis, self-reporting and self-management of personal development. Self-discipline techniques include self-discipline, self-affirmation, and self-hypnosis. a prerequisite is the presence of true knowledge about oneself, correct appreciation, self-awareness. Self-education is conditioned by a number of subjective and objective reasons: striving to be better, society’s demands on citizens, their information and qualities; Pedagogical influences affecting the student during education and training.

Self-education is initiated by internal motivation, leading to the establishment of needs, beliefs, life ideals, and clear personal goals. A foundational element is self-discipline, which is built upon these accepted goals and personal meanings. The essential tools for this process include reflection, self-reporting, and self-management, alongside specific techniques like self-esteem, self-reliance, and self-hypnosis.

The significance of self-improvement for personality formation is widely supported by leading pedagogical and psychological researchers. Scholars such as A.G. Kovalev have validated the value of self-management, while others, like V. G. Kutsenko and A. A. Bodalev have examined the relationship between child development and the methodology of self-education.

Ultimately, personal development is presented as a vital, purposeful process aimed at achieving a more successful and meaningful life. It requires a commitment to self-understanding, setting objectives, and acquiring the necessary skills to fulfill them. Personal development is fundamentally important, enabling individuals to identify their abilities, create new opportunities, and participate actively in society. This continuous process promotes self-awareness, strengthens interpersonal relationships, and is crucial for achieving personal goals. Furthermore, self-improvement significantly benefits psychological health, reducing stress and fostering a positive outlook on life, ultimately allowing a person to realize their full potential and attain success.

The principles of personal development are formally integrated into the science of music culture through its foundational competencies, which emphasize independence and practical engagement. One such core competency is "Self-development and preservation."

This competence is practiced through concrete musical activities, such as:

Learning an instrument or singing in a group.

Engaging in practical and group activities.

Maintaining cleanliness and completing every assigned task (including homework and classroom assignments).

The essence of this competence involves learning by doing and working on oneself. The music culture teacher’s role is to guide students by identifying and correcting mistakes while simultaneously reinforcing positive character traits like self-control, honesty, and diligence, and encouraging the regular study of diverse reading materials.

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THE IMPORTANCE OF DIDACTIC GAMES IN TEACHING FOREIGN LANGUAGES: MODERN APROACHES

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Abstract. *This article discusses the fact that play is one of the leading types of activities for children and describes methods for developing vocabulary through didactic games and modern technology. Didactic games and visual materials ensure the effectiveness of activities and increase the child's interest in the learning process. Thus, the article also highlights the importance of didactic games in teaching children to work in groups, to pronounce words correctly.*

Keywords: *didactic games, activity, motivation, visual method, education, preschool education.*

INTRODUCTION.

Didactic games are a pedagogical method designed to achieve educational objectives while being grounded in play-based activity. Such games ensure a natural, engaging, and highly motivating learning environment. Since play is the leading activity for preschool children, didactic games enable them to acquire new knowledge, skills, and competencies in an emotionally rich, interactive, and accessible way. The main purpose of didactic games is to develop a positive attitude toward learning, increase children's cognitive activity, and foster mental processes such as communication, thinking, memory, auditory perception, and attention. While completing tasks given by the teacher through play, the child feels free, thinks independently, and approaches problems creatively. Didactic games help children firmly retain words, phrases, sentences, and sounds through repeated use. This is especially important in learning foreign languages, as the child acquires the new language in a natural speech environment — through play. Play activity evokes positive emotions, which in turn increases the effectiveness of learning.

In academic research, psychologists and educators have developed the theoretical and methodological foundations of didactic games. Scholars such as L.S. Vygotsky and A.N. Leontiev consider play to be a decisive factor in a child's psychological development. According to their theories, through play, children internalize surrounding reality, enter the adult world, and develop linguistic, social, and moral qualities. Play influences not only cognitive processes but also contributes to the formation of positive personality traits.

L.S. Vygotsky referred to play as the child's "zone of proximal development," meaning that during play, the child operates at a level slightly above his or her actual capabilities, which becomes a key source of development.

According to J. Piaget, play reflects the child's level of cognitive development: through play, the child explores the world and reconstructs personal experiences.

Therefore, didactic games, as a teaching tool, serve not only educational purposes but also support the child's personal development, socialization, and creative thinking.

According to J. Bruner and D.B. Elkonin in child psychology, children acquire language most actively through play activities. During play, the child associates newly learned words with real objects, actions, or images. Therefore, using didactic games in foreign language teaching creates a natural communication environment in which vocabulary is learned through playful interaction. For example, while singing the song "Head, Shoulders, Knees and Toes," the child reinforces the words through physical movement, which supports

conscious memorization and active use of the vocabulary. By their nature, didactic games are not merely simple games; they represent an important and effective component of the educational process. In other words, during play, the child not only engages in gaming activity but also learns simultaneously. For this reason, didactic games possess several essential features, and understanding as well as applying these features correctly contributes to improving the effectiveness of teaching. These features include the following:

1. Educational orientation.

First and foremost, the primary purpose of didactic games is to teach children new knowledge and skills. Through games, the child easily memorizes elements of the environment, objects, colors, sounds, or English words and expressions.

For instance, in the game “Find the Color,” the child not only identifies colors during gameplay. The child not only identifies colors but also learns to use the English names of colors in practice. In this way, the teaching process becomes natural and meaningful through play.

2. Interest and emotional engagement.

One of the strongest advantages of didactic games is that they evoke positive emotions in children. During gameplay, the child feels free and enjoys the learning process. Knowledge acquired through interest is retained for a longer period of time.

For example, games such as “Simon Says” or “Move and Say” generate laughter, excitement, and joy in children while simultaneously helping them easily learn new words, commands, and actions. Every small success during the game—for instance, a correct answer or a quick reaction—encourages and motivates the child even more.

3. Activiness and interactivity.

In didactic games, children are not merely listeners but active participants. They speak, move, and respond throughout the game. This transforms the learning process from “one-way teaching” into “two-way learning.” The teacher takes on the role of facilitator and guide. Interactive games strengthen cooperation among children, teaching them to work in groups, listen to one another, and express their thoughts clearly. Thus, didactic games can be used for various purposes and in different forms: for some children they expand vocabulary, for others they improve pronunciation, and for yet others they enhance spoken communication. Regardless of the type of game, it places the child in an active, curious, and learning-ready state.

In the development of vocabulary among preschool children, play-based activities hold particular importance. During this period, the child’s speech, thinking, memory, imagination, and creativity develop rapidly. Play-based instruction fully aligns with one of the core principles of the preschool education system the idea of understanding childhood through play. Therefore, games help integrate foreign language teaching with national cultural values in preschool educational settings.

Games play an important role in teaching children a foreign language. The content, rules, and language used in the games must correspond to the children's age characteristics. Games should increase children’s speech activity, help them memorize words quickly, and develop their communication skills.

During the learning process, play-based activities are organized in the following stages:

1. Preparatory stage.

The topic of the game, necessary vocabulary, commands, object names, and action verbs are selected. New English words are explained to children using pictures, gestures, or real objects.

For example, when teaching the topic “The Weather,” children can learn words such as cloud, rain, cold, hot, sunny, foggy, winter, and wind.

2. Game stage.

The teacher manages and monitors the game using English expressions such as:

Run! Jump! Stop! Clap your hands!

Who has the ball? — I have it!

While performing the actions, children learn and practice the pronunciation of the words.

3. Outcome stage.

Children try to use the words and expressions learned during the game independently and express their ideas in short sentences.

For example, the game "around-around" can be adapted for English lessons as follows: children hold hands, move in a circle, sing, and express the meaning of the words through actions. As a result, they develop a sense of rhythm, improve pronunciation, and strengthen memory skills. In the process of teaching foreign languages, several criteria must be considered when selecting didactic games. These criteria include. For example, in the topic "Family," a suitable game would be "Who is this?" – "She is my mother."

Age appropriateness – the game should be short, dynamic, and based on simple rules suitable for the child's developmental level. For preschool and early school-aged children, interactive and multimedia-based games are most effective. Ensuring active participation – one of the teacher's key responsibilities is to ensure that every child participates actively in the game. Children should not remain passive observers; each learner must be involved in the activity.

Use of visual aids – it is recommended to use pictures, real objects, flashcards, colorful markers, or audiovisual materials during the game to enhance understanding and engagement.

Motivational value – the game should evoke positive emotions, a sense of competition, interest, and a desire to achieve success. It is important to make the learning process enjoyable for children. Games naturally become a part of this process because through them children express their emotions, learn new words, and engage in communication. Communicative method play important role to teching foreign languages.It is said that, educator should communicate with their children in English and other languages children learn better when they can see, hear, and touch. Flashcards, , toys, and visuals make abstract concepts more concrete and memorable. It helps growing worldview of children. Learning foreign languages will be interesting and useful by interactive methods, interesting games. Thus, in preschool education orginazition, qualification of educator plays essential role for teaching foreign languages effectively implement. It requires to use modern technology, interesting methods, pedagogical approach from educator. Nowadays, it is believed that, modern technology while can offer interactive experiences like digital tools songs is useful for children in learning foreign languages. They can make meaningfully and can be useful during the training.

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THE IMPORTANCE OF CRITICAL THINKING IN MODERN EDUCATION

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Abstract. *Critical thinking is one of the most important skills in English because it offers to students learn effectivly and assist to increase their knowledge in other ways like problem-solving , evaluating evidence and making logical decisions . In modern education , its importance has developed for several reasons. For instance, critical thinking ensuring to make decisions properly and freely . Students or pupils can understand problems and give best solutions for all of them.*

Key words: *critical thinking ways, best methods for thingking critically , logical conclusions , mental assists , many abilities in problem- solving.*

INTRODUCTION.

Critical thinking is a crucial role in modern education because it enables students to analyze datas , question assumptions and form reasoned judgements instead of just memorizing lessons or learning things they just try to analyze and figure out more deeply by their own way it can be more useful critical thingking for them . In additon there are many ways for better thinking in education .

Key advantages of critical thinking in modern education: Problem-solving and decision making , student learn to themes systematically analyze complex or straightforward problems by using this sorts of method or skills and can give best solution in very extraordinary way.

Assesment and evaluation : In an era of rapid technological advancement and information overload , critical thinking is crucial for navigating difficult problems and defining misinformation . Problem-solving and decision-making: Students learn to systematically analyze complex problems, identify root causes, and develop logical, creative solutions. This helps them weigh options and make better, more informed decisions in both academic and personal contexts.

Analysis and evaluation: Critical thinking moves students beyond rote learning to a deeper understanding of subjects. They learn to question assumptions, evaluate evidence, and distinguish between fact and opinion, leading to more effective learning.

Adaptability in the modern world: In an era of rapid technological advancement and information overload, critical thinking is essential for navigating complex issues and identifying misinformation. It prepares students for a workforce that values adaptability and innovation.

Improved communication: Students who think critically can articulate their ideas more clearly and persuasively, as their arguments are based on sound reasoning and evidence.Fostering independence and creativity: By challenging long-held assumptions and exploring multiple perspectives, critical thinking encourages intellectual independence and stimulates creativity, leading to more innovative solutions. Other ways to say this skill is overdeveloping day by day because not only students but also tells us to what degrre we need or not they need critical thinking , but they are begin to neglect it . By learning new things effectively they may focus on their critical meaning it might be best important part of learining knowlegments . We can belive many teaching subjects have their methods for improve student's leraching and memorizing it is just assist to students repeat their knowledge . In our repeatedly changing world prefer to

change every type stuffs in order to be owner of this things it needs to be critical skills for change everything properly . How students should prepare for their subjects in a critically way. These are questions are always given from their teachers to students . If students prepare effectively with critical thinking and their methods , it would be more productive and informative . It provides the tools for self-evaluation, helping you examine your own beliefs, values, and assumptions. This self-awareness is crucial for personal growth and for aligning your actions with your values.

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TASK-BASED LEARNING: ENHANCING SPEAKING SKILLS IN ESL CLASSROOMS

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Abstract. *This article examines Task-Based Learning (TBL) as an effective pedagogical approach for developing speaking skills in ESL classrooms. The paper analyzes theoretical foundations of TBL, reviews empirical evidence of its effectiveness, and discusses practical implementation strategies. Drawing on contemporary research in second language acquisition and communicative language teaching, the study demonstrates how task-based activities can address common challenges in speaking instruction including limited fluency, learner anxiety, and insufficient authentic communication practice. The article argues that TBL's focus on meaningful communication rather than grammatical accuracy creates more engaging and effective learning environments. Practical recommendations are provided for ESL educators seeking to incorporate task-based methodologies into their teaching practice.*

Keywords*: Task-Based Learning, speaking skills, ESL instruction, communicative competence, language anxiety, fluency development*

INTRODUCTION.

Speaking proficiency remains one of the most challenging yet essential aspects of English language learning. Despite years of formal instruction, many ESL learners struggle to communicate effectively in real-world situations. This persistent gap between classroom knowledge and practical speaking ability has prompted educators to reconsider traditional teaching methodologies. In Uzbekistan's evolving educational landscape, where English proficiency is increasingly valued for economic and social development, the need for more effective speaking instruction has become particularly urgent. Traditional grammar-focused approaches, while valuable for developing linguistic knowledge, often fail to provide learners with sufficient opportunities for authentic oral communication. Students may excel at completing grammar exercises yet remain unable to engage in spontaneous conversation. This phenomenon, commonly termed the "fluency-accuracy paradox," highlights fundamental limitations in form-focused instruction. Task-Based Learning has emerged as a promising alternative that prioritizes meaningful communication over isolated language practice.This article examines how Task-Based Learning can enhance speaking skills in ESL classrooms by creating authentic communication contexts. The discussion explores TBL's theoretical foundations, analyzes its effectiveness based on contemporary research, and offers practical guidance for classroom implementation. By synthesizing existing scholarship with pedagogical insights, this paper aims to provide ESL educators with evidence-based strategies for improving oral communication instruction. Theoretical Foundations of Task-Based Learning.Task-Based Learning represents a significant shift from traditional language teaching approaches. Rather than organizing instruction around grammatical structures or vocabulary lists, TBL sequences lessons around purposeful tasks that learners might encounter in real-world contexts. Willis and Willis define a task as "an activity where the target language is used by the learner for a communicative purpose in order to achieve an outcome" [Willis, 1996: 23]. This definition emphasizes meaning over form, positioning language as a tool for accomplishing objectives rather than an end in itself.The theoretical roots of TBL lie in communicative language teaching and interactionist approaches to second language acquisition. Long's Interaction Hypothesis

suggests that language development occurs through negotiation of meaning during communication [Long, 1996: 451-452]. When learners encounter communication breakdowns, they must clarify, confirm, and reformulate their messages, thereby noticing gaps in their linguistic knowledge. Similarly, Swain's Output Hypothesis argues that producing language pushes learners to process language more deeply than simply comprehending input [Swain, 1985: 248-249]. Task-based activities create natural contexts for both meaningful interaction and pushed output. Willis proposes a three-phase framework for implementing TBL: pre-task, task cycle, and language focus [Willis, 1996: 38-58]. During the pre-task phase, teachers introduce the topic and activate relevant vocabulary and schemas. The task cycle consists of three stages: task completion, planning a report, and presenting findings. Finally, the language focus phase draws attention to specific linguistic features that emerged during task performance. This structure balances fluency development with attention to accuracy, addressing concerns that purely meaning-focused instruction may lead to fossilized errors. Task-Based Learning and Speaking Skill Development. Research consistently demonstrates TBL's effectiveness in developing various dimensions of speaking proficiency. Fluency, perhaps the most visible benefit, improves significantly through regular task-based practice. Unlike controlled drills that emphasize accuracy, tasks encourage learners to communicate spontaneously within time constraints, developing the automaticity necessary for real-time conversation. Studies by Skehan and Foster found that learners engaged in information-gap tasks produced more fluent speech compared to traditional exercise formats [Skehan & Foster, 2001: 185-201]. Beyond fluency, task-based activities enhance interactive competence. Collaborative tasks require learners to negotiate meaning, take conversational turns, and employ communication strategies such as clarification requests and comprehension checks. These pragmatic skills are rarely practiced in teacher-fronted instruction but prove essential for successful communication. Pica's research on information-gap tasks revealed that such activities generated significantly more negotiation of meaning than other classroom interaction patterns [Pica, 1994: 493-524].Task-Based Learning also addresses affective factors that inhibit speaking performance. Traditional oral exercises often create anxiety by placing learners under evaluative pressure to produce grammatically correct sentences. In contrast, tasks shift attention toward completing meaningful objectives, reducing performance anxiety. When learners focus on conveying information or solving problems rather than avoiding errors, they experience greater confidence and willingness to communicate. This psychological shift proves particularly valuable for reticent learners who fear making mistakes. The authenticity of task-based activities enhances motivation by demonstrating language's practical utility. When students plan a trip, conduct surveys, or solve real problems using English, they perceive clear connections between classroom learning and real-world communication needs. This relevance increases engagement and persistence, factors strongly associated with successful language acquisition. Furthermore, tasks often incorporate collaborative elements that foster social interaction and peer support, creating more positive learning environments. Effective task implementation requires careful consideration of design principles. Tasks should have clear communicative outcomes beyond simple language practice. Information-gap activities, where learners exchange information to complete a task, naturally generate authentic communication. Problem-solving tasks, such as planning events or resolving dilemmas, engage higher-order thinking while requiring language use. Role-play scenarios allow learners to practice language functions in contextualized situations. The key criterion is whether the task would exist outside the classroom—authentic tasks mirror real-world communication purposes. Task difficulty must align with learners' proficiency levels. Complexity can be adjusted through several dimensions: cognitive demands, linguistic resources required, time pressure, and support provided. For lower-proficiency learners, teachers can offer vocabulary lists, model language, or allow extended planning time. More advanced learners benefit from open-ended tasks with minimal scaffolding. This flexibility enables TBL implementation across proficiency levels while maintaining appropriate challenge. Assessment in task-based approaches differs from traditional testing formats. Rather than isolated grammar or vocabulary tests, performance-based assessment evaluates learners' ability to complete communicative tasks successfully. Teachers can assess fluency through measures such as speech rate and pause frequency, while accuracy and complexity are evaluated through error analysis and syntactic variety. Importantly, assessment should recognize that errors are natural during fluency-focused

activities. The goal is measuring communicative effectiveness rather than grammatical perfection. Classroom management considerations also affect implementation success. Tasks typically involve pair or group work, requiring clear instructions and established routines. Teachers must balance providing support with allowing learner autonomy. During task performance, the teacher's role shifts from knowledge transmitter to facilitator, monitoring progress and offering assistance when communication breaks down. The post-task phase provides opportunities for explicit instruction, addressing linguistic issues observed during task completion while learners remain engaged with meaningful content. Despite its benefits, Task-Based Learning faces practical challenges. Some educators worry that insufficient attention to form may allow errors to fossilize. However, research suggests that combining meaning-focused tasks with strategic attention to language features addresses this concern. The key lies in timing—explicit instruction proves most effective when learners have already grappled with communication challenges and recognized linguistic gaps in their knowledge. Cultural factors may influence task effectiveness. In educational contexts emphasizing teacher authority and individual achievement, collaborative tasks may initially feel unfamiliar. Learners accustomed to grammar-translation methods might question whether task-based activities constitute "real" learning. Addressing these concerns requires explaining TBL's rationale and gradually introducing task-based elements alongside familiar activities. Cultural adaptation does not mean abandoning task-based principles but rather implementing them in culturally responsive ways. Institutional constraints such as large class sizes, limited resources, and examination-oriented curricula pose additional challenges. However, TBL's flexibility allows adaptation to diverse contexts. Even in large classes, tasks can be scaled appropriately, and simple materials suffice for many activities. Regarding assessment pressures, research indicates that task-based instruction ultimately enhances test performance by developing genuine communicative competence that transfers to formal assessments.Task-Based Learning offers a theoretically sound and empirically validated approach to developing speaking skills in ESL classrooms. By prioritizing meaningful communication over isolated language practice, TBL addresses fundamental limitations of traditional instruction. The approach's effectiveness stems from creating authentic contexts that engage learners cognitively and affectively while providing rich opportunities for language use. Tasks promote fluency development, interactive competence, and communicative confidence—outcomes that formal exercises struggle to achieve. For ESL educators in Uzbekistan and similar contexts, Task-Based Learning provides practical strategies for enhancing oral instruction. Implementation need not be revolutionary; even modest incorporation of task-based elements can significantly improve learning outcomes. The key lies in designing activities with clear communicative purposes, adjusting complexity to learner levels, and balancing fluency development with strategic attention to linguistic features. Future pedagogical development should explore how task-based principles can be integrated with technology-enhanced learning, particularly given increasing access to digital resources. Additionally, further research examining TBL's effectiveness in Central Asian educational contexts would provide valuable insights for regional educators. As English proficiency continues growing in importance, adopting evidence-based methodologies like Task-Based Learning becomes increasingly essential for preparing learners to communicate effectively in our interconnected world.

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THE ROLE OF PODCASTS IN DEVELOPING COMMUNICATION SKILLS IN ADULT AUDIENCES

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Abstract. *This research explores how podcasts contribute to the development of communicative abilities in adult learners. Serving as contemporary audio-based educational resources, podcasts expose learners to authentic language, thereby improving listening skills, expanding vocabulary, refining pronunciation, and enhancing overall speaking fluency. By engaging with real-world dialogues, a variety of accents, and diverse conversational contexts, adult learners gain practical opportunities to practice the language. Additionally, podcasts promote self-directed learning, increase learner motivation through easily accessible and flexible content, and encourage interactive discussions in both classroom and online environments. The study underscores the educational benefits of incorporating podcasts into adult language programs to enhance both receptive and productive language competencies.*

Keywords: *podcasts, adult education, communicative skills, listening comprehension, oral fluency, autonomous learning, language acquisition, audio resources*

INTRODUCTION.

In today's fast-changing educational environment, adult learners encounter distinct challenges when trying to develop communicative competence in a foreign language. Mastering communication requires not only knowledge of grammar and vocabulary but also the ability to comprehend spoken language in authentic contexts and respond fluently. Podcasts, as contemporary audio-based educational tools, have become an effective means of enhancing these skills.[1]

Podcasts expose learners to authentic language use, including natural speech patterns, accents, intonation, and everyday expressions. This exposure is especially valuable for adult learners, who typically have fewer opportunities for immersive language experiences compared to younger students. Listening to podcasts allows adults to improve their listening comprehension, broaden their vocabulary, and refine pronunciation and speech rhythm in the target language.[2]

In addition, podcasts promote flexible, self-directed learning by enabling learners to interact with content at their own pace and review material as needed. They also support interactive and reflective learning when integrated with classroom tasks, discussions, or speaking exercises. As a result, incorporating podcasts into adult language programs can strengthen both receptive skills (listening and understanding) and productive skills (speaking and communication), ultimately building learners' confidence and competence in real-life communication.

This study seeks to investigate the role of podcasts in fostering communicative skills among adult learners, focusing on their pedagogical advantages, practical applications, and capacity to support lifelong language learning.

DISCUSSION AND RESULTS

Podcasts have increasingly become a popular resource in adult language education because of their flexibility, ease of access, and provision of authentic language input. They combine several features that directly support the development of communicative skills in adult learners.[3]

Analysis of podcasts' role in adult education shows that they offer significant benefits for enhancing communication abilities. Adult learners often face challenges such as limited exposure to authentic language, time constraints, and the need for adaptable learning options. Podcasts address these issues by providing real-world audio material that can be accessed anytime and anywhere, enabling learners to engage with the language meaningfully and practically.[4]

The study emphasizes several important points:[5]

1. Improvement in Listening Comprehension. Research from surveys and observations indicates that regular podcast listening improves learners' capacity to understand diverse accents, rapid speech, and colloquial expressions. Adult learners report increased confidence in interpreting spoken language and following conversations in everyday contexts.
2. Oral Fluency and Pronunciation. Podcasts that incorporate shadowing exercises, repetition, and discussion activities positively influence pronunciation, rhythm, and overall fluency. Learners who consistently practice with podcasts exhibit smoother and more natural speech compared to those who rely solely on traditional classroom instruction.
3. Vocabulary Acquisition and Contextual Learning. Podcasts present vocabulary within authentic contexts, enhancing retention and practical usage. Learners not only memorize words but also grasp subtleties, idiomatic expressions, and cultural references, leading to more effective communication.
4. Autonomous Learning and Motivation. Podcasts support self-directed learning, allowing learners to select topics of interest and control their study pace. Observations suggest that adult learners who use podcasts are more motivated, engaged, and persistent in practicing language skills independently.
5. Classroom Integration and Interactive Learning. When podcasts are integrated into classroom activities such as discussions, role-plays, or comprehension tasks, they foster interactive learning. Learners can connect receptive listening skills with productive speaking exercises, enhancing overall communicative competence.

Main literature on podcasts in adult language learning[6]

Author(s) & Year	**Title / Source**	**Topic**	**Relevance to Podcasts and Communicative Skills**
Vandergrift & Goh (2012)	Teaching and Learning Second Language Listening: Metacognition in Action	Listening comprehension strategies	Explains metacognitive approaches to improve listening skills, applicable for podcast-based learning.
Field (2008)	Listening in the Language Classroom	Second language listening processes	Highlights how learners process authentic auditory input; supports the use of podcasts for listening practice.
Thornbury (2005)	How to Teach Speaking	Oral fluency development	Provides strategies for developing speaking skills, useful for follow-up activities after podcast listening.
Godwin-	Podcasts and language	Podcasts in	Discusses pedagogical benefits

Jones (2008)	learning, Language Learning & Technology, 12(1), 11–19	language education	of podcasts, including listening, vocabulary, and autonomous learning.
King (2002)	Using podcasts in the ESL/EFL classroom, TESL-EJ, 6(3)	Practical podcast integration	Provides classroom examples of using podcasts to enhance both receptive and productive skills.
Nation & Newton (2009)	Teaching ESL/EFL Listening and Speaking	Teaching listening and speaking	Offers comprehensive methods for developing listening and speaking skills, adaptable for podcast use.
Liaw & English (2013)	Podcasting for language learning, Computer Assisted Language Learning, 26(3), 223–241	Empirical research on podcasts	Shows effectiveness of podcasts in improving listening, vocabulary, and speaking confidence.
Godwin-Jones (2019)	Emerging technologies: Podcasts and voice tools in language learning, Language Learning & Technology, 23(1), 1–10	Modern podcast and voice technologies	Explores trends, challenges, and benefits of integrating podcasts and voice tools in adult education.

Results:

• Learners who regularly used podcasts showed measurable improvements in listening comprehension scores.

• Oral fluency assessments indicated better pronunciation, intonation, and speech flow among podcast users.

• Vocabulary tests demonstrated higher retention and accurate usage of idiomatic expressions in context.

• Surveys highlighted increased learner motivation and engagement, especially when podcasts aligned with learners' interests.

• Teachers reported that including podcasts in lesson plans led to more dynamic classroom interactions and collaborative learning opportunities.

Overall, these findings suggest that podcasts are a versatile and effective tool for improving communicative skills in adult language education, supporting both receptive and productive competencies, and encouraging lifelong language learning.

CONCLUSION

The research indicates that podcasts are highly effective in supporting the development of communicative skills among adult learners. By offering authentic language input, podcasts improve listening comprehension,

broaden vocabulary, enhance pronunciation, and promote oral fluency. Exposure to natural speech, diverse accents, and real-life conversational situations helps learners communicate more confidently and effectively.

In addition, podcasts encourage self-directed and lifelong learning. Adult learners can interact with content at their own pace, review materials as needed, and choose topics that match their interests, which increases motivation and independent practice. When incorporated into classroom activities, podcasts facilitate interactive learning by connecting listening skills with speaking exercises, and providing opportunities for discussion, role-playing, and collaborative engagement.

Overall, podcasts represent a flexible, engaging, and pedagogically valuable tool in adult language education. They not only strengthen listening and speaking abilities but also support ongoing language practice, cultural awareness, and learner autonomy, making them an essential resource for developing communicative competence in adult learners.

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THE SIGNIFICANCE OF CRITICAL READING SKILLS IN ENHANCING ACADEMIC PROFICIENCY IN ENGLISH

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Abstract. *This article explores the significance of critical reading skills in enhancing academic proficiency in English. It examines the concept of critical reading, its features, challenges in its development, and effective strategies. The article serves as a guide for students and teachers who can utilize it in academic activities.*

Keywords: *critical reading; academic skills; text analysis; logical inferences; pedagogical strategies; English language teaching.*

INTRODUCTION.

In today's academic environment, students are required not only to comprehend a text but also to possess the skills to analyze and evaluate it critically. From this perspective, critical reading skills play a vital role in achieving academic success. As [Gilroy, 2018: 45] states, critical reading is more than just reading words on a page; it is the process of understanding how ideas are structured and conveyed, which allows students to delve deeper into and assess scholarly materials.

According to Aristotle's philosophical perspective, the ability to evaluate ideas presented in texts is the mark of an educated person, and it is crucial for students in shaping their own views and critically receiving new knowledge. Furthermore, [Freire and Macedo, 1987: 35] in their critique of literacy emphasize the necessity of "reading the word" and "reading the world," compelling students to understand not only the language but also the broader context in which texts are situated.

Critical reading, unlike passive memorization of a text, involves systematic analysis, identifying the author's viewpoint, and logical justification of arguments. This process allows students to develop essential skills in questioning assumptions, formulating original ideas, and making informed decisions. Walden University's [n.d.] academic resources emphasize that evaluating a text is one of the main objectives of critical reading, which encourages students to actively participate in the reading process and compare various sources rather than passively accepting information.In this manner, students not only absorb the information they read but also analyze it critically and form their own informed opinions, which contributes significantly to effective academic performance and scholarly development.The process of critical reading consists of several key elements: determining the text's purpose, analyzing arguments systematically, evaluating evidence rigorously, and drawing logical conclusions. A student must not only memorize the content but also understand its internal logic and be able to evaluate the author's perspective and methodology. [Bacon, 1625/1999: 143] emphasized in his seminal works that the purpose of reading is not merely to confirm one's own opinion or refute another, but to weigh and assess information with careful justification and balanced reasoning.The University of Guelph Library [n.d.] resources further note that critical reading enables students not just to accept information at face value, but to deeply analyze and understand the text's underlying purpose, assumptions, and implications.A number of significant difficulties arise in the process of developing critical reading skills among students. [Tomasek, 2009: 128] highlights that insufficient development of text analysis and evaluation skills, along with limited vocabulary and the inherent complexity of academic texts, represent substantial barriers to mastery. [Paul and Elder, 2014: 110] argue that integrating writing and reading—that is, actively expressing an opinion

based on texts read—significantly strengthens students' critical thinking skills and deepens their engagement with academic material. This integration helps students move beyond passive reading to active intellectual engagement.The following evidence-based strategies are recommended for enhancing critical reading skills:Students should begin by surveying the text structure, headings, and key terms before detailed reading to establish a cognitive framework. Formulating questions before, during, and after reading helps maintain engagement and directs attention to critical elements. Marking key passages, noting questions, and recording reactions creates an interactive dialogue with the text. Condensing main ideas in one's own words demonstrates comprehension and facilitates retention. Collaborative examination of texts exposes students to diverse interpretations and strengthens analytical capabilities.Research by [Niculescu and Dragomir, 2023: 217] demonstrates that critical reading allows students to deeply understand academic demands and work effectively within scholarly contexts. Furthermore, [Gilroy, 2018: 233] points out that constructing well-reasoned arguments based on textual evidence develops students' analytical thinking and evaluation skills substantially.Teachers can significantly improve their students' academic skills by actively encouraging and modeling critical reading practices. Interactive exercises, structured question-and-answer sessions, and facilitated group discussions serve as effective pedagogical tools for skill development. [McLaughlin, 2002: 45] asserts that critical reading represents a powerful teaching strategy that enables students to think critically both in social contexts and within scholarly discourse. Educators should therefore integrate critical reading instruction explicitly into their curricula and provide scaffolded support as students develop these sophisticated cognitive skills.Critical reading skills constitute an essential tool for achieving academic success in English language learning and beyond. These skills enable students to deeply understand, rigorously evaluate, and systematically analyze complex texts. Consequently, students who master critical reading become more effective not only in comprehending English texts but also in conducting other scholarly activities, including research, argumentation, and academic writing.The development of critical reading abilities should therefore be prioritized in English language instruction, with explicit teaching of strategies and consistent practice opportunities provided throughout students' academic careers. As educational contexts continue to demand higher-order thinking skills, critical reading remains fundamental to student success.

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THE IMPORTANCE OF USING PODCASTS IN DEVELOPING LISTENING COMPREHENSION AND FLUENCY IN ADULT

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Abstract. *This research examines the importance of incorporating podcasts into adult education to enhance listening comprehension and speaking fluency. As a modern digital learning resource, podcasts offer authentic language exposure, help learners become familiar with natural speech patterns, and encourage independent learning. Consistent engagement with various podcast materials enables adult learners to refine their pronunciation, broaden their vocabulary, and strengthen overall communication skills. The study highlights that including podcasts in adult education fosters a more dynamic, adaptable, and learner-focused approach to language learning.*

Keywords: *podcasts, adult education, listening comprehension, speaking fluency, language learning, digital learning tools, autonomous learning.*

INTRODUCTION.

In recent years, the rapid growth of digital technologies has revolutionized education, opening up new possibilities for language learning beyond conventional classroom boundaries. Among these advancements, podcasts have become a valuable and easily accessible medium for improving listening and speaking abilities, especially in adult education. They expose learners to authentic language use through diverse topics, accents, and real-life communication situations, effectively connecting theoretical study with practical application.[1]

For adult learners who often have limited time and varied learning goals, podcasts provide flexibility and ease of access, enabling study at any time and place. Additionally, their engaging and conversational style encourages active listening, enhances pronunciation and intonation, and builds greater speaking confidence. Therefore, integrating podcasts into adult education has proven to be a highly effective approach for strengthening both listening comprehension and oral fluency, while also promoting lifelong learning and communicative competence in today's digital age.[2]

DISCUSSION AND RESULTS. The incorporation of podcasts into adult education has attracted increasing interest because of their strong potential to enhance key language abilities such as listening comprehension and speaking fluency. Unlike traditional audio resources, podcasts offer genuine, real-life communication that familiarizes learners with authentic pronunciation, rhythm, and intonation. This realism helps adult learners grasp how native speakers convey ideas, use idiomatic expressions, and communicate in various social and professional settings.[3]

One of the major strengths of podcasts is their convenience and flexibility. Adults who often juggle studies, work, and family duties can listen to podcasts whenever it suits them – during commutes, workouts, or leisure time. This self-directed learning format enables learners to listen repeatedly, pause for reflection, take notes, and analyze language features, which leads to improved comprehension and memory retention.[4]

Podcasts are equally valuable for developing speaking fluency. Regular exposure to authentic spoken language helps learners absorb vocabulary, grammatical structures, and discourse patterns that enhance their ability to speak naturally and spontaneously. Educational podcasts often feature interviews, dialogues, and

storytelling, providing models of effective communication and encouraging imitation of pronunciation and intonation. In some cases, podcasts are integrated with follow-up oral activities – such as discussions, role plays, or verbal summaries – that strengthen fluency and boost speaking confidence.[5]

In addition, podcasts promote independent and learner-centered study. They allow adults to choose topics aligned with their personal interests or professional objectives, increasing both engagement and motivation. For instance, a learner focused on business English may prefer entrepreneurship-related podcasts, while another may explore cultural or travel themes. This level of personalization makes the learning experience more relevant and meaningful.

Lastly, using podcasts in adult education complements multimodal learning strategies. When paired with resources like transcripts, online exercises, or discussion boards, podcasts create an interactive learning environment that enhances both listening and speaking abilities. Educators can incorporate them as supplementary tools to encourage conversation, broaden vocabulary, and refine pronunciation practice.

The Importance of Using Podcasts in Adult Education for Developing Listening and Speaking Skills[6]

Topic	Author(s) and Year	Main Idea / Contribution	Relevance to Study
Listening Comprehension Development	Field, J. (2008)	Explains how listening skills can be effectively taught and improved in the language classroom.	Provides theoretical background for using audio materials like podcasts to enhance listening.
Metacognitive Listening Strategies	Vandergrift, L. & Goh, C. C. M. (2012)	Focuses on the role of metacognition in developing listening comprehension.	Supports the idea that podcasts promote reflective and autonomous listening practice.
Technology in Language Learning	Stanley, G. (2013)	Describes methods for integrating technology in teaching, including audio and digital tools.	Demonstrates how podcasts fit into modern, tech-based language education.
Podcasting as a Language Learning Tool	Ducate, L. & Lomicka, L. (2009)	Presents research showing that podcasts enhance listening and speaking performance.	Directly supports the main purpose of the study on podcasts' educational benefits.
Learner Autonomy and Motivation	Rahimi, M. & Katal, M. (2012)	Investigates learners' readiness and motivation to use podcasts for language learning.	Highlights how podcasts encourage self-directed learning in adults.
Authentic Communication through Podcasts	Rosell-Aguilar, F. (2017)	Analyzes podcasts' role in providing authentic, real-world language input.	Reinforces the argument that podcasts expose learners to natural speech and communication.

Emerging Digital Technologies	Godwin-Jones, R. (2005)	Examines new digital tools like podcasts and their disruptive effect on language education.	Establishes the technological foundation of podcast-based learning.
E-Learning Context	Kaplan-Leiserson, E. (2005)	Defines e-learning terms and explains digital learning environments.	Provides a conceptual framework for understanding podcasts as part of e-learning.
Social Interaction and Language Use	McBride, K. (2009)	Discusses how digital media foster communication and interaction in language learning.	Suggests podcasts can enhance interactive and communicative competence.
Intercultural and Digital Learning	Thorne, S. L. (2008)	Explores intercultural communication in digital language learning environments.	Shows how podcasts can build cultural awareness along with linguistic skills.

The results of this research demonstrate the strong positive influence of podcasts on improving adult learners' listening comprehension and speaking fluency. Participants who consistently engaged with podcast content showed clear progress in understanding spoken language, including various accents, speech rates, and informal expressions. Exposure to authentic audio materials helped learners sharpen their listening discrimination skills and boosted their confidence in following natural conversations.[7]

Furthermore, learners indicated that podcasts contributed to vocabulary growth and better pronunciation. Listening to different speakers and communicative situations made them more conscious of stress, rhythm, and intonation patterns, leading to clearer and more natural speech. Many participants also noted that repeating key phrases or summarizing podcast episodes aloud enhanced their fluency and overall speaking confidence.

The discussion emphasized that one of the major benefits of podcasts is the flexibility and independence they offer. Adult learners valued the opportunity to learn autonomously and manage their own study pace. This independence encouraged the development of self-directed learning skills—an essential aspect of adult education. By choosing topics aligned with their personal or professional goals, learners found the learning experience more engaging and meaningful.

Nevertheless, some difficulties were observed. A few learners struggled to comprehend rapid or idiomatic speech when no visual aids or transcripts were available. To overcome this, combining podcasts with additional resources—such as written transcripts, glossaries, or comprehension exercises—proved highly beneficial. Instructors who incorporated podcasts into classroom teaching also observed greater student involvement and motivation.

In summary, the findings confirm that podcasts serve as an effective and modern teaching tool for enhancing listening and speaking abilities in adult education. They not only improve language competence but also foster learner autonomy, motivation, and lifelong learning habits. Thus, integrating podcasts into educational programs can make language learning more engaging, authentic, and efficient in the context of today's digital world.

CONCLUSION. In summary, incorporating podcasts into adult education significantly contributes to the development of listening comprehension and speaking fluency. As an innovative and adaptable learning resource, podcasts offer authentic exposure to real-world language, enabling learners to master natural

pronunciation, rhythm, and vocabulary. They also provide opportunities for independent, self-paced learning, which supports autonomy and lifelong education.

The study's findings indicate that consistent use of podcast materials greatly enhances learners' understanding of spoken English and improves their ability to communicate more fluently and confidently. When podcasts are combined with interactive exercises – such as discussions, oral summaries, and pronunciation practice – teachers can create a more dynamic and effective language-learning environment.

Ultimately, podcasts serve as a link between traditional education and modern digital learning, offering both accessibility and authenticity. Their application in adult education not only strengthens communicative competence but also promotes motivation, independence, and continuous personal growth throughout the language acquisition process.

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TRADITIONAL METHODS OF FOREIGN LANGUAGE TEACHING

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Abstract. *Professional language teacher has a good grounding in the various technique. The modern teacher will in fact use a variety of methodologies. The teacher understands that a didactic program has to include not only grammar and lexis. The more common methods have a link to a separate page with more details.*

Keywords: *professional, language, teacher, techniques, methodologies, prepare, effective, exercises, learner, resources, physical, objectives, example.*

INTRODUCTION.

Today the professional language teacher has a good grounding in the various techniques and new approaches, and they know and understand the history and evolution of teaching methodologies. The modern teacher will in fact use a variety of methodologies and approaches, choosing techniques from each method that they consider effective and applying them according to the learning context and objectives. They prepare their lessons to facilitate the understanding of the new language being taught and do not rely on one specific «best method».

There are some examples of it:

The teacher proposes a variety of exercises, both written and oral, to improve the learner's accuracy, fluency and communicative ability.

The teacher corrects errors immediately if the scope of the classroom activity is accuracy, but if the scope of the activity is fluency these errors will be corrected later on.

The teacher develops all four linguistic capabilities (reading, writing, listening and speaking).

To improve pronunciation the teacher uses drills, where students repeat automatically the phrases spoken by the teacher.

The teacher helps the student personalize the use of grammatical and lexical elements used in class.

The teacher understands that a didactic program has to include not only grammar and lexis, but also linguistic functions, colloquialisms, idioms, etc.

The teacher introduces exercises of guided discovery for new grammar rules.

At times the teacher may translate – but only if they know both languages very well and believe it is the most efficient way to provide the meaning of a new concept in that moment, especially for abstract ideas.

The teacher is committed to developing a wide range of resources in order to give relevant, stimulating, and productive lessons.

It is impossible to do everything if only one method is used. As a result, professional EFL teachers follow what is described as the Principled Eclecticism approach, where students are also encouraged to be autonomous in their learning.

However, some private schools and training companies still prefer to promote a specific in-house branded method or approach, though often mainly for commercial or marketing reasons rather than for didactic reasons.

Suggestopedia. This method is based on the idea that the mind has great potential and can retain information by the power of suggestion. This teaching method uses relaxation as a means of retaining new

knowledge. In their initial lessons learners receive large quantities of information in the new language. The text is translated and then read aloud with classical music in the background. The scope is to supply an atmosphere of total relaxation where understanding is purely accidental and subliminal. Using large quantities of linguistic material introduces the idea that language understanding is easy and natural. In the following lesson, learners use the material in a variety of communication activities. The original learning techniques and theory developed in 1970s to 1980s by Georgi Lozanov have since developed into the Accelerated Learning movement. This method is focused on meaningful texts and vocabulary.

Total Physical Response (TPR). This method draws on the basic principles of how young children learn their first language. Developed by James Asher, this teaching method involves a wide range of physical activities and a lot of listening and comprehension, as well as an emphasis on learning as fun and stimulating. Total Physical Response has limitations, especially when teaching abstract language and tasks, but is widely considered to be effective for beginners and is still the standard approach for young learners.

The Silent Way. Another example of a method categorized under the technique the teacher is supposed to be practically silent – hence the name of the method – and avoids explaining everything to the students. This method is based on a problem solving approach to learning, whereby the students' learning becomes autonomous and co-operative. The scope is to help students select the appropriate phrases and know how to control them, with good intonation and rhythm. The teacher does not repeat the material nor supplies the phrases that the student has to imitate, and there is no use of the learner's native language. Patterns contain vocabulary, and coloured guides for pronunciation are used to assist the teacher in guiding the students' understanding while saying the least amount possible. Each method has a different focus or priority, so let's look at what this means in practical terms in the classroom. The more common methods have a link to a separate page with more details and an explanation of how they work, including the most common method currently used – Communicative Language Teaching.

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THE ROLE OF CULTURE IN LEARNING ENGLISH

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Abstract. *The article explores the role of culture in learning the English language, emphasizing its importance in developing learners' linguistic, communicative, and cultural competence. It demonstrates how understanding cultural contexts enhances accurate language interpretation, strengthens pragmatic skills, and supports effective intercultural communication. The article also highlights the benefits of integrating cultural materials into the learning process as well as potential challenges that may arise.*

Keywords*: culture, English language, intercultural communication, linguistic competence, learning, pragmatics.*

INTRODUCTION.

The role of culture in learning English is one of the most important areas of modern linguistics, because mastering a language means not only memorizing grammatical rules and vocabulary, but also understanding the worldview, values, norms of communication and lifestyle of the people who speak that language. Culture is the natural environment of the language, so learning English outside the cultural context does not allow you to fully develop language competence. Since English is the language of international communication, in the process of mastering it, attention to cultural aspects develops not only language skills, but also intercultural understanding, tolerance, the ability to social adaptation. The inextricable connection between language and culture can be traced in the system of concepts underlying linguistic symbols: each nation, based on its own experience, assigns a special meaning to certain words, and in order to correctly understand these meanings, it is necessary to know the historical, social and ethnic characteristics of that people. For example, idioms, proverbs, jokes, forms of language etiquette in English are all full of cultural elements, and their literal translation often does not fully convey the meaning. Therefore, cultural education helps the student not to make mistakes in sincere communication in English, to correctly understand the thought expressed and to respond appropriately to the language situation. One of the most important roles of culture in learning English is the formation of pragmatic competence. Pragmatics-requires knowing in which context and with what style to use a particular word or phrase. For example, from the point of view of the English language, direct criticism, statements, apologies, expressions of gratitude or expression are used differently depending on the culture. In the Kazakh or Russian-speaking environment, the norms of politeness may differ from the English-speaking society, so ignorance of intercultural differences leads to misunderstandings. Cultural education fills this gap and helps students to conduct language communication naturally and correctly. At the same time, the role of culture in learning English is also directly related to increasing motivation. Learning about the history, literature, cinema, music, everyday life, holidays and traditions of English-speaking countries makes the language for students not just an academic subject, but the key to an interesting world. For example, information about the education system, social norms, work culture or youth subcultures in the UK and the United States contributes to a deeper and more purposeful learning of English by students. Many studies prove that the introduction of culture in the classroom strengthens the interest of the language learner and increases his motivation to search on his own. Culture also makes it easier to remember language material, because when a student associates a certain word or phrase with a cultural event, tradition, or specific example, that information is stored in memory for a long time. In addition, since English is used by millions of people in different parts of the world, culture is considered not only within one country, but on a global scale. English has now become the language of international business,

science, tourism, technology, media, so the concept of intercultural communication is of particular importance when learning English. For example, through the English language, the student learns not only British or American culture, but also the peculiarities of other English-speaking countries. This opens the way to mutual understanding, effective communication with representatives of different cultures and free action in global society. The use of cultural materials during classes is one of the most effective ways to teach culture. Original films, videos, news, songs, podcasts, literary works, blogs and social media posts allow students to experience the English-speaking environment indirectly. Such materials accurately emphasize the intonation of the language, emotional tone, differences in informal and formal style. For example, watching comedy shows in English will not only improve a student's listening skills, but also help to understand the peculiarities of humor perception. Textbooks often do not fully convey the true cultural context, so original materials should be an integral part of Language Teaching. The role of culture in learning English also enriches communication within the classroom. Discussing cultural topics develops students ' critical thinking, as they compare cultural similarities and differences, exchange ideas, and get used to the ability to argue their point of view. This, in addition to the formation of language competence, also has a positive impact on the process of personal development. At the same time, such topics increase the cross-cultural sensitivity of students, help to overcome stereotypes, form the skill of respect for different cultures. However, there may also be certain difficulties in introducing culture into language lessons. For example, cultural information may not be appropriate for a student's age, level, or life experience; additional historical or social data will be required to explain some concepts. Therefore, the teacher must correctly select cultural materials and adapt the tasks to the level of the student. In teaching culture, it is important that the teacher himself has intercultural competence, because he not only gives students knowledge, but also plays the role of a correct interpreter of culture. In conclusion, the role of culture in learning English is very important, since language and culture are closely related and complement each other. Training taking into account cultural aspects contributes to the natural development of language skills of the student, the formation of pragmatic competence, increasing motivation, improving the ability to intercultural communication. Culture revives language and makes it possible to perceive it as a whole spiritual and social phenomenon, and not just a set of words and rules. Thus, mastering English in a cultural context will better prepare the student for communication in real life, expand his worldview and pave the way for the formation of a versatile person who can act freely in the global world.

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Annotatsiya. *XXI asr – bu ingliz tili asri deyish mumkin. Bugungi globallashuv davrida ingliz tili nafaqat xalqaro aloqa vositasi, balki bilim, texnologiya va madaniyatga ochiladigan eshik hisoblanadi. Shu sababli, maktabgacha ta’limdan tortib oliy ta’limgacha ingliz tilini o‘rgatish masalasi dolzarb bo‘lib qolmoqda. Biroq, ta’lim jarayonida o‘quvchilarning ingliz tiliga bo‘lgan qiziqishi va motivatsiyasi yetarli bo‘lmasligi kuzatilmoqda. Bu holat o‘rganish samaradorligining pasayishiga olib keladi. Ushbu maqolada xorijiy tillarni o‘qitishda foydalaniladigan usullar tahlil qilingan.*

Kalit so‘zlar: *Ingliz tili, motivatsiya, o‘qituvchi, interfaol metodlar, texnologiyalar, gamifikatsiya,shaxsiy yondashuv, dars usullari, o‘quvchilar, ta'lim.*

KIRISH.

Xorijiy til o‘qitish — bu nafaqat yangi tilni o‘rganish, balki yangi madaniyat va dunyoqarashni o‘zlashtirishni anglatadi. Bu jarayonning samarali bo'lishi uchun o‘qituvchilar zamonaviy pedagogik texnologiyalarni qo‘llashga harakat qilishlari kerak. Shunday metodlardan biri interfaol usullar bo'lib, ular o'quvchilarning faol ishtirokini ta'minlaydi, bilimlarni mustahkamlashga yordam beradi va o‘qish jarayonini qiziqarli qiladi. Ushbu maqolada xorijiy til fan o‘qituvchilarining ta'lim jarayonida interfaol usullardan qanday foydalanishlari, ularning metodik asoslari va amaliy ahamiyati ko'rib chiqiladi.

Interfaol usullar — bu o‘quvchilarni faol ishtirok etishga undaydigan o‘qitish usullaridir. Bular, odatda, guruhli va juftlikda ishlashni, o‘zaro hamkorlikni, kommunikativ faoliyatni rivojlantirishni, o‘yinlarni, rolli o‘ynashni, brainstorming va boshqa amaliy faoliyatlarni o‘z ichiga oladi. Interfaol metodlar o‘quvchilarning o‘rganish jarayoniga faol kirishishini ta'minlab, nafaqat bilimlarni o‘zlashtirishni, balki mustahkamlashni ham samarali amalga oshiradi.

O‘qituvchilar xorijiy til o'qitishda interfaol usullardan foydalanish orqali quyidagi maqsadlarni ko‘zlaydilar:

1. Kommunikativ maqsad: O‘quvchilarni tilni real hayotda, kommunikativ vaziyatlarda qo‘llashga tayyorlash.
2. Ijtimoiy maqsad: O‘quvchilarni guruhda va jamoada ishlashga, o‘z fikrlarini erkin ifodalashga o‘rgatish.
3. Kognitiv maqsad: O‘quvchilarning fikrlash va tahlil qilish ko‘nikmalarini rivojlantirish.

Interfaol usullarni ta'lim jarayonida qo‘llash mexanizmlari

1. Guruhli va juftlikda ishlash: Xorijiy tilni o‘rgatishda guruhli va juftlikda ishlash interfaol usullar orasida eng samarali metodlardan biridir. Bunday usulda o‘quvchilar o‘rtasida o‘zaro muloqot orqali tilni o‘rganish va til ko‘nikmalarini rivojlantirish amalga oshadi. Masalan, o‘quvchilar juftlikda savollarga javob berish yoki guruhda biror mavzu bo‘yicha bahslashish orqali tildagi tushunchalarni chuqurlashtiradilar.
2. Rolli o‘yinlar: Rolli o‘yinlar yordamida o‘quvchilar real hayotdagi vaziyatlarda o‘zlarini tasavvur qilib, tilni amaliyotda qo‘llashadi. Masalan, mehmonxona yoki restoran holatida buyurtma berish, dorixonada

dorilarni so‘rash kabi vaziyatlarni o‘ynash orqali o‘quvchilar nafaqat so‘z boyligini oshiradilar, balki tilni ishlatishda ishonch hosil qiladilar.

3. Brainstorming: O‘quvchilarga mavzu bo‘yicha g‘oyalarni tezda ishlab chiqish va ulardan foydalangan holda yangi bilimlarni hosil qilish imkonini beradi. Bu usul orqali o‘quvchilarning ijodiy fikrlash qobiliyatlari rivojlanadi va tilga bo‘lgan qiziqishlari oshadi.

4. O‘yinlar va simulyatsiyalar: Xorijiy tilni o‘rgatishda o‘yinlar va simulyatsiyalarni qo‘llash o‘quvchilarga o‘z bilimlarini amaliyotda qo‘llashda yordam beradi. O‘yinlar va interfaol faoliyatlar, masalan, “Find Someone Who” yoki “Pictionary” kabi o‘yinlar, o‘quvchilarning tilni o‘zlashtirish jarayonini qiziqarli va samarali qiladi.

5. Video va multimedia materiallaridan foydalanish: Zamonaviy texnologiyalar yordamida o‘qituvchilar video, audio va boshqa multimedia vositalarini qo‘llashadi. Bunday materiallar o‘quvchilarga haqiqiy til muhitini yaratishga yordam beradi. Masalan, film yoki serialni tomosha qilib, o‘quvchilar tilni real vaqt davomida qanday ishlatilishini ko‘rib, o‘z tushunchalarini kengaytiradilar.

Xorijiy til o‘qituvchilari interfaol usullarni amaliyotda qanday qo‘llashlari haqida ko‘plab misollar keltirish mumkin. Misol uchun, ingliz tilini o‘qitishda “Debate” (bahs-munozara) metodini qo‘llash orqali o‘quvchilar o‘z fikrlarini aniq va mantiqiy bayon etishga o‘rganadilar. Shu bilan birga, bunday faoliyat o‘quvchilarning diqqatini yanada kuchaytiradi va tilni ishlatishga bo‘lgan ishtiyoqini oshiradi.

Xorijiy til fan o‘qituvchilari ta'lim jarayonida interfaol usullarni qo‘llash orqali o‘quvchilarning tilni o‘zlashtirish samaradorligini oshirishlari mumkin. Bu usullar nafaqat til bilimlarini rivojlantirishga yordam beradi, balki o‘quvchilarning fikrlash, muloqot qilish va guruhda ishlash kabi ko‘nikmalarini ham shakllantiradi. O‘qituvchilar interfaol metodlarni amaliyotda qo‘llashda kreativ va innovativ yondashuvlarni qo‘llab-quvvatlashlari zarur. Bu jarayonni yanada samarali qilish uchun o‘qituvchilarga zamonaviy pedagogik texnologiyalarni va resurslarni qo'llashni davom ettirish muhimdir.

XXI asr globallashuv jarayoni xorijiy tillarni o‘rganish va o‘qitish jarayonini tubdan yangilashni talab qilmoqda. Bugungi ta’lim tizimida o‘quvchi markaziga asoslangan, muloqotga yo‘naltirilgan, hamkorlik faoliyatini rag‘batlantiruvchi pedagogik yondashuvlar ustuvor hisoblanadi.

Interfaol metodlar o‘quvchilarning bilish faoliyatini faollashtiruvchi, ularni bevosita jarayonga jalb etuvchi, o‘zaro hamkorlik va kommunikativ faoliyatni kuchaytiruvchi ta’lim texnologiyalaridir. Xorijiy til fani mazmunidan kelib chiqib, interfaol metodlar ayniqsa tilga oid to‘rt asosiy ko‘nikma — tinglab tushunish, o‘qish, yozish va gapirish —ni rivojlantirishda muhim vosita sifatida qaraladi.

1. Interfaol o‘qitishning nazariy-metodologik asoslari

Interfaol metodlar konstruktivizm, kommunikativ til o‘qitish nazariyasi (Communicative Language Teaching), sotsiokultural yondashuv (Vigotskiy), hamda faoliyatga asoslangan yondashuv (Activity-Based Learning) tamoyillariga asoslanadi.

1.1. Konstruktivizm

Bu nazariyaga ko‘ra, o‘quvchi bilimni tayyor shaklda qabul qilmaydi, balki faol muloqot va tajriba orqali o‘zi kashf etadi. Interfaol metodlar aynan o‘quvchining mazmun bilan faol o‘zaro ta’sirini ta’minlaydi.

1.2. Kommunikativ yondashuv

Xorijiy tilni o‘rganish jarayoni real muloqot vaziyatlarida tilni qo‘llashni talab qiladi. Interfaol metodlar o‘quvchilarning nutqni faol ishlab chiqaruvchisiga aylanishiga yordam beradi.

1.3. Hamkorlikda o‘rganish (Collaborative learning)

O‘quvchilar o‘zaro hamkorlikdagi faoliyat orqali: fikr almashadi, tahlil qiladi, muammoni yechadi, tilni bir-biridan o‘rganadi.

1.4. Raqamli pedagogika

So‘nggi yillarda interfaol metodlar multimedia, virtual platformalar va sun’iy intellekt yordamida kengayib bormoqda.

2. Xorijiy til o‘qituvchilarining interfaol metodlardan foydalanish mexanizmlari

Interfaol strategiyalarni ta’lim jarayoniga tatbiq etish bir qator bosqichlarni o‘z ichiga oladi:

2.1. Tashkiliy-bosqichli mexanizm

1-bosqich: Maqsadni aniqlash

O‘qituvchi interfaol metod qaysi ko‘nikmani rivojlantirish uchun qo‘llanishini aniqlaydi:

og‘zaki nutq, tinglab tushunish, grammatik ko‘nikma, lug‘at boyligi, ijtimoiy-madaniy kompetensiya.

2-bosqich: Metodni tanlash

Metod o‘quvchilarning yoshi, darajasi, mavzu mazmuni va dars maqsadiga mos kelishi kerak.

3-bosqich: Jarayonni modellashtirish

4-bosqich: Faoliyatni amalga oshirish. Darsda interfaol faoliyat tashkil etiladi: juftlikda ish, rolli o‘yin, “debate”, loyiha ishi, interfaol testlar, gamifikatsiya elementlari.

5-bosqich: Refleksiya va baholash. O‘quvchilar o‘z fikrini bildiradi, jarayon tahlil qilinadi, baholash mezonlari asosida natija chiqariladi.

Xulosa qilib shuni aytish mumkinki, xorijiy til o‘qituvchisining zamonaviy vazifasi shunchaki bilim berish emas, balki o‘quvchini interfaol o‘qitish muhitiga jalb etgan holda uni muloqotga qodir, tilni real vaziyatda qo‘llay oladigan, mustaqil fikrlovchi, ijodkor shaxs sifatida shakllantirishdir.

Interfaol usullar bu jarayonning eng samarali vositasi bo‘lib, ular o‘quvchilarni ta’lim jarayonining passiv obyekti emas, balki faol subyekti sifatida rivojlantiradi. Zamonaviy texnologiyalar bilan uyg‘unlashtirilgan interaktiv darslar til o‘rganish jarayonining sifatini sezilarli darajada yaxshilaydi.

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MENTAL FORMATION OF LANGUAGE DISORDERS DURING A CHILD'S DEVELOPMENT

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Abstract. *A child's cognitive, social, and emotional development are all impacted by language development, which is a crucial component of their entire development. This article investigates how language impairments develop mentally in children, looking at how biological, environmental, and cognitive factors interact to cause these issues. We look at the phases of language learning and pinpoint important turning points that might cause speech delays, dyslexia, and specific language impairment (SLI), among other language disabilities. The significance of early intervention and the responsibility of educators and carers in creating a supportive environment for language development are emphasised in the essay. We also go over how language impairments affect a child's social connections and sense of self, emphasising the necessity of thorough evaluation and individualised treatment plans. By comprehending the intricacies of children's language disorder development, we want to offer insights that help improve intervention techniques and preventative efforts, ultimately promoting healthier language development trajectories.*

Keywords: *language development, language disorders, childhood development, speech delays, specific language impairment(SLI), cognitive factors, environmental influences, early intervention, caregiver support, neurodevelopment, educational strategies, social interaction, emotional development, assessment and diagnosis, therapeutic approaches, prevention strategies.*

INTRODUCTION.

As a bridge between thought and expression, language is an essential component of human communication and cognitive development. As children mature, they go through a complex process of language acquisition that is influenced by a variety of factors, including biological, environmental, and social elements. However, for some children, this process may be disrupted, leading to the emergence of language disorders that can significantly impact their ability to communicate effectively. Understanding the mental formation of language disorders during a child's development requires an investigation of the interplay between neurological processes, linguistic input, and social interactions. Speech delays, vocabulary problems, sentence construction difficulties, and problems comprehending and processing language are just a few of the ways that language disorders can show up. Developmental delays, genetic predispositions, or environmental variables like exposure to surroundings rich in language and socioeconomic status can all contribute to these problems. As we explore this subject, it is important to think about how early detection and treatment might lessen the impact of language difficulties. According to research, the crucial time for language development is especially delicate; therefore, prompt assistance can help impacted kids achieve better results. This investigation highlights the significance of creating a loving environment that supports healthy language development in addition to illuminating the mechanisms underlying language problems.

MAIN PART

The general underdevelopment of speech has systemic effects that impact not only speech but also a number of mental functions, including cognitive activity, emotional-volitional elements, perception, reasoning, memory, and attention. These processes show abnormalities and delayed development. Despite having formally

preserved intellect, many children with speech impairments have severe learning challenges and exhibit an uneven, disharmonious lag in mental development. The development of mental skills and the regular operation of speech intelligence are both hampered by speech disorder. The writings of R.E. Levina demonstrate that speech abnormalities are not solitary; they are accompanied by a number of other disorders, such as those pertaining to the child's personality and psyche. A child's speech development is tightly linked to the development of all brain processes. A "vicious circle" that necessitates an integrated approach combining cooperation between a speech therapist, educational psychologist, and parents is created when disruptions in non-speech mental functions have a detrimental effect on speech, which in turn hinders cognitive development. [1]. In addition to impeding cognitive development, speech development issues negatively impact a child's personality and postpone the development of their entire personality. The child's personality is also influenced by the environment's unique treatment of them and their knowledge of their distinctions from others. Speech difficulties lead to psychophysical disinhibition by affecting connections with others, self-esteem, and self-organisation. Children's emotional and personal lives are greatly impacted by oral speech pathology (OHP). Preschoolers with oral speech disorders (ODD) may develop self-doubt and become obsessed with their speech impairment, which can have an impact on their speech activity and interactions with classmates, parents, and other people. Low language and communication skills make it difficult to learn, engage with peers, and perform at job. Comprehending a child's communication process is essential to understanding the uniqueness of a child with disabilities' psychological development. According to L.S. Vygotsky, the primary flaw in an anomalous child's development is a barrier to team communication and the formation of healthy interpersonal relationships. Normalising communication is thought to be a crucial strategy for making up for a child's developmental deficiencies. At various age stages, children with severe speech impairments have decreased communication demands and lack competency in both verbal and nonverbal forms of contact. Negative affective manifestations in communication are a result of this deficiency, which also makes interpersonal connections more difficult. The primary source of discord in a child's mental and intellectual growth is the insufficiency and limitations of verbal communication.[2]

Teaching communication to preschoolers is regarded as a necessary condition for the formation of communicative culture in modern educational theory and practice. Communication levels are lowered by speech underdevelopment, which causes timidity, loneliness, and indecision. Additionally, it adds to unique characteristics in speech and general conduct, which limits social interaction and makes it difficult to participate in communication situations. Researchers like T. N. Volkovskaya, E. R. Mustaeva, L. G. Solovyova, T. B. Filicheva, and others have found that the development of communication in children with general speech underdevelopment is critical to their social adaptation to the environment and influences their personality development. According to their research, children with speech pathology exhibit a number of distinctive symptoms, such as a decreased demand for communication, a lack of interest in social interactions, an inability to cooperate, a lack of variety in communication techniques, and speech negativism. The degree of speech development in children with general speech underdevelopment significantly influences their communicative abilities.[3]. Reduced communication needs, underdeveloped dialogic and monologue speech, and behavioural traits like disinterest in contact and an inability to handle communication situations are all signs of inadequate communication skill development in children with special needs. Due to difficulties connecting with others and a lack of communication skills, children with general speech underdevelopment have disturbances in cognitive processes, mental development, and overall personality formation. The prevalence of situational-business forms, which are typical for normally developing children between the ages of two and four, is one of the main characteristics of communication among older preschoolers with speech pathology. This is attributed to their general mental underdevelopment, low knowledge levels, inadequate self-regulation, and contextual speech skills. important aspects of older preschoolers' speech-based communication. Inadequate communication skill development in children with special needs is indicated by reduced communication demands, underdeveloped dialogic and monologue speech, and behavioural features including disinterest in touch and an incapacity to handle communication circumstances. Children with general speech underdevelopment experience disruptions

in cognitive processes, mental development, and overall personality formation as a result of interpersonal issues and a lack of communication skills. One of the primary features of communication in older preschoolers with speech pathology is the predominance of situational-business forms, which are common for normally developing children between the ages of two and four. Their general mental underdevelopment, insufficient knowledge, poor self-regulation, and contextual speech abilities are blamed for this. The prevalence of situational-business forms, which are common for children who are usually growing between the ages of two and four, is a pathology that is linked to their general mental underdevelopment, low knowledge levels, inadequate self-regulation, and contextual speech abilities. According to studies based on interpersonal interaction markers in preschool groups, children with speech problems are more likely to be classified as "unaccepted" and "isolated." Children who have speech problems are especially vulnerable to harmful social influences. Teachers and other kids make fun of them since they are isolated from the other kids in the group and don't participate in games or group activities. This causes the sensory-volitional domain to deteriorate, causes anxiety, lowers self-esteem, and ultimately leads to problems with personality development. Difficulties with speech development prevent full communication, which lowers interest in interaction and encourages negativity. Comprehensive and prompt interventions by experts including speech therapists, speech pathologists, and psychologists are crucial to promoting the harmonious development of such youngsters. All facets of speech and cognitive functions, such as attention, memory, thinking, imagination, and perception, should be the focus of these assessments. The long-term significance of the problem of speech abnormalities in children is linked not only to their effects on cognitive functions and personality development, but also to the fact that these disorders make learning and socialisation more difficult for the kid in the future. Their pragmatic skills seem to be comparatively good, in contrast to the syntactic delays and deficiencies seen in children with Down syndrome. A group of four children with Down syndrome, whose Mean Lengths of Utterance (MLUs) ranged from 1.7 to 2.0, were compared to an MLU-matched group of four typically developing children in a cross-sectional study by Coggins, Carpenter, and Owings in 1983. According to the study's findings, children with Down syndrome showed a comparable variety of speech acts or communicative intents to their ordinarily development. Nonetheless, differences were found between speech acts with instrumental functions (mostly requests, like "want water" or "cookie") and those with interpersonal functions (like "see this"). According to the study, children with Down syndrome were less likely than the usually developing group to engage in requesting behaviour. Nonetheless, the two groups' rates of comments, responses, and objections were roughly equal. Children with Down syndrome were compared to two groups in a more comprehensive study by Beeghly: one group was made up of young MLU-matched typically developing children, and the other group was made up of somewhat older mentally age-matched typically developing children. In line with Coggins' study, the results showed that children with Down syndrome had fewer asking behaviours than intellectually age-matched generally developing children. Nonetheless, they behaved more like the language-matched group when making requests. [4] It has been hypothesised that children with Down syndrome utilise requests less frequently due to their lower levels of arousal and passivity. According to research, children with typical development do not show developmental changes in their capacity to take turns in discussions as their language skills increase (Bloom et al., 1976). Children have an innate understanding of the necessity of verbally responding to their mothers' words, and as their language skills grow, so do their conversational abilities. As the number of turns increases, they get better at keeping up a discussion. Beeghly found that, in comparison to language-matched controls, children with Down syndrome excel at sustaining a conversation topic for extended periods of time and exhibiting appropriate turn-taking behaviour, underscoring this aspect of language as a relative strength. In a similar vein, young toddlers with Williams syndrome show competence in maintaining conversations while interacting with adult examiners. In contrast, a number of descriptive studies have shown that males with fragile X syndrome struggle to keep up a conversation. They frequently use improper language and have a tendency to persevere longer than people with nonspecific impairment. [5]. Children who are normally growing show sensitivity to their conversational partners from the very beginning of language development. If their companion does not respond, even a two-year-old may alter or repeat an utterance (Foster, 1990). In a similar

vein, when a listener asks for clarification on a previous part of the message, children with Down syndrome would rather revise than repeat. Additionally, children with Williams syndrome show competence in conversational mending. Throughout the early school years, the capacity to express and adapt language according to the listener's background, social role, and comprehension level continues to grow, reflecting a sophisticated integration of social, cognitive, and linguistic accomplishments. Children with intellectual disabilities have challenges at these advanced levels that go beyond their language and cognitive abilities.

CONCLUSION

In conclusion, children with intellectual disabilities learn the fundamentals of pragmatic language skills, but they are less likely to demonstrate the more nuanced features of conversational competence. When compared to ordinarily developing children, the general picture of early language development in children with intellectual disabilities shows strong evidence of both parallels and differences, as well as a number of delays. While this may not be the case for children who are severely and profoundly handicapped, it is clear that children with intellectual disabilities generally follow the same set of universal principles when learning word meaning. The kinds of phonological mistakes that these kids make and those that are seen in kids who are typically developing also share many characteristics, suggesting that there are universal elements of the speech articulation process. Additionally, it has been noted that throughout the early stages of language development, children with intellectual disabilities pick up syntactic and morphological knowledge in the same sequence as their regularly developing peers. It has been demonstrated that children with intellectual disability can pick up fundamental pragmatic skills. However, this cohort is less likely to exhibit more nuanced features of conversational skill. When comparing children with intellectual disabilities to their peers who are generally developing, these findings show both similar developmental routes and subtle variances in their verbal and communicative abilities.

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RAQAMLI TA'LIM MUHITIDA YAPON TILIDA GAPIRISH KO‘NIKMALARINI RIVOJLANTIRISHNING AHAMIYATI

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Annotatsiya. *Ushbu maqola globallashuv va raqamli texnologiyalar asrida yapon tilini o‘rganishda og‘zaki nutq kompetensiyasini shakllantirishning dolzarb masalalariga bag‘ishlangan. Tadqiqot doirasida yapon tili o‘rganuvchilarining talaffuzi, ravonligi va kommunikativ qobiliyatlarini oshirishga xizmat qiluvchi zamonaviy vositalar — mobil ilovalar, onlayn muloqot platformalari, interaktiv simulyatorlar va sun’iy intellektga (AI) asoslangan nutqni tahlil qilish dasturlarining samaradorligi ko‘rib chiqilgan.*

Kalit so‘zlar: *Yapon tili, gapirish ko‘nikmasi, raqamli ta’lim, onlayn platforma, sun’iy intellekt (AI), kommunikativ kompetensiya, aralash ta’lim (blended learning), til o‘qitish metodikasi, interaktiv vositalar, motivatsiya.*

KIRISH.

Mavzuning dolzarbligi va asoslanishi. Bugungi kunda jahon miqyosida kechayotgan globallashuv jarayonlari va texnologik inqilob xalqaro iqtisodiy, madaniy va siyosiy aloqalarni misli ko‘rilmagan darajada kengaytirdi. Bu esa o‘z navbatida xorijiy tillarni, xususan, iqtisodiy va texnologik salohiyati yuqori bo‘lgan Yaponiya tilini o‘rganishga bo‘lgan talabni keskin oshirdi. O‘zbekiston va Yaponiya o‘rtasidagi strategik sheriklik munosabatlarining mustahkamlanib borayotgani, ta'lim, turizm va biznes sohalaridagi hamkorlikning rivojlanishi yapon tilini biladigan mutaxassislarga bo‘lgan ehtiyojni yanada kuchaytirmoqda. Til o‘rganishning to‘rt asosiy tamoyili — o‘qish, yozish, tinglab tushunish va gapirish ichida aynan og‘zaki nutq, ya'ni gapirish ko‘nikmasi amaliy muloqotning asosi hisoblanadi. Shunga qaramay, an'anaviy ta'lim metodlari ko‘pincha bu ko‘nikmani rivojlantirishda bir qator cheklovlarga duch keladi. Katta o‘quv guruhlarida har bir talabaga individual yondashish, ularning nutqiy amaliyoti uchun yetarlicha vaqt ajratish va tabiiy muloqot muhitini yaratish deyarli imkonsizdir. Bu holatda o‘quvchilar ko‘proq passiv tinglovchi bo‘lib qoladi va xato qilishdan qo‘rqish (language anxiety) tufayli gapirishdan tortinadi.

So‘nggi yillarda, ayniqsa, COVID-19 pandemiyasi til o‘qitish metodikasiga ham o‘zining jiddiy ta'sirini ko‘rsatdi. Raqamli ta'lim muhiti til o‘rganuvchilarga vaqt va makon cheklovlarisiz, o‘zlariga qulay sharoitda shug‘ullanish imkonini berdi. Zamonaviy tilshunoslik va pedagogika sohasidagi tadqiqotlar shuni ko‘rsatadiki, texnologiyaga asoslangan o‘qitish (Technology-Enhanced Language Learning - TELL) o‘quvchilarning motivatsiyasini oshirish va o‘quv jarayonini individuallashtirishda katta salohiyatga ega. Tilshunos olim Jack C. Richards ta'kidlaganidek, "texnologiya endi shunchaki qo‘shimcha vosita emas, balki u o‘quv dasturining ajralmas qismiga aylanib, tilni o‘rganish va o‘rgatish usullarini tubdan o‘zgartirmoqda"[1]. Bu ayniqsa yapon tili kabi murakkab fonetik va grammatik tuzilishga ega tillarni o‘rganishda yaqqol namoyon bo‘ladi. Yapon tilidagi hurmat shakllari (keigo), murakkab fe'l tuslanishlari va o‘ziga xos intonatsiya kabi jihatlarni faqat kitobdan o‘rganish kifoya qilmaydi; ularni doimiy ravishda amaliyotda qo‘llash talab etiladi. Aynan shu yerda raqamli vositalar — interaktiv ilovalar, sun'iy intellektga asoslangan suhbatdoshlar, virtual reallik simulyatsiyalari va onlayn muloqot platformalari beqiyos yordam beradi.

[1] Jack C. Richards. *Key Issues in Language Teaching*. Cambridge University Press, 2015.

Tadqiqot muammosi. Yuqoridagilardan kelib chiqib, quyidagi tadqiqot muammosi shakllanadi: Raqamli ta'lim muhiti yapon tili gapirish koʻnikmalarini samarali rivojlantirish uchun qanday imkoniyatlar yaratadi va bu jarayonda qanday metodologik yondashuvlardan foydalanish eng yuqori natija beradi? Ushbu tadqiqot ishi aynan shu kabi savollarga ilmiy va amaliy asoslangan javoblar topishga, raqamli vositalarni yapon tili darslariga samarali integratsiya qilishning metodologik asoslarini ishlab chiqishga qaratilgan.

Tadqiqotning maqsadi — yapon tilida gapirish koʻnikmalarini rivojlantirishda raqamli ta’lim vositalarining nazariy ahamiyatini ilmiy jihatdan asoslash hamda eng samarali metodlarni Oʻzbekiston ta’lim tizimi sharoitida pedagogik tajriba-sinov orqali amaliyotda sinab, ularning natijadorligini baholashdan iborat.

Nazariy asoslarni tahlil qilish: Raqamli ta’lim, kompyuter yordamida til oʻqitish (CALL - Computer-Assisted Language Learning) va mobil yordamida til oʻqitish (MALL - Mobile-Assisted Language Learning) sohalaridagi fundamental tadqiqotlarni oʻrganish. Bu borada, Mark Warschauer kabi olimlarning texnologiyaning til oʻqitishdagi evolyutsiyasiga oid qarashlari muhim ahamiyatga ega. U ta’kidlaganidek, "Biz oddiy mashqlardan iborat kompyuter dasturlaridan haqiqiy muloqot va hamkorlikni ta’minlovchi internetga asoslangan muhitlarga oʻtdik"[2]. Shuningdek, Oʻzbekistonlik olimlardan N.A. Muslimovning raqamli ta’lim texnologiyalarini oʻquv jarayoniga tatbiq etish borasidagi tadqiqotlari, xususan, "Zamonaviy ta'limda raqamli texnologiyalar oʻrganuvchilarning mustaqil va ijodiy faoliyatini ragʻbatlantirish uchun keng imkoniyatlar yaratadi"[3] degan fikri, mazkur ishning nazariy poydevorini mustahkamlashga xizmat qiladi.

1. Zamonaviy vositalarni oʻrganish: Yapon tili ogʻzaki nutqini rivojlantirishga ixtisoslashgan zamonaviy raqamli vositalarning didaktik imkoniyatlarini oʻrganish va tasniflash. Bu vazifa doirasida Duolingo yoki Memrise kabi geymifikatsiya elementlariga ega ilovalardan tortib, Tandem va HelloTalk kabi til almashinuv tarmoqlari, shuningdek, nutqni tahlil qiluvchi (speech recognition) sun’iy intellektga (AI) asoslangan Google Assistant yoki maxsus Yapon tiliga moʻljallangan "AI Speak Tutor" kabi dasturlar tahlil qilinadi.
2. Pedagogik tajriba-sinovni amalga oshirish: Raqamli vositalar integratsiyasiga asoslangan maxsus oʻquv dasturini ishlab chiqish va uning samaradorligini Oʻzbekistondagi yapon tili oʻrganuvchilari (masalan, bakalavriat bosqichi talabalari) ishtirokida sinovdan oʻtkazish.
3. Natijalarni tahlil qilish va tavsiyalar ishlab chiqish: Tajriba-sinov davomida olingan miqdoriy (test ballari) va sifat (talaffuzdagi oʻzgarishlar, soʻrovnomalar) koʻrsatkichlarini statistik metodlar yordamida qiyosiy tahlil qilish. Olingan xulosalar asosida yapon tili oʻqituvchilari va ta’lim dasturlarini ishlab chiquvchilar uchun amaliy tavsiyalar va metodik koʻrsatmalar tayyorlash.

Tadqiqot obyekti sifatida Oʻzbekiston oliy ta’lim muassasalarida yapon tilini oʻrganayotgan talabalarda gapirish koʻnikmalarini shakllantirish va rivojlantirish jarayoni tanlandi.

Tadqiqot predmeti esa raqamli ta’lim texnologiyalari (interaktiv platformalar, mobil ilovalar, AI-dasturlar) yordamida yapon tili gapirish koʻnikmalarini (talaffuz, ravonlik, leksik-grammatik toʻgʻrilik) takomillashtirishning oʻziga xos metodlari, vositalari va samaradorlik koʻrsatkichlarini tashkil etadi.

Tadqiqotning ilmiy yangiligi bir necha muhim jihatlar bilan belgilanadi:

Birinchidan, Oʻzbekiston ta’lim tizimi kontekstida yapon tili ogʻzaki nutqini aynan raqamli vositalar yordamida rivojlantirishning samaradorligi ilk bor empirik (tajriba-sinov) yoʻl bilan tekshiriladi va ilmiy asoslanadi. Aksariyat tadqiqotlar ingliz tili misolida olib borilgan boʻlsa, mazkur ish yapon tilining oʻziga xos fonetik va grammatik xususiyatlarini hisobga olgan holda Oʻzbekistonlik oʻrganuvchilar uchun moslashtirilgan yondashuvni taklif etadi.

Ikkinchidan, sun’iy intellektga (AI) asoslangan nutqni baholash tizimlarining oʻquvchilar talaffuzi va ravonligini yaxshilashdagi roli va aniq ta’sir mexanizmi baholanadi. “Sun’iy intellektli suhbatdoshlar

[2] Warschauer, M. (2000). *The changing global economy and the future of English teaching*. TESOL Quarterly, 34(3), 511-535

[3] Muslimov, N.A., & va boshqalar. (2015). *Innovatsion ta’lim texnologiyalari*. "Sano-standart" nashriyoti.

o‘rganuvchiga xavfsiz va bosim qilmaydigan muhitda cheksiz mashq qilish imkoniyatini beradi, bu esa o‘ziga ishonchni oshirish uchun juda muhimdir”[4].

Uchinchidan, an’anaviy sinf xonasi mashg‘ulotlari va raqamli texnologiyalarni uyg‘unlashtiruvchi "aralash ta’lim" (Blended Learning) modelining yapon tili o‘qitish uchun moslashtirilgan varianti taklif etiladi. Ushbu modelda o‘qituvchining roli nazoratchidan ko‘ra ko‘proq yo‘naltiruvchi (fasilitator) vazifasini bajaradi, o‘quvchilar esa raqamli vositalar yordamida o‘z bilimlarini mustaqil mustahkamlash imkoniga ega bo‘ladilar. Bu yondashuv nafaqat o‘quv samaradorligini, balki o‘quv jarayonining moslashuvchanligini ham oshirishga xizmat qiladi.

II. TADQIQOT METODLARI VA USULLARI

Mazkur tadqiqotning maqsadi va vazifalaridan kelib chiqib, ilmiy bilishning bir-birini to‘ldiruvchi nazariy va empirik metodlaridan kompleks foydalanildi. Tadqiqotning har bir bosqichida qo‘llanilgan metodlar uning xolisligi, ishonchliligi va ilmiy asoslanganligini ta’minlashga xizmat qiladi.

2.1. Nazariy metodlar

1. Adabiyotlar tahlili: Tadqiqotning nazariy poydevorini yaratish maqsadida tilshunoslik, pedagogika, axborot texnologiyalari va xorijiy tillarni o‘qitish metodikasi sohalariga oid fundamental va zamonaviy ilmiy manbalar qiyosiy tahlil qilindi. Bu jarayonda Krashenning "tushunarli kiritma" (comprehensible input) va "affektiv filtr" (affective filter) gipotezalari[5] kabi klassik nazariyalar raqamli muhitda qanday aks etishi o‘rganildi. Shuningdek, O‘zbekistonlik olima G.T. Maxkamovaning kommunikativ kompetensiyani shakllantirishga oid qarashlari, xususan, "muloqotga kirishishda nafaqat lingvistik bilimlar, balki sotsiomadaniy va strategik layoqatlar ham muhim ahamiyat kasb etadi"[6] degan fikri, yapon tilining murakkab hurmat shakllarini (keigo) o‘rgatishda raqamli simulyatsiyalardan foydalanish zaruratini asoslashga yordam berdi.

2. Tasniflash va tizimlashtirish: Yapon tili gapirish ko‘nikmalarini rivojlantirishga mo‘ljallangan raqamli vositalar ularning funksional imkoniyatlariga ko‘ra tasniflandi. Bu tasnif vositalarni pedagogik maqsadlarga muvofiq tanlash va o‘quv jarayoniga tizimli integratsiya qilishga imkon beradi. Vositalar quyidagi guruhlarga ajratildi:

Talaffuzni mashq qildiruvchilar: Nutqni aniqlash (speech recognition) texnologiyasiga asoslangan dasturlar (masalan, "Japanese Accent & Pronunciation Tutor", Google's pronunciation feedback tool).

Lug‘at boyligi va iboralarni o‘rgatuvchilar: Intervalli takrorlash (spaced repetition) metodiga asoslangan ilovalar (Anki, Memrise).

Real vaqtda muloqot platformalari: Haqiqiy yapon tilida so‘zlashuvchilar bilan bog‘lanish imkonini beruvchi ijtimoiy tarmoqlar (Tandem, HelloTalk).

III. MUNOZARA VA MUHOKAMA (DISCUSSION)

3.1. Natijalarning interpretatsiyasi

Olingan natijalar shuni ko‘rsatadiki, Tajriba guruhining Nazorat guruhiga nisbatan sezilarli darajada yuqori ko‘rsatkichlarga erishishi bir nechta o‘zaro bog‘liq omillar bilan izohlanadi:

1. "Affektiv filtr"ning pasayishi: Xato qilishdan qo‘rqish va psixologik bosim ("affektiv filtr") til o‘zlashtirishga to‘sqinlik qiladi[7]. Raqamli vositalar, ayniqsa AI- suhbatdosh talabaninga o‘ziga ishonchni oshirib, nutqiy faollikni rag‘batlantirdi.

2. Shaxsiylashtirilgan ta’lim va fikr-mulohaza: An’anaviy sinfda o‘qituvchi har bir talabaning talaffuzini doimiy nazorat qila olmaydi. Sun’iy intellektga asoslangan dasturlar esa har bir tovush va intonatsiya

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[4] Arjmandi, G., & Ebadi, S. (2023). *The Effect of an AI-Powered Chatbot on Speaking Fluency and Accuracy of Iranian EFL Learners*. Journal of English Language Teaching and Learning, 15(31), 1-28. URL: https://jeltl.tabrizu.ac.ir/article_16281.html

[5] Krashen, S. D. (1982). *Principles and Practice in Second Language Acquisition*. Pergamon Press

[6] Maxkamova, G.T. (2018). *The development of intercultural competence of future English language teachers*. Foreign Languages in Uzbekistan. №2(21), 6-16.

[7] Krashen, S. D. (1982). *Principles and Practice in Second Language Acquisition*. Pergamon Press. URL: http://www.sdkrashen.com/content/books/principles_and_practice.pdf

bo‘yicha oniy (instant) va xolis fikr-mulohaza berib, talabaga o‘z kamchiliklari ustida individual ishlash imkoniyatini yaratdi. Bu jarayon, tadqiqotchi Chapelle aytganidek, “o‘rganuvchiga o‘z o‘quv trayektoriyasini o‘zi nazorat qilish imkonini beradi”[8].

Xulosa qilib aytganda, mazkur tadqiqot raqamli ta’lim muhitining yapon tili gapirish ko‘nikmalarini rivojlantirishdagi muhim ahamiyatini nazariy va amaliy jihatdan isbotlab berdi. Pedagogik tajriba-sinov natijalari shuni ko‘rsatdiki, sun’iy intellekt, interaktiv ilovalar va onlayn muloqot platformalarini o‘quv jarayoniga tizimli integratsiya qilish an’anaviy metodlarga qaraganda sezilarli darajada yuqori samaradorlikka erishish imkonini beradi. Raqamli vositalar o‘quvchilarga xavfsiz muhitda ko‘proq amaliyot o‘tash, oniy fikr-mulohaza olish va o‘quv jarayonini shaxsiylashtirish orqali ularning motivatsiyasi, o‘ziga ishonchi va natijada kommunikativ kompetensiyasini oshirish uchun beqiyos imkoniyatlar yaratadi.

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TEACHING ENGLISH TO UPPER-GRADE STUDENTS: CHALLENGES AND SOLUTIONS

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Abstract. *This study examines the main challenges encountered in teaching English to upper-grade students and identifies effective solutions for improving learning outcomes. The research focuses on issues such as low student motivation, limited speaking practice, overemphasis on grammar, insufficient use of technology, and psychological barriers that prevent learners from actively participating in class. A qualitative approach, including classroom observation and teacher interviews were used to collect data. The findings find that communicative methods, task-based learning, the integration of digital tools, and increased group-work activities significantly enhance student engagement and language proficiency. The study recommends adopting modern teaching strategies that promote communication, reduce fear of making mistakes and create a more interactive learning environment.*

Keywords: *English language teaching, upper-grade students, challenges at teaching, communicative methods, task-based learning, digital tools, student motivation.*

INTRODUCTION.

In this modern world English language stands as a vital tool around the whole world. For upper secondary school students, especially, a robust command of the language is essential for success in future academic pursuits and effective professional communication. However, the instruction of English at this advanced stage frequently encounters several significant issues: Key problems include: low student motivation, limited practical speaking opportunities, an overemphasis on grammatical structures (often at the expense of communicative competence), and the insufficient integration of modern educational technologies. To sum up, this paper aims to analyze the primary difficulties inherent in the process of teaching English to upper secondary students and to propose effective and contemporary solutions to address them.

Objective: The primary goal of this research is to identify the main challenges encountered when teaching English to upper secondary students and to investigate methods for overcoming these obstacles through the application of modern pedagogical approaches and technology integration.

1.MAIN PART

1-Problem: Low Student Motivation

The majority of upper secondary students often fail to fully appreciate the real-life relevance of English. For many, language acquisition is narrowly associated only with school assignments, making it difficult for them to connect the learning process to their personal, professional, and life needs. Consequently, a large number of students participate passively in lessons and show little proactive engagement in developing practical linguistic skills. One of the essential contributors to this low motivation is the students' exposure to rote learning and memorization methodologies. Lessons are frequently focused on recalling and internalizing complex grammatical rules, while opportunities for practical application of vocabulary, communicative practice, or actual language production remain scarce. As a result, students possess a theoretical understanding of the language but are often unable to utilize it effectively in real-life contexts. Furthermore, psychological factors significantly contribute to declining motivation. Some students avoid active participation in class due to an

intrinsic fear of making mistakes or the self-limiting belief, "I cannot speak." This fear of failure severely restricts speaking practice and acts as a significant impediment to the students' self-development and progress (MacIntyre & Gardner, 1991). At last, low motivation reduces the overall effectiveness of the English learning process in upper secondary education, preventing students from adequately developing their linguistic competencies. Addressing this psychological and pedagogical hurdle is therefore considered one of the most critical issues in advanced language instruction.

2 - Problem: Limited Speaking Practice

One of the central difficulties in teaching English in upper secondary schools is the insufficient provision of oral speaking practice. In many classroom settings, the teacher often dominates the conversation, leaving students to assume the role of passive observers. Consequently, students are deprived of sufficient opportunities for language production, hindering the adequate development of their practical application skills (Richards & Rodgers, 2014).

This issue is associated with several interrelated factors:

1. Fear of Error: Students often attempt to avoid mistakes when expressing their thoughts. This fear of linguistic error results in reluctance to speak in class, thereby severely limiting their actual speaking practice.

2. Methodological Approach: Many educators rely heavily on teaching methodologies centered on grammatical rules and written exercises. This focus deprives students of the chance to engage in real-life communicative tasks (Ellis, 2003).

3.Classroom time and resource constraints: Because of the limited time given for class sessions, there is insufficient opportunity for every student to engage in individual speaking practice. As a result, only a few highly active students participate regularly, while the majority remain passive.

Outcome: Limited speaking practice severely impedes the development of communicative proficiency among upper secondary students. Students struggle to express their ideas fluently, are slow to respond in conversations, and are consequently unprepared for real-life language use. Therefore, the implementation of interactive methodologies that actively increase oral practice and encourage student involvement is crucial.

2.MAIN PART

Solutions for Low Motivation and Limited Speaking Practice

Solution 1: Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) is a methodology oriented towards equipping students with the ability to use the language effectively in practical situations. The core objective of this approach is to ensure active student participation throughout the lesson and to fully engage them in oral speaking practice. CLT stimulates passive students in the classroom because lessons are structured around interactive activities such as role-plays, debates, discussions, and storytelling. Through this mechanism, students are encouraged to utilize the language in practice without being overly preoccupied with the fear of making errors. Enhancing motivation also can be a good sample here. When students use the language by connecting it to real-life scenarios, they perceive the acquisition process as engaging and purposeful. Tasks such as "ordering food in a restaurant" or "applying new vocabulary through negotiation" significantly boost their intrinsic motivation. Moreover, developing speaking skills CLT provides students with opportunities for sustained oral production, simultaneously helping to improve their fluency and the accuracy of their expression (Richards & Rodgers, 2014).

Thus, CLT not only serves to enhance student motivation but also fundamentally strengthens oral communication skills, making it a critical factor in the effective language acquisition of upper secondary students.

Solution 2: Task-based learning (TBL) and Pair/group work.

Task-based learning (TBL) is a methodology that directs students to perform authentic, real-world tasks. TBL actively encourages students to participate in speaking practice and effectively minimizes passivity.

Practice through tasks help students to apply the language within a real context while completing the assigned tasks. Examples include preparing a small group project presentation, conducting peer interviews, or

engaging in mini-role-plays to consolidate vocabulary. Pair and group dynamics can be a good example too. Working in pairs or groups maximizes the talking time available to each student, ensuring active participation. Simultaneously, this method promotes peer collaboration, idea exchange, and spontaneous language use (Ellis, 2003).

Incentivizing motivation also crucial because when students observe their success in completing tasks, they realize that using the language practically is both interesting and useful, which in turn fuels their motivation.

Conclusion

One of the major challenges in teaching English to upper-grade students is low student motivation and limited speaking practice. Low motivation leads to passive participation in class and reduces opportunities for students to use the language actively. At the same time, fear of making mistakes hinders the development of their speaking skills.

To address these issues, it is recommended to implement Communicative language teaching (CLT) and Task-based earning (TBL), as well as pair and group work. CLT methods actively engage students in the classroom, increase speaking practice, and enhance motivation. TBL and group activities allow students to use the language in real-life contexts and develop their ability to express themselves freely.

Thus, ensuring effective English language learning for upper-grade students requires the use of interactive, communicative, and task-based teaching methods. These approaches not only improve students' speaking skills but also significantly enhance their interest in and motivation for learning the language.

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ENHANCING THE LISTENING COMPETENCE OF FUTURE LANGUAGE TEACHERS THROUGH AUTHENTIC VIDEO MATERIALS

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Abstract. *the article investigates the efficacy and key features of integrating authentic video materials into English lessons for students in language pedagogical specialties. The findings indicate that the use of authentic video materials in appropriate way promotes better understanding of natural speech patterns and increases students' inner motivation. The materials of the article can be used by teachers for students of language pedagogical specialties of colleges and higher educational institutions.*

Key words: *listening skills, authentic video materials, motivation, native speaker, language level.*

INTRODUCTION.

Modern realities are characterized by rapid globalization, technological development, and, consequently, a constant increase in professional requirements for a specialist. Thus, the education system of the Republic of Kazakhstan has been undergoing changes since 2016. For example, future teachers of foreign languages should have not only linguistic knowledge, but also the ability to understand natural, spontaneous speech in various communicative contexts. Traditional listening instruction, often reliant on scripted and didactic audio recordings, has proven insufficient in preparing learners for the realities of the target language environment. Such materials frequently lack the paralinguistic and extralinguistic features inherent in genuine communication. Consequently, a gap persists between the skills acquired in the classroom and those required for real-world interaction and effective teaching. This article provides arguments in favor of the systematic use of authentic video materials as an effective means of bridging this gap.

The use of authentic video materials in teaching a foreign language has a number of advantages. First of all, they reflect real speech situations, and remain relevant even outside of the classroom. As the 15-20 year old students themselves say, their favorite leisure time after studying is watching movies and TV series. Even if they are future English teachers who set themselves the goal of improving their linguistic knowledge, they do not open Course Books in their free time because it is not interesting for them. They relax by watching their favorite TV shows, Tik-Tok, YouTube or listening to music. Pop culture plays a big role in the lives of modern youth. For example, students of language teaching specialties with whom we work say that they feel satisfied if they understand interviews with their favorite singers or can watch films in the original. The lively speech of native speakers contributes to immersion in the linguistic environment of the studied foreign language [Borshcheva, 2021 – p. 2]. As Jeremy Harmer emphasizes, authentic materials expose students to language as it is genuinely used, fostering greater motivation and cultural awareness [Harmer, 2015 – p. 273].

The concept of «authentic materials» was introduced into the methodology quite recently, and this is primarily due to the goals of teaching a foreign language in the modern world [Streltsova, 2019 - p. 1198]. Authentic materials are materials created by native speakers for native speakers, but they can be used in the educational process, which is focused on a communicative approach to teaching a foreign language, and where there is a direct connection with the real world [Shulgina, 2013 – p. 61]. For implementation purposes, videos from various genres prove beneficial: movies, sitcoms, songs, talk shows, news broadcasts, and advertisements. Each genre offers unique linguistic features and contexts, supporting different aspects of listening comprehension. Language is a living, mobile system, and authentic videos fully reflect it. For example, some students complain that they only understand the speech of a teacher who adapts to their level; they can complete an audio assignment from the classroom materials, but they cannot make out the speech of a native speaker. Students should study slang, colloquial expressions, and phrasal verbs in context, actively replenishing their vocabulary.

Understanding the complexities of listening in English as a Foreign Language (EFL) requires examining both cognitive processes and emotional factors that influence learner performance. Listening comprehension encompasses a sophisticated cognitive framework consisting of multiple interconnected processes. According to Rost, this skill involves a multi-layer process that includes receiving the speaker's actual meaning, constructing language representation, creating meaning through interaction, and negotiating context to produce effective responses [Rost, 2016 – p. 233]. The relationship between listening ability and language retention is fundamental to successful language acquisition. Listening difficulties often arise from factors including phonological and lexical features, reduced forms, invisible word boundaries, and irregular speech patterns. These challenges can significantly impede comprehension and subsequent retention of language material. That is why we highlight vocabulary knowledge as critical to listening comprehension and retention. We do not develop listening skills separately: they are closely related to other types of speech activity. The inability to recognize unfamiliar words or alternative pronunciations of familiar words represents one of the most common barriers to effective listening. Thus, addressing vocabulary-related problems is essential for improving both comprehension and retention of linguistic input.

The effectiveness of using authentic video materials is also determined by the increased internal motivation of students. For example, when watching feature films, students may experience the same emotions as the characters. A fascinating plot is an important component [Andreeva, Sisoyeva, 2019 – p. 11-14]. Moreover, as our practice shows, students are more impressed by films with the original voices of the characters than dubbed ones. For example, after watching the musical «Mamma Mia!» most of students noted that the characters were more emotional and used a greater range of intonations than in the Russian version of the film. The feelings and emotions that students experience while watching movies and music videos play an important role in listening comprehension. In addition, they are more motivated to continue watching videos in English.

Most methodologists offer a structured three-stage framework (pre-, during-, and post-viewing) for developing listening skills [Solovova, 2003 - pp. 130-139, Galskova, 2006 - pp. 237-245].

Pre-viewing activities: These aim to activate schemata and reduce cognitive load. For a segment from a BBC documentary on environmental issues, students might brainstorm vocabulary or discuss the topic in pairs. This stage is critical for preparing students to engage with complex, unmodified speech.

While-viewing activities: Tasks progress from global to focused listening. An initial viewing might target gist comprehension («What is the main argument?»), while subsequent viewings focus on specific details, inference of speaker attitude, or identification of colloquial expressions. For instance, using a clip from a popular British vlogger, students can be tasked with noting specific idioms used, observing the speaker's intonation and its relation to meaning.

Post-viewing activities: This stage solidifies learning and transitions from receptive to productive skills. Activities include role-plays replicating the scenario, group discussions on the topic, or analytical tasks where students deconstruct the linguistic and pragmatic features of the dialogue, a skill essential for their future teaching careers.

Considering the specifics of introducing authentic video materials into the educational process at colleges and universities, we offer some tips:

1.Authentic video materials often act as an element of the lesson, rather than as a full-fledged lesson. We recommend teachers to spend no more than 15 minutes watching if it's a couple. Long videos can act as a means of independent learning activities because the main advantage of authentic video materials is their accessibility.

2.It is important to comply with the requirements for the selection of authentic materials, especially if they relate to pop culture. The videos should match the age of the students. For example, the TV series «Friends» or the saga «Twilight» are not suitable for full-fledged viewing in a college lesson, although they have good vocabulary for assimilation. The teacher should carefully study the content of the video, even if it is a music clip that lasts 3 minutes.

3.Teachers should not use new videos every lesson. It takes time for students to internalize what they have already learned. If students do not consolidate new information with exercises and use in speech, they will forget it. Our goal is not only to increase the interest and motivation of students, but also to benefit through assignments. For example, the Shadowing method is gaining popularity on the Internet today: a student selects a character and repeats all his lines. The main goal is to completely copy pronunciation, intonation and pauses. This develops not only listening, but also phonetic skills.

4.Authentic video materials must match the students' level. For implementation purposes, videos from various genres prove beneficial: movies, sitcoms, songs, talk shows, news broadcasts, and advertisements. Each genre offers unique linguistic features and contexts, supporting different aspects of listening comprehension. However, not all the listed videos are suitable for students with an elementary level of language. For example, we had a negative experience when we offered the 1st year students of the qualification «Russian language and Literature» to watch the cartoon «In search of Nemo». This cartoon turned out to be too difficult for students with A2 level and watching it did not lead to progress. The students could not make out the words without Russian subtitles, and they could barely complete their assignments. Therefore, we recommend the use of auditory videos for future English teachers who already have an intermediate or advanced level. For students whose language proficiency ranges from Pre-intermediate to Intermediate, it is recommended to watch films and TV series that they have already watched in Russian, which will greatly facilitate their understanding of a foreign language.

In conclusion, the integration of authentic video materials into the listening curriculum for college students of language pedagogical specialties is not merely a methodological preference but a pedagogical imperative. As technology continues evolving, authentic video will unquestionably remain powerful tools for language educators seeking evidence-based approaches to listening skills development. However, the strategic implementation of these requires careful instructional design. Effective interventions go beyond merely showing videos; they involve thoughtful selection, appropriate modifications, and pedagogical scaffolding to maximize comprehension and retention.

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SO‘ZLASHISH NUTQINI RIVOJLANTIRISH VA AUTENTIK MATERIALLARDAN FOYDALANISH

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Annotatsiya. *Ushbu maqolada xorijiy til o‘qitish jarayonida autentik materiallardan foydalanishning ahamiyati, xususan, so‘zlashuv ko‘nikmalarini rivojlantirishdagi ulushi tahlil qilinadi. Autentik materiallarning real kommunikativ vaziyatni aks ettirishi o‘quvchilarni tabiiy nutqqa moslashtirib, muloqot jarayonida faol bo‘lishiga yordam berishi ko‘rsatilgan. Shuningdek, o‘qituvchilar uchun samarali metodlar, yuzaga keladigan qiyinchiliklar va ularning yechimlari haqida amaliy tavsiyalar berilgan.*

Kalit so’zlar: *so‘zlashuv ko‘nikmasi, autentik materiallar, tabiiy nutq , tinglab tushunish,, kommunikativ yondashuv.*

KIRISH.

Hozirgi kunda chet tilini o‘qitish jarayoni faqat grammatik bilim berish bilan chegaralanmaydi; asosiy maqsad o‘quvchini real muloqotga tayyorlashdan iborat. Shuning uchun so‘zlashuv kompetensiyasini shakllantirish til o‘rgatishning eng muhim yo‘nalishlaridan biri bo‘lib qoldi. Mazkur jarayonda autentik materiallardan foydalanish o‘quvchilarning tinglab tushunish, mazmunni qayta ifodalash va erkin nutq qurish qobiliyatini kuchaytiradi.

Autentik material: bu o‘rganilayotgan til muhitida tabiiy ravishda yaratilgan, o‘sha tilning real foydalanuvchilariga mo‘ljallangan matn, audio, video yoki vizual manbalardir. Ular tilning haqiqiy qo‘llanishi, rang-barang iboralari va madaniy kontekstini aks ettiradi.

Autentik materiallarning xususiyatlari. Autentik materiallar: tilning tabiiy shakli va jonli ritmini o‘z ichiga oladi; real hayotdagi kommunikativ vaziyatni aks ettiradi; unda iboralar, frazeologizmlar, og‘zaki nutqqa xos qisqartmalar uchraydi;

madaniy tafakkur, muomala odoblari va ijtimoiy kontekstni ko‘rsatib beradi.

Bunday materiallar sun’iy tarzda soddalashtirilgan darslik matnlariga qaraganda tilni chuqurroq o‘zlashtirish imkonini yaratadi.

So‘zlashuv ko‘nikmalarini rivojlantirishda autentik manbalarning roli

Autentik materiallar so‘zlashuv ko‘nikmasiga uch jihatdan ta’sir ko‘rsatadi:

1. Tabiiy nutqni eshitish va tushunish

O‘quvchi nutqning asl ritmi, tezligi, pauzalari va ohangiga moslashadi. Bu suhbat davomida fikrni tez qabul qilish va o‘z navbatida javob qaytarish qobiliyatini kuchaytiradi.

2. Lug‘at boyligini amaliy qo‘llash

Real dialoglardan o‘rganilgan iboralarni suhbat jarayonida ishlatish o‘quvchining nutq faolligini oshiradi. Bu jarayon til birliklarini passiv bilimdan aktiv ko‘nikmaga aylantiradi.

3. Madaniy kompetensiyani shakllantirish

Autentik materiallar o‘quvchiga til ortidagi madaniy va ijtimoiy qadriyatlarni ko‘rsatadi. Muloqotning qaysi vaziyatda qanday shakllardan foydalanilishi, odob-axloq normalari qanday ekani o‘rganiladi. Bu esa muvaffaqiyatli muloqotga zamin yaratadi. Texnologiyalar autentik materialni yaratish, tarqatish va o‘qitishda qo‘llashni osonlashtiradi. Ular quyidagi yo‘nalishlarda ishlatiladi:

Autentik material va texnologiyalar

Hozirgi zamonamizda bu usulda texnologiyaga bog’lagan holda aalga oshirsak ham bo’ladi .

texnologiyalar autentik materialni yaratish, tarqatish va o‘qitishda qo‘llashni osonlashni anchagina osonlashtiryapti. Ular quyidagi yo‘nalishlarda ishlatiladi:

a) Onlayn resurslar va platformalar

YouTube: real hayotiy suhbatlar, film kliplari, intervyular

BBC Learning English, VOA Learning English: talaffuz va tushunishni rivojlantirish uchun audio va video materiallar

TED Talks: mavzuga oid real nutq va prezentatsiyalar

Coursera, Udemy: interaktiv darslar va real hayot misollari

b) Interaktiv texnologiyalar

Quizlet, Kahoot: lug‘at va tushunchalarni interaktiv tarzda o‘rganish

Padlet, Google Classroom: autentik materialni saqlash, baham ko‘rish va muhokama qilish

Autentik materiallardan foydalanishning samarali metodlari

1. Oldindan tayyorlash bosqichi

O‘qituvchi mavzuga oid asosiy so‘zlarni eslatib, qisqa suhbat orqali o‘quvchini materialni qabul qilishga tayyorlaydi.

2. Faol tinglash va mazmunni anglash

Material bir necha marta tinglanadi yoki o‘qiladi. O‘quvchilar asosiy g‘oya, muammo, voqea rivoji bilan tanishadi, kerak bo‘lsa, tahlil qilinadi.

3. Muloqotga yo‘naltirilgan mashqlar

Audio yoki video asosida savol-javoblar, guruhli muhokama, rolli o‘yinlar tashkil etish o‘quvchilarning og‘zaki nutqini jonlantiradi.

4. Ijodiy topshiriqlar

O‘quvchilar hikoya tuzish, o‘z dialogini yaratish, videoga sharh berish yoki reklama matni yozish orqali o‘z ijodkorligini namoyon etadi. Bu jarayon erkin nutq tuzish qobiliyatini mustahkamlaydi.

Muammolar va ularning yechimlari

Autentik materiallarning murakkabligi ba’zan o‘quvchilarni qiynashi mumkin. Ammo quyidagi chora-tadbirlar yordamida bu to‘siqlar bartaraf qilinadi:

materialni yosh darajasiga mos tanlash;

Masalan, boshlang‘ich darajadagi o‘quvchilar uchun murakkab ilmiy maqolalar yoki film dialoglari o‘rniga, bolalar kitoblari, oddiy gazeta maqolalari yoki qisqa audio hikoyalar tanlanadi.

O‘rta va yuqori darajadagi o‘quvchilar uchun esa yangiliklar, blog postlari yoki filmlar dialoglari samarali bo‘ladi.

• murakkab iboralarni oldindan tushuntirish;- agar materialda “break the ice” iborasi uchrasa, o‘qituvchi avval unga o‘xshash sinonimlar va kontekst orqali ma’nosini tushuntiradi.

Shu tariqa, o‘quvchilar suhbat davomida yangi iborani kontekstdan kelib chiqib to‘g‘ri ishlata oladi

• vizual yordamlar — rasmlar, diagrammalar, kontekstli tushuntirishlardan foydalanish;

• materialni qismlarga bo‘lib tahlil qilish.

To‘g‘ri tanlangan autentik manba o‘quvchida tilga bo‘lgan qiziqishni oshiradi va suhbat jarayonida faol ishtirok etishga undaydi.

Autentik materiallar zamonaviy til o‘qitishda so‘zlashuv ko‘nikmalarini shakllantirishning eng samarali vositalaridan biridir. Ular o‘quvchini real hayotdagi muloqotga tayyorlaydi, nutqni eshitib tushunish darajasini oshiradi, lug‘at boyligini faollashtiradi va madaniy kompetensiyani rivojlantiradi. Shuningdek, to‘g‘ri tanlangan metod va topshiriqlar orqali o‘quvchilarning ijodiy faolligi ham kuchayadi. Shu sababli autentik materiallarni dars jarayoniga tizimli, maqsadli va puxta rejalashtirgan holda joriy etish til o‘qitish sifatini sezilarli darajada yaxshilaydi.

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3. 2. Jim Scrivener — Learning Teaching

Til o‘qitish jarayonida autentik materiallar, muloqotga yo‘naltirilgan mashqlar va darsni tashkil etish bo‘yicha puxta tushuntirilgan qo‘llanma.

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O‘zbek tilida yozilgan asosiy metodik qo‘llanma bo‘lib, kommunikativ yondashuv va autentik materiallardan foydalanishning nazariy asoslari yoritilgan.

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CHET TILLARNI O‘QITISHDA LINGVODIDAKTIK YONDASHUV

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Annotatsiya. *Mazkur maqolada globallashayotgan zamonaviy dunyo talablariga asoslangan chet tillarni o‘qitish jarayonlariga nisbatan lingvodidaktik yondashuvning turli metodologik yo‘nalishlari, mazkur sohaga oid raqamli texnologiyalar va zamonaviy tendensiyalarning nazariy asoslari yoritib berilgan. Shuningdek, o‘qitish jarayonida innovatsion texnologiyalarning qay darajada samarali integratsiya qilinayotgani hamda zamonaviy tendensiyalar sifatida interaktiv ta'lim, gamifikatsiya, avtonom o‘rganish, multimodal ta'lim yondashuvlari tahlil qilingan.*

Kalit so‘zlar: *lingvodidaktika, gamifikatsiya, interaktiv texnologiyalar, zamonaviy tendensiyalar, kompetensiya, innovatsiya, integratsiya qilish, multimodal ta'lim.*

KIRISH.

Lingvodidaktika — bu tilni o‘rgatish jarayonining maqsad, mazmun, metod, texnologiya, vosita va baholash tizimini o‘rganuvchi ilmiy yo‘nalish bo‘lib, o‘quvchi nutq kompetensiyasini shakllantirish qonuniyatlarini tadqiq qiladi. Hozirgi texnologiyalashgan olamda chet tillarni o‘qitish yo‘nalishlari yetuk islohotlar asosida takomillashib bormoqda. Bugungi kunda istalgan tabaqa vakillari, bundan tashqari, istalgan yoshdagi insonlar o‘z qiziqishlariga tayangan holda chet tillarni oson va qulay tarzda raqamli texnologiyalar va turli zamonaviy tendensiyalarga tayangan metodologik yo‘nalishlar asosida o‘rganish imkoniyatiga ega bo‘lishmoqda. Negaki, bugungi jamiyatimizda chet tillarini o‘rganish globallashib va ancha keng qamrovli bo‘lib bormoqda.

N. Chomsky (2016) o‘zining til nazariyasida til o‘rganish inson miyasining tabiiy qobiliyatiga tayanishini ta’kidlasa, Vygotsky (2005) ijtimoiy muloqot va o‘qituvchi bilan hamkorlikda o‘rganishning ahamiyatini urg‘ulagan. Bugungi kunda bu nazariyalar raqamli vositalar yordamida amaliy shaklga aylanmoqda.

Raqamli va interaktiv texnologiyalarga tayangan o‘qitish uslublari ichida gamifikatsiya yo‘nalishi keng tarqalgan va juda samarali hisoblanadi. Gamifikatsiya — bu o‘qitish jarayonlariga o‘yin ishtiyoqini olib kirish, ya'ni ta'lim olishni o‘yin holatida amalga oshirish. Raqamli asrda bu keng rivojlangan. Masalan, Duolingo, Kahoot, Quizizz, Memrise kabi ilovalar chet tillarini asosan o‘yin doirasida pointlar yig‘ish, bosqichma-bosqich murakkablashtirish, turli mukofotlar berilishi orqali o‘rganuvchilarga motivatsiya berib, ularning til o‘rganishga bo‘lgan qiziqishi va ishtiyoqini oshiradi. D. Brown (2020) fikriga ko‘ra, til o‘qitishda raqamli texnologiyalar o‘quvchini o‘rganish jarayonining faol ishtirokchisiga aylantiradi. Aynan gamifikatsiya usulida ham o‘quvchilar qadamma-qadam ishtiyoqmand bo‘lib boraveradi.

Innovatsion texnologik o‘qitish uslublaridan yana biri — aralash va multimodal ta'lim sanaladi. Vygotskiy (2005) tomonidan ilgari surilgan “yaqin rivojlanish zonasi” nazariyasi bugungi kunda aralash ta'lim (blended learning) orqali amalda keng qo‘llanilmoqda. Ya’ni, chet tillarni o‘qitish jarayonida an’anaviy dars metodlaridan tashqari “Google Classroom”, “Zoom”, “Moodle” kabi mustaqil o‘z ustida ishlash va mustaqil

ravishda o‘qib-o‘rgangan bilimlarini mustahkamlash maqsadida yaratilgan platformalar orqali o‘qituvchilar offline ta'limda o‘zlashtirilgan bilimlarning qay darajada o‘quvchilar tomonidan o‘zlashtirilganini integrativ muloqot asosida tekshirib olish imkoniyatiga ega bo‘lmoqda. Multimodal yondashuv esa audio, video, vizual materiallardan foydalanish orqali o‘rganish samaradorligini oshiradi (Karimova, 2021).

Zamonaviy tendensiyalarning ham lingvodidaktika sohasiga o‘z ta'siri albatta mavjud. Raqamli kompetensiyani rivojlantirish — o‘qituvchi va o‘quvchi birgalikda raqamli muhitda ishlash malakasini oshiradigan yo‘nalish bo‘lib, bu ta'lim oluvchi hamda beruvchining ilm yo‘nalishlarida turli innovatsion yo‘nalishlardan foydalanishidir. Avtonom o‘rganish uslubi esa ta'lim oluvchi shaxs mustaqil aniq maqsad qo‘yadi, o‘z qiziqishlari asosida resurs tanlaydi hamda o‘z bilimlarini tekshiradigan bir uslubdir. Bu uslubda talabalar chet tillarni o‘rganish darajasini bilib olish maqsadida turli saytlardan foydalanishi va hatto o‘z bilim ko‘rsatkichini nisbiy baholash tizimlari yordamida darajalab olishi mumkin.

Texnologik global asrda innovatsiyalar lingvodidaktikaning asosiy harakatlantiruvchi kuchiga aylanib bormoqda.

Xulosa qilib aytganda, innovatsion texnologiya yutuqlari chet tillarini o‘qitishda nafaqat qo‘shimcha vosita, balki samarali metodologik asos sifatida e'tirof etilmoqda. Bu jarayon o‘qitish tezligini va kommunikativ kompetensiyani rivojlantirish imkoniyatini hadya etadi. O‘tkazilgan tahlillar shuni ko‘rsatadiki, lingvodidaktika sohasining texnologik davri o‘qitish jarayonida chuqur integratsiya qilish orqali o‘quvchilarning kreativligi, shuningdek, mustaqil o‘z ustida ishlay olish ko‘nikmalarini rivojlantiradi.

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IMPROVING LISTENING AND SPEAKING VIA COMPETENT BASED APPROACH BY USING DIFFERENT METDODS

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Abstract. *The development of listening and speaking skills is central to effective communication and academic success in language learning. Traditional teaching approaches often emphasize memorization and theoretical knowledge, overlooking the real-world competencies learners must acquire. A competency-based approach (CBA) shifts the focus toward measurable skills, performance outcomes, and practical application. This article explores how listening and speaking abilities can be improved through competency-based instruction supported by diverse methods such as task-based learning, communicative language teaching, technology-integrated instruction, collaborative learning, and performance-based assessments. The article highlights the significance of creating learner-centered environments where skills are practiced through authentic tasks.*

Keywords: *Competency-based approach; listening skills; speaking skills; communicative language teaching; task-based learning; language competence; performance assessment.*

INTRODUCTION.

Listening and speaking form the foundation of all language communication. In today's interconnected world, learners require strong oral skills not only to succeed academically but also to interact confidently in personal, professional, and multicultural contexts. Despite this significance, many language classrooms still rely heavily on traditional teacher-centered approaches that prioritize grammar, vocabulary lists, and written skills over oral performance. As a result, learners often struggle to communicate effectively even after years of instruction.

To address these gaps, the competency-based approach (CBA) has gained attention as an effective framework for improving language skills. Unlike traditional systems, which focus on the completion of textbooks or content units, CBA emphasizes what learners can actually do with the language in real situations. Competencies include observable and measurable abilities such as understanding spoken instructions, participating in discussions, making presentations, and responding appropriately in conversations.

The purpose of this article is to examine how listening and speaking can be enhanced through competency-based instruction. It discusses the importance of oral communication in language learning, describes key features of CBA, and presents various methods and strategies that support competency development. By integrating these approaches, teachers can design learning experiences that not only build linguistic knowledge but also develop students' confidence and fluency in real-life communication.

1. Understanding Competency-Based Language Teaching. Competency-Based Language Teaching (CBLT) is a learner-centered, outcomes-oriented approach that focuses on mastery of specific skills. In the context of oral communication, these competencies may include:

- Understanding spoken directions
- Identifying main ideas and details in audio texts

- Engaging in conversations with appropriate fluency
- Expressing opinions clearly
- Making oral presentations

CBA ensures that learning objectives are measurable and aligned with real-world needs. Instead of simply teaching "listening passages" or "dialogues," teachers design tasks that replicate authentic communication situations such as workplace interactions, academic discussions, or social conversations.

Methods for Enhancing Listening Through Competency-Based Approach

And Task-Based Listening Activities. Task-Based Language Teaching (TBLT) supports CBA by requiring learners to complete meaningful tasks using the target language. Listening tasks may include:

- Watching short videos and identifying key messages
- Listening to announcements and extracting important information
- Following spoken instructions to complete a map or chart
- Listening to interviews and summarizing opinions

These tasks emphasize comprehension for practical purposes rather than passive listening. Learners are evaluated on their ability to perform the task, aligning directly with competency development. Communicative Language Teaching (CLT) encourages interactive listening, where learners listen not only to understand but also to respond. Teachers can use: Information-gap activities (one learner has information the other needs), Role-plays involving customer-service scenarios, meetings, or interviews, Group discussions based on audio stimuli. Such activities improve active listening, note-taking, inference, and prediction skills. Learners become more comfortable processing information in real time, which is essential for authentic communication.

Technology use aligns with CBA by providing real-world listening experiences and allowing teachers to measure progress through digital assessments. CBA emphasizes fluency, clarity, accuracy, and appropriateness. Interactive speaking activities include:

- Pair and group discussions
- Debates on relevant topics
- Simulations of workplace or social situations
- Problem-solving tasks requiring negotiation and collaboration

These tasks encourage learners to speak spontaneously, develop confidence, and practice language functions such as requesting, persuading, agreeing, and disagreeing. Traditional oral exams often focus on memorized dialogues, which do not reflect real competence. In contrast, CBA uses authentic assessments such as: Presentations or speeches; Recorded speaking portfolios; Interview simulations; Group project discussions; Role-play assessments

Assessment criteria typically include coherence, pronunciation, vocabulary range, interaction skills, and non-verbal communication. This ensures that speaking abilities are measured holistically.

Conclusion

Listening and speaking skills are essential components of communicative competence in any language. A competency-based approach provides an effective framework for improving these skills because it focuses on practical, measurable outcomes rather than memorization of content. By using diverse methods such as task-based learning, communicative activities, technology integration, collaborative learning, and performance-based assessment, teachers can create dynamic learning environments that nurture real-life communication abilities. The integration of listening and speaking tasks encourages learners to understand, respond, and interact more naturally. As a result, students become more confident, fluent, and effective communicators. Competency-based instruction not only enhances language mastery but also prepares learners for academic success, workplace demands, and global communication challenges. Educators are encouraged to adopt CBA strategies to ensure that oral skills are developed in a meaningful and sustainable way.

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IMPROVING READING COMPREHENSION IN PRIMARY SCHOOL

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Abstract. *This study focuses on strategies to improve reading comprehension among primary grade students. It explores various interactive and student-centered methods such as guided reading, vocabulary development, and questioning techniques. The research highlights the importance of engaging reading materials and teacher support in fostering understanding. Results show that consistent practice and positive motivation significantly enhance students' comprehension skills. The study concludes that early intervention is crucial for building lifelong reading proficiency.*

Keywords: *comprehension, reading, development, primary grades, methods, vocabulary, reading materials.*

INTRODUCTION.

Reading comprehension is a fundamental skill that plays a vital role in students' academic success and lifelong learning. In primary grades, developing strong comprehension skills helps children understand, analyze, and enjoy what they read. However, many young learners struggle to grasp the meaning behind texts due to limited vocabulary or lack of reading strategies. Therefore, teachers must use effective methods such as guided reading, discussions, and interactive activities to build comprehension. This study aims to explore practical approaches that make reading both engaging and meaningful for primary school students.

Vocabulary and comprehension, long neglected in the primary grades, still appear to be neglected. Contrary to the report's recommendations, attention to building conceptual and content knowledge in science and social studies has actually decreased in the past fifteen years. In other words, the easier-to-master skills are being attended to, but the broader domains of accomplishment that constitute preparation for comprehension and learning in the later grades—vocabulary knowledge, comprehension strategy use, and conceptual and content knowledge—are being neglected. Eshankulovna (2021) emphasizes that "English language teaching (ELT) extends far beyond linguistic proficiency—it is a tool for developing global competence. Through exposure to authentic intercultural communication and critical thinking tasks, learners acquire the ability to interpret, negotiate, and express ideas across cultural boundaries". Near stagnation in fourth-grade students' comprehension achievement is thus unsurprising. The authors then turn to research and reviews of research on improving primary-grade reading published since 1998, when Preventing Reading Difficulties was issued. They discuss several instructional approaches identified as effective in improving word-reading skill, vocabulary and conceptual knowledge, comprehension strategies, and reading outside of school; they discuss advances in interventions for struggling readers, and in whole-school literacy reform. Duke and Block then identify three key obstacles that have prevented widespread adoption of these best practices in teaching reading. The first obstacle is a short-term orientation toward instruction and instructional reform that perpetuates a focus on the easier-to-learn reading skills at the expense of vocabulary, conceptual and content knowledge, and reading comprehension strategies (K Duke, K Block ,2012). In this sense, Rustamova (2023) emphasizes that "teaching English becomes a medium for preparing globally minded citizens who can actively participate in the international academic, professional, and digital arenas". The aim of this study was to carry out action research to investigate reading comprehension skills when using the SQ3R reading comprehension strategy. To that end, this strategy was used for improving the reading comprehension skills of 7 primary school 4th grade students

who had problems with these skills. An action plan was prepared for 3hours a day on 3days a week for a period of 10 weeks. In the intervention process, the first author carried out this intervention with a classroom teacher. In this research, "Teacher's Diaries" and three different written forms, namely the "Reading Comprehension Test", "Student Interview Form" and "Student Observation Form" were used as data collection tools to provide research credibility. The results indicated that that the SQ3R-based reading program increased students' reading comprehension level. In light of data obtained from this study, student's ability to analyze texts visually (Bulut, 2012).

Reading is an important language skill whose main purpose is comprehension. In the reading process, visible symbols must be perceived and interpreted in the brain. Once the reading skill has been acquired, it can become a tool for having access to information, analyzing and interpreting it. All of these depend on the reading comprehension skill. Thus, evaluation of reading comprehension is one of the subjects to which great importance is attached. According to Eshankulovna (2023), "effective English language teaching relies on the integration of linguistic, cognitive, and socio-affective methodologies. By combining communicative, task-based, and content-integrated approaches, teachers foster not only language acquisition but also higher-order thinking skills". Particularly the evaluation of the level of students' reading comprehension is a subject of great interest for many researchers. In this regard, the current study aimed to investigate the relationship between the Turkish elementary school students' reading comprehension and reading motivation. At the end of the study, it was found that there is a positive, medium and significant correlation between the students' levels of reading comprehension determined with cloze tests made up of both narrative and informative texts and reading motivation. Rustamova (2023) highlighted that "this methodological synthesis enhances learner autonomy, reflective thinking, and problem-solving abilities—key components of the 21st-century educational paradigm".

In addition, a positive, medium and significant correlation was found between the students' levels of reading comprehension determined with open-ended questions made up of both narrative and informative texts and reading motivation. Increase in the students' reading motivation affects their reading comprehension positively and significantly. Furthermore, reading motivation explains 12-13% of the total variance in their reading comprehension (Kuşdemir Bulut, 2018). Eshankulovna (2022) asserts that "English proficiency functions as a socioeconomic catalyst in today's interconnected world. It provides access to global education, research collaboration, and international labor markets. In education, English serves as a bridge to scientific innovation, digital literacy, and academic exchange. Therefore, the teaching of English is not merely an educational goal but a strategic national investment in human capital development and international competitiveness".

Conclusion

To summary, improving reading comprehension in primary grades is essential for developing students' critical thinking and overall academic success. Effective strategies such as guided reading, vocabulary enrichment, and active discussions help young learners understand texts more deeply. Teachers play a key role in creating engaging reading environments that motivate students to read with purpose and enjoyment. When children build strong comprehension skills early, they become confident and independent readers. Therefore, early and continuous support is vital for lifelong literacy development.

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THE IMPORTANCE OF LEARNING FOREIGN LANGUAGE

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Abstract. *In this article, one can find enough information about the role of learning foreign languages in this global era. Furthermore, there are lots of creative and original activities, which can be useful for language learners and teachers.*

Key words: *Foreign language, global, activities, culture, ability.*

INTRODUCTION.

Nowadays, learning foreign languages has become extremely important. A person who is proficient in a foreign language has more opportunities. They can study or work abroad, travel easily and communicate with people from different countries. Consequently, many young people today are learning languages such as English, Korean, Turkish and Russian. However, acquiring a foreign language demands not only learning knowledge and motivation, but also patience and perseverance this article discusses the significance of learning foreign languages the challenges students face and proposes some practical ways to improve overall language learning. Eshankulovna (2021) emphasizes that "English language teaching (ELT) extends far beyond linguistic proficiency—it is a tool for developing global competence. Through exposure to authentic intercultural communication and critical thinking tasks, learners acquire the ability to interpret, negotiate, and express ideas across cultural boundaries".

Learning a foreign language plays a crucial role in our modern life. It enables individuals to communicate effectively with and better understand others from different cultures and countries. Furthemore, acquiring foreign languages such as English or Korean opens significant opportunities for students, they can pursua study abroad, secure better employment and gain valuable new experience. In this sense, Rustamova (2023) emphasizes that "teaching English becomes a medium for preparing globally minded citizens who can actively participate in the international academic, professional, and digital arenas". However, foreign language acquisition also presents several challenges. For instance, an anonymous survey we conducted among students revealed that most struggle when communiting this difficulty often hinders their progress. Despite these hurdles, students remain committed to fully improving their listening and speaking proficiency. According to Eshankulovna (2023), "effective English language teaching relies on the integration of linguistic, cognitive, and socio-affective methodologies. By combining communicative, task-based, and content-integrated approaches, teachers foster not only language acquisition but also higher-order thinking skills". They can improve their language skills by regularly watching English podcast, movies and cartoons. At the same time, their future plans and goals motive them to continue learning a foreign language. Eshankulovna (2022) asserts that "English proficiency functions as a socioeconomic catalyst in today's interconnected world. It provides access to global education, research collaboration, and international labor markets. In education, English serves as a bridge to scientific innovation, digital literacy, and academic exchange. Therefore, the teaching of English is not merely an educational goal but a strategic national investment in human capital development and international competitiveness". Regarding teaching methodologies some groups during lessons is more effective, while others prefer to work indivually. According to our observations, students are generally active and engaged in learning English. In 1959, Noam Chomsky' review if B.F. Skinner's book " Verbal Behavior" significantly altered the prevailing understanding of language , Chomsky argued that language is not morely a set of habits, but a rule-governed activity (Chomsky,1959). This implies that humans do not simply repeat memorized responses but actively create new sentences using internal rules. As Charlemagne famously said: " To have

another language is to posses a second soul" (Charlemagne, 817) and people more deeply. In other words, every language you learn adds a new part to who you are.(Ludwig Wittgenstein,1920). This is why studying foreign languages makes us more open-minded and connected to the world. LearningLearning foreign languages also enhance our ability to participate in global activities and communicate with people from different countries. Rustamova (2023) highlighted that "this methodological synthesis enhances learner autonomy, reflective thinking, and problem-solving abilities—key components of the 21st-century educational paradigm".

Conclusion

In conclusion, the acquisition of a foreign language is an indispensible skill in our interconnected modern world this paper has demonstrated that proficiency in a foreign language not only expands career and academic opportunities but also fundamentally transforms one's perspective by facilitating deep intercultural understanding while the learning process certainly presents challenges, such as difficulties in communicating with native speakers. These can be overcome through consistent effort persevance and motivation. Ultimetely, the benefits – gaining a second soul and becoming a more open-minded global citizen – far outweigh the difficulties. Therefore, continuous dedication to language study remains the key to unlocking these vast personal and professional rewards.

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INNOVATIVE APPROACHES TO TEACHING GRAMMAR IN SECONDARY SCHOOLS

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Abstract. *This study explores innovative ways of teaching grammar in secondary schools. It focused on using interactive, technology-based, and communicative methods to make grammar more engaging. These approaches help students use grammar effectivly in real-life situation.*

Key words: *Innovative teaching methods, grammar instruction, secondary school, digital learning, communicative approach, interactive activities, modern pedagogy.*

INTRODUCTION.

Teaching grammar effectively is one of the main challenges in secondary education. Traditional methods often make grammar lessons boring and difficult for students. Today, teachers are encauraged to use innovative and interactive approaches. Modern techniques such as games, digital tools, and communicative activities make learning more engaging. These methods help students understand grammar in real-life contexts. Therefore, innovative in grammar teaching is essential for improving languages skills and motivation.

Traditional grammar teaching methods have shown a series of limitations in educational practice, including, mechanical memorization and insufficient understanding, as well as a lack of practical aplication opportunities.(Wei Quen,2024). Eshankulovna (2021) emphasizes that "English language teaching (ELT) extends far beyond linguistic proficiency—it is a tool for developing global competence. Through exposure to authentic intercultural communication and critical thinking tasks, learners acquire the ability to interpret, negotiate, and express ideas across cultural boundaries". Unlike the grammar-based approaches ,the communicative approaches are based on the idea that language is best learned through communication,not via the mechanical presentation of grammatical forms. The communicative approaches have disregarded the explicit user of grammar rules in teaching grammar. This has led to a shift from from-focused instruction to meaning-focused instruction (Nassaji&Fotos,2011). Wei Quen(2024) highlited that,traditional methods rely on textbook-based teaching forms, failing to provide sufficent real-life language aplication scenarios, causing students to struggle with applying learned grammatical knowledge in real communication. This leaves students often frustrated, as they find it practically of the subject. In this sense, Rustamova (2023) emphasizes that "teaching English becomes a medium for preparing globally minded citizens who can actively participate in the international academic, professional, and digital arenas". Therefore, to address these issues and challenges, it is explore a new teaching method to better stimulate students' internet in learning, increase motivation, and ensure that grammatical knowledge is orginalically integrated into actual language use.

Solving the problems of traditional grammar teaching necessitates the Introduction of innovative teaching methods. Theoretically, the Introduction of innovative methods is supported by theories such as cognitive linguistics and communicative language teaching. According to Eshankulovna (2023), "effective English language teaching relies on the integration of linguistic, cognitive, and socio-affective methodologies. By combining communicative, task-based, and content-integrated approaches, teachers foster not only language acquisition but also higher-order thinking skills". Cognitive linguistics emphasizes learners' ability to from grammatical rules through cognitive processes in real contexts, suggesting that students can more easly understand and master grammatical knowledge through thinking and practice in actual contexts (Wei Quen,2024).As a linguistic definition, pay attention to the sendek of communicative competense that applies to

a language consumer's grammatical knowledge of syntax, morphology, phonology and the like , as well as social knowledge of how and when to correctly use utterances. Communicative competence is a way of describing within this mechanism what a langue speaker knows that allows him or her to effectivly communicate with others. In order to encaurage individuals to became communicatively competent, teachers should also give greater emphasis to teaching integration skills (Inomiddinova, 2024). Rustamova (2023) highlighted that "this methodological synthesis enhances learner autonomy, reflective thinking, and problem-solving abilities—key components of the 21st-century educational paradigm". Another highly effective method is Tash-Based language teaching (TBLT), introduced by language exports like Michael Long (Long,2015) and Rod Ellis,(Ellis,2003).TBLT focused on using language as a tool for accomplishing real-word tasks. This method integrates grammar instruction into meangfully contexts, helping students internalize structures as they solve problems or collaborate on project. For example, a lesson might involve planning a trip, where students practice using future tenses and propositions of place.(Long,2015). Another practical task could be a role-play activity where students act as restaurant staff and customers, practicing polite requests and conditionals like 'Could you pass the menu, please?'or 'If you order today, you will get a discount (Ellis, 2003) (Tojiyeva,2025). Eshankulovna (2022) asserts that "English proficiency functions as a socioeconomic catalyst in today's interconnected world. It provides access to global education, research collaboration, and international labor markets. In education, English serves as a bridge to scientific innovation, digital literacy, and academic exchange. Therefore, the teaching of English is not merely an educational goal but a strategic national investment in human capital development and international competitiveness". In addition to traditional classroom strategies, digital tools and gamification have transformed grammar teaching in recent years.With the rise of digital education, platforma like Dualingo, Quizlet and Kahoot! have made grammar practice more interactive and engaging (Grammarly, 2020).These technologies provide immediate feedback, personalized learning path, and competative, game-like experiences that boost motivation and retention.For instance , a teacher might use Quizlet to review irregular verbs by creating flashcards,or set up a Kahoot! quiz to practice comparative and superlative forms (Axmadaliyeva, 2021) (Tojiboyeva,2025). In conculision, innovative approaches to teaching grammar in secondary schools play a crucial role in enhancing students' language competence and motivation. Modern methods such as task-based learning, communicative activities, and digital tools like Quizlet, Kahoot! and Duolingo make grammar learning more interactive and enjoyable. Unlike traditional methods that rely on memorization and repetition, innovative strategies help students understand grammar in real-life contexts, promoting communication and critical thinking. Therefore, integrating technology and creative teaching techniques in grammar instruction is essential for developing effective, confident, and motivated language learners in today's digital era.

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DIGITALIZATION AND INTERACTIVE LEARNING IN TEACHING ENGLISH TO MILITARY LEARNERS

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Abstract. *The rapid development of digital technologies has transformed the way of teaching a foreign language, leading to the emergence of new, interactive teaching paradigms. This paper investigates the role of digitalization and interactive learning in teaching English to military learners, with a particular focus on the experience of "Temurbeklar maktabi" military academic lyceums in Uzbekistan. The study explores how modern educational technologies, online resources, and learner-centered approaches enhance learners' communicative competence, motivation, and professional readiness, while also fostering critical thinking, problem-solving skills, and the ability to operate effectively in international and technologically complex military environments. Emphasis is placed on the integration of Task-Based Language Teaching and Inquiry-Based Language Teaching frameworks, demonstrating how digital and interactive pedagogies can support authentic, context-based language learning.*

Keywords: *digitalization, interactive learning, military education, TBLT, IBLT, communicative competence, English for Specific Purposes (ESP).*

INTRODUCTION.

In the era of globalization and technological progress, the ability to communicate in English has become an essential skill for military professionals. Military individuals are often involved in international cooperation, joint missions, and global peacekeeping operations, where effective English communication is crucial. Consequently, military education institutions—such as "Temurbeklar maktabi" military academic lyceums in Uzbekistan—are reforming their language teaching methodologies to align with digital and interactive pedagogies. Digitalization in education implies not merely using computers or gadgets but creating a new learning ecosystem where knowledge is accessed, shared, and applied through technology. Interactive learning, in turn, engages learners in collaborative, problem-based, and experiential activities, allowing them to use English as a living tool for communication and decision-making. Fortunately, all military lyceums of the "Temurbeklar Maktabi" are fully equipped with state-of-the-art technologies that significantly enhance the educational process, ranging from advanced computer systems and interactive smart boards to virtual reality environments and online collaborative platforms. These resources provide cadets with opportunities for immersive, learner-centered experiences that foster language acquisition, critical thinking, and professional competencies in a technologically enriched learning environment. Eshankulovna (2021) emphasizes that "English language teaching (ELT) extends far beyond linguistic proficiency—it is a tool for developing global competence. Through exposure to authentic intercultural communication and critical thinking tasks, learners acquire the ability to interpret, negotiate, and express ideas across cultural boundaries".

Digitalization can transform traditional classrooms into dynamic, technology-enhanced environments. Tools such as online learning platforms, mobile apps, and multimedia content make language learning more flexible, personalized, and engaging. According to Warschauer (2011), digital technologies promote "authentic

interaction and global connectivity," enabling learners to access real-life materials and participate in international communication networks.

In military education, digitalization allows for situational modeling (e.g., virtual briefings, mission simulations), helping pupils practice English in realistic contexts. In this sense, Rustamova (2023) emphasizes that "teaching English becomes a medium for preparing globally minded citizens who can actively participate in the international academic, professional, and digital arenas".

In military education, implementing interactive learning is highly advantageous, as it encourages learners to engage actively, collaborate with peers, and reflect on their own understanding. Instead of passively absorbing information, learners participate in co-constructing knowledge through dialogue, exploration, and ongoing feedback. This approach aligns closely with constructivist learning theories (Vygotsky, 1978), which emphasize the importance of social interaction for both cognitive and linguistic development. Interactive techniques—such as debates, problem-solving activities, and collaborative group discussions—are particularly effective in military contexts, where teamwork, discipline, and effective communication are essential. According to Eshankulovna (2023), "effective English language teaching relies on the integration of linguistic, cognitive, and socio-affective methodologies. By combining communicative, task-based, and content-integrated approaches, teachers foster not only language acquisition but also higher-order thinking skills". Furthermore, these methods not only strengthen learners' oral language skills but also promote the development of critical thinking and analytical abilities, which are crucial for professional competence.

At Shahrisabz "Temurbeklar Maktabi" military-academic lyceum, English language instruction is delivered through the integration of digital technologies alongside Task-Based Language Teaching (TBLT) and Inquiry-Based Language Teaching (IBLT) methodologies.TBLT (Task-Based Language Teaching) emphasizes meaningful tasks such as mission planning, emergency reporting, or briefing simulations conducted in English. This combined approach allows learners to engage in meaningful, goal-oriented tasks and investigative learning activities, fostering both communicative competence and critical thinking skills. By leveraging interactive digital platforms, learners can collaborate, receive immediate feedback, and apply language in authentic military contexts, thereby enhancing professional readiness while promoting active, learner-centered engagement. By combining these methods with digital tools—like Kahoot, Quizlet, Padlet, and Google Classroom—teachers create interactive, goal-oriented lessons that develop pupils' analytical and communicative competencies simultaneously. Rustamova (2023) highlighted that "this methodological synthesis enhances learner autonomy, reflective thinking, and problem-solving abilities—key components of the 21st-century educational paradigm".

Nowadays, at Shahrisabz "Temurbeklar Maktabi" military academic lyceum, a variety of digital tools and platforms are effectively integrated into English language instruction to enhance both linguistic competence and professional skills. Kahoot and Quizzes are frequently used to conduct interactive quizzes, which allow learners to reinforce vocabulary and grammar in an engaging and competitive format. These platforms are particularly useful for testing topic related vocabulary, including grammar, military commands, and phrases, enabling learners to practice language in contextually meaningful ways. Eshankulovna (2022) asserts that "English proficiency functions as a socioeconomic catalyst in today's interconnected world. It provides access to global education, research collaboration, and international labor markets. In education, English serves as a bridge to scientific innovation, digital literacy, and academic exchange. Therefore, the teaching of English is not merely an educational goal but a strategic national investment in human capital development and international competitiveness".

Moreover, Shahrisabz "Temurbeklar Maktabi" military-academic lyceum not only collaborates with other military academic lyceums but also conducts joint Zoom-based lessons in partnership with the Academy of Emergency Situations and even foreign higher educational institutions on different topics. These virtual sessions provide pupils with opportunities to interact with peers and instructors from different institutions, engage in collaborative problem-solving tasks, and participate in professional discussions in English. By leveraging digital platforms like Zoom, the lyceum fosters an environment of inter-institutional learning, allowing students to develop practical communication skills, exchange knowledge, and gain exposure to diverse

military procedures and perspectives. This approach not only enhances learners' language proficiency but also prepares them for real-world professional scenarios that demand teamwork, adaptability, and cross-institutional coordination.

YouTube and TED-Ed serve as authentic listening resources, providing cadets with exposure to real-world English used in speeches, briefings, and professional discussions by military leaders. Through guided analysis of these materials, learners can improve their comprehension, note-taking, and critical listening skills while becoming familiar with formal and strategic military language.

Overall, the integration of these digital tools fosters a highly interactive and technologically enriched learning environment, promoting pupils' communicative competence, critical thinking, collaborative skills, and professional readiness. By engaging with immersive simulations, online platforms, and authentic multimedia resources, learners are able to apply English in realistic military contexts, enhance problem-solving abilities, and develop the interpersonal and cognitive skills essential for effective performance in complex, international, and technology-driven operational settings.

Digitalization and interactive learning are transforming the way English is taught in military institutions. At Shahrisabz "Temurbeklar School," these innovations create a learner-centered, practice-oriented, and technologically advanced language environment. By merging digital tools with TBLT and IBLT methodologies, cadets not only improve their linguistic skills but also strengthen leadership, cooperation, and global communication abilities.

As the military sector continues to globalize, the integration of technology into English language education will remain a cornerstone of professional development and strategic communication competence.

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THE SIGNIFICANCE OF DEVELOPING STUDENTS' ORAL COMMUNICATION SKILLS

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Abstract. *This article highlights about students' speaking skills and its importance. Moreover, it gives full and specific information about effective strategies and key aspects of improving speaking skills of students. Developing students' speaking skills plays a vital role in enhancing their overall communication competence. In addition, it helps learners express ideas clearly, build confidence, and succeed in academic and real-life interactions.*
Key words*: Task-Based Language Teaching, communicative skills, creative thinking skills, successes, challenges, storytelling techniques*

INTRODUCTION.

Learning English has increased in recent times. Most of the students prefer to learn English, which shows that learning English plays a pivotal role in finding high-quality jobs and travelling abroad. In the beginning of learning English illustrates that students face speaking difficulties than other skills. Traditional classrooms are tedious for some of the students, therefore, they prefer to learn online or interactive teaching methods. In today's world, effective methods for developing speaking skills are increasingly important. This research explores the role of Task-Based Language Teaching in enhancing oral communication among students and highlights the significance of this approach. Hilma Safitri, Zainal Rafli, and Devanti (2019) conducted research on enhancing speaking competence and building confidence among students through task-based learning activities. Eshankulovna (2021) emphasizes that "English language teaching (ELT) extends far beyond linguistic proficiency—it is a tool for developing global competence. Through exposure to authentic intercultural communication and critical thinking tasks, learners acquire the ability to interpret, negotiate, and express ideas across cultural boundaries". Other Western researchers have explored similar approaches with high school students, employing task-based activities such as monologues and dialogues to facilitate conversations on various topics. In this sense, Rustamova (2023) emphasizes that "teaching English becomes a medium for preparing globally minded citizens who can actively participate in the international academic, professional, and digital arenas". This highlights that speaking is not only about daily conversations but also about expressing opinions on diverse subjects (Afria Nita, Yenni Rosimella, Ratmanida, 2019). The significance of this method lies in its student-centered approach, which fosters communicative skills through group debates where students express their agreement or disagreement on various topics. According to Eshankulovna (2023), "effective English language teaching relies on the integration of linguistic, cognitive, and socio-affective methodologies. By combining communicative, task-based, and content-integrated approaches, teachers foster not only language acquisition but also higher-order thinking skills". These interactive activities form the foundation of task-based teaching. Our findings indicate that engaging in oral communication through open-sharing tasks helps students become more confident while enabling them to share ideas on various topics. This approach enhances their critical thinking skills, particularly in relation to controversial opinions, and promotes effective communication. The target audience for this research consists of senior high school students. The study was conducted over four weeks with 10th and 11th grade students from Uzbekistan. Throughout this

period, the research assessed both successes and challenges. "Students can improve their speaking proficiency and motivation by using storytelling techniques" said Sharma (2018) (Safitri, at all, 2020). Rustamova (2023) highlighted that “this methodological synthesis enhances learner autonomy, reflective thinking, and problem-solving abilities—key components of the 21st-century educational paradigm”. "The shy students can start to speak in the classroom. The students will be able to experience meaningful learning in which they convey ideas, do some reflection on the dialogs used, work together in groups and construct new knowledge of what they have learned" said Alterio (2008)(Safitri 2020). Moreover, according to (Richard and Renandya, 2002) "Learning to speak foreign language requires more than knowing its grammatical and semantic rules" (Hamsia, 2018). "When they speak, pronunciation is the way to produce clearer language. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. Eshankulovna (2022) asserts that “English proficiency functions as a socioeconomic catalyst in today’s interconnected world. It provides access to global education, research collaboration, and international labor markets. In education, English serves as a bridge to scientific innovation, digital literacy, and academic exchange. Therefore, the teaching of English is not merely an educational goal but a strategic national investment in human capital development and international competitiveness”. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand" said Kelly (2012) (Wahyuni and Lestoni, 2021). "Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "errs". These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message " said Brown (2001) (Wahyuni and Lestoni, 2021). Modern teaching strategies focus on creating active learning environments where students participate and communicate naturally. Interactive learning activities such as role plays, group discussions, and debates improve students’ confidence and critical thinking.

According to Shrestha (2023), using educational technology tools such as Zoom, Kahoot, and English Central enhances students’ motivation and speaking fluency. These platforms allow learners to interact virtually, record their voices, and receive real-time feedback. Digital environments also make it easier for shy students to express themselves without fear of judgment. In addition, debates help students organize their thoughts and speak logically, improving pronunciation and argumentation skills. Teachers play a vital role in guiding students to develop effective speaking habits. Their encouragement and feedback help students overcome hesitation. Research by Al-Saadi and Hidayah (2023) shows that teacher support and peer communication are crucial factors in improving oral performance.

When students practice with peers, they gain confidence and reduce anxiety. Language clubs also provide informal opportunities to use English creatively through storytelling, games, and presentations. Such activities make learning enjoyable and build students’ communication competence. Fear and shyness are common barriers that prevent learners from speaking confidently. Creating a positive and supportive classroom atmosphere helps students feel comfortable expressing themselves. Teachers should focus on gradual speaking tasks such as short dialogues or pair interviews to reduce fear.

Vocabulary limitation is another major issue. Continuous exposure to new words through reading, listening, and speaking practice strengthens students’ ability to express ideas effectively. As shown in the study by Shrestha (2023), regular speaking practice using digital platforms increases vocabulary use and fluency, proving that consistent engagement leads to better speaking performance. Developing and strengthening speaking skills requires continuous practice, modern learning methods, and emotional support. Teachers should integrate technology and interactive techniques to create motivating environments. Encouraging communication, organizing language clubs, and supporting learners psychologically will help students become confident, fluent, and effective speakers in any context. Developing students’ speaking skills requires the integration of various innovative and learner-centered approaches. Storytelling, modern teaching strategies, and task-based learning all play essential roles in enhancing learners’ oral communication competence. Storytelling helps students

express ideas creatively and confidently, while modern teaching strategies supported by digital tools such as Zoom, Kahoot, and English Central create interactive environments that increase motivation and participation. Task-Based Language Teaching further strengthens these outcomes by engaging students in authentic communication and problem-solving activities that promote fluency, accuracy, and critical thinking. When combined, these methods provide a comprehensive framework for effective speaking instruction—one that encourages active participation, continuous practice, and emotional support. As a result, students become more confident, fluent, and capable of expressing their ideas clearly in both academic and real-life contexts

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THE ROLE OF METACOGNITION IN EFFECTIVE LEARNING

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Abstract. *Metacognition, the awareness and regulation of one's own cognitive processes, plays a crucial role in education by enhancing students' learning strategies and outcomes. This paper explores the definition of metacognition, detailing its components: metacognitive knowledge (awareness of one's cognitive processes) and metacognitive regulation (management of these processes). The importance of metacognition in education is highlighted through its impact on improving problem-solving skills, academic performance, and self-regulated learning. Through a review of existing literature and empirical studies, the paper identifies effective metacognitive strategies such as self-monitoring and reflective practices. The findings reveal that metacognitive interventions can significantly boost students' learning efficiency and achievement. However, challenges such as varying levels of metacognitive skills among students and the need for tailored instructional approaches are also discussed. The paper concludes with practical recommendations for educators to integrate metacognitive practices into their teaching to foster more effective and independent learners.*

Key Words: *Metacognition, metacognitive knowledge, metacognitive regulation, monitor progress, connecting mind, education research, self-regulation.*

INTRODUCTION.

Metacognition is highly relevant to educational contexts for several reasons: Enhanced Learning Efficiency: Metacognitive skills help students become more effective learners by enabling them to plan, monitor, and evaluate their learning strategies. This self-regulation leads to more efficient use of study time and improved understanding of material. Eshankulovna (2021) emphasizes that "English language teaching (ELT) extends far beyond linguistic proficiency—it is a tool for developing global competence. Through exposure to authentic intercultural communication and critical thinking tasks, learners acquire the ability to interpret, negotiate, and express ideas across cultural boundaries". Improved Problem-Solving Skills: Metacognitive awareness allows students to approach problems systematically. By reflecting on their thought processes and strategies, students can adapt their approaches to solve complex problems more effectively. Increased Academic Performance: Research shows that students who engage in metacognitive practices often achieve better academic results. Metacognitive strategies such as self-testing, summarization, and organizing information help students retain and apply knowledge more effectively. In this sense, Rustamova (2023) emphasizes that "teaching English becomes a medium for preparing globally minded citizens who can actively participate in the international academic, professional, and digital arenas". Development of Self-Regulated Learners: Metacognition fosters the development of self-regulated learners who are proactive about their learning. These students are better at setting goals, managing their time, and adjusting their learning strategies based on feedback and self-assessment. Adaptation to Diverse Learning Environments: In a rapidly changing educational landscape, metacognitive skills allow students to adapt to different learning environments and educational technologies. This adaptability is crucial for lifelong learning and success in various contexts. Facilitation of Autonomous Learning: Metacognitive skills encourage students to take ownership of their learning processes. By developing an understanding of their strengths and weaknesses, students can independently seek out

resources and strategies that best support their learning needs. Rustamova (2023) highlighted that "this methodological synthesis enhances learner autonomy, reflective thinking, and problem-solving abilities—key components of the 21st-century educational paradigm". Support for Differentiated Instruction: Teachers can use metacognitive strategies to tailor instruction to diverse learners. By helping students understand how to regulate their learning, educators can better support individual learning styles and needs. According to Eshankulovna (2023), "effective English language teaching relies on the integration of linguistic, cognitive, and socio-affective methodologies. By combining communicative, task-based, and content-integrated approaches, teachers foster not only language acquisition but also higher-order thinking skills".

In summary, metacognition is essential in education as it equips students with the tools to manage their own learning, leading to improved academic outcomes, greater independence, and enhanced problem - solving abilities. The purpose of this paper is to explore the role of metacognition in educational settings and to understand how metacognitive practices can enhance learning outcomes. The specific aspects of metacognition in education that will be examined include: Definition and Components: Clarifying the concept of metacognition, including its key components—metacognitive knowledge and metacognitive regulation—and their relevance to the learning process. Impact on Learning and Academic Performance: Investigating how metacognitive strategies influence students' learning efficiency, problem-solving abilities, and overall academic performance. Effective Metacognitive Strategies: Identifying and evaluating various metacognitive strategies and techniquesthat have been proven effective in educational contexts, such as self-monitoring, goal-setting, and reflective practices. Development and Assessment: Exploring methods for developing metacognitive skills in students and assessing their impact on learning outcomes. This includes reviewing instructional practices that support the growth of metacognitive abilities. Challenges and Limitations: Discussing potential challenges and limitations in implementing metacognitive strategies, including variability in student metacognitive skills and the need for tailored instructional approaches. Practical Recommendations: Providing actionable recommendations for educators on how to integrate metacognitive practices into teaching and learning activities to foster self-regulated and independent learners. By addressing these objectives, the paper aims to offer a comprehensive understanding of how metacognition can be leveraged to improve educational practices and student success. The research indicates that metacognition significantly influences student performance and engagement in several ways: Enhanced Academic Performance: Students who actively engage in metacognitive practices show improved academic outcomes. Quantitative data from standardized assessments reveal that students employing metacognitive strategies, such as self-testing and spaced repetition, achieve higher scores compared to their peers who do not use these strategies. For instance, surveys and performance data indicate a positive correlation between metacognitive awareness and higher grades. Increased Engagement: Metacognitive practices foster greater student engagement by encouraging self-regulation and motivation. Qualitative data from interviews and classroom observations suggest that students who use metacognitive strategies are more likely to stay focused and persist through challenging tasks. They exhibit higher levels of involvement and take greater responsibility for their learning processes. Effective Strategies: Several metacognitive strategies have been identified as particularly effective in educational settings: Self-Monitoring: Encouraging students to regularly check their understanding and progress helps them stay on track. Techniques such as think-alouds and reflective journaling allow students to assess their comprehension and adjust their study methods accordingly. Goal Setting: Setting specific, achievable goals enhances students' motivation and organization. Research shows that students who set clear academic goals and break tasks into smaller, manageable steps are more successful in achieving their objectives. Self-Testing: Implementing frequent self-testing and retrieval practice helps reinforce learning and improve long-term retention of material. Studies demonstrate that students who use self-testing as a study strategy perform better on exams and retain information more effectively. Strategic Use of Feedback: Utilizing feedback to guide learning is a powerful metacognitive strategy. Students who actively seek and apply feedback to refine their understanding and strategies show better performance and deeper learning. Challenges and Limitations: Despite the benefits, there are several challenges and limitations in the implementation (Dr, Sandeep Pandy, 2024). This systematic

review underscores the transformative potential of metacognition in education, highlighting its significant contribution to learning outcomes, educational efficiency, and the role of contextual factors in shaping its effectiveness. Eshankulovna (2022) asserts that "English proficiency functions as a socioeconomic catalyst in today's interconnected world. It provides access to global education, research collaboration, and international labor markets. In education, English serves as a bridge to scientific innovation, digital literacy, and academic exchange. Therefore, the teaching of English is not merely an educational goal but a strategic national investment in human capital development and international competitiveness". Metacognitive strategies, including planning, monitoring, and evaluation, have been demonstrated to improve academic performance, promote self-regulated learning, and enhance problem-solving abilities across various disciplines and educational levels. These results underscore the essential importance of metacognitive awareness as a fundamental competency for lifelong learning. Educational efficiency was also found to be greatly benefited from metacognition, with evidence suggesting that these strategies optimize teaching practices, reduce instructional time, and promote greater independence among learners. At the institutional level, metacognitive interventions have been linked to improved retention rates and reduced dropout rates, demonstrating their systemic impact. However, this review also highlights the influence of contextual moderators and mediators, such as age, gender, cultural norms, and motivation, teacher support which must be carefully considered to maximize the effectiveness of metacognitive strategies. Despite these promising findings, this review identifies several gaps in the existing literature. The predominance of research employing quantitative methodologies, coupled with a narrow emphasis on primary education and regions that are often overlooked, such as Africa, indicates a pressing requirement for more inclusive and varied research initiatives. In addition, limited use of real-time assessment methods, such as think aloudprotocols, indicate an opportunity for future research to adopt a more dynamic and innovative approaches to understand metacognition. Moving forward, future studies should prioritize exploring underrepresented educational levels and geographical regions, employing diverse methodological frameworks and integrate real -time assessment techniques. By addressing these gaps, researchers and practitioners can better exploit the potential of metacognitive strategies to create equitable, efficient and impactful educational systems globally.

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DEVELOPING EFFECTIVE SPEAKING ABILITIES AMONG SCHOOL LEARNERS

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Abstract. *The study discusses a range of pedagogical strategies such as group discussions, dialogues, debates, storytelling, role-playing, and project-based learning, which help learners practice authentic communication in meaningful contexts. The use of technology, including audio-visual materials, digital platforms, and language learning applications, is also explored as a motivating factor for students to improve pronunciation, fluency, and vocabulary. Moreover, the article emphasizes the teacher's vital role in creating a positive classroom atmosphere, providing corrective feedback, and encouraging active participation from all learners.*

Key words: *Speaking skills, communication, fluency, teaching strategies, language learning, pronunciation.*

INTRODUCTION.

Speaking is one of the most essential skills in language learning, as it enables students to express their ideas, share opinions, and interact effectively with others. Improving the speaking skills of school students is a fundamental part of developing their overall communicative competence and academic performance. This article examines the importance of speaking in the educational process and identifies effective techniques that teachers can use to enhance students' oral abilities. It highlights that speaking should not only be taught as a classroom activity but as a continuous process of interaction, creativity, and confidence building. It concludes that the systematic improvement of speaking skills contributes not only to linguistic development but also to students' personal growth, self-confidence, and social competence. Therefore, teachers should integrate speaking-focused activities into their regular teaching practices and adopt innovative approaches that make communication enjoyable, purposeful, and effective. Eshankulovna (2021) emphasizes that "English language teaching (ELT) extends far beyond linguistic proficiency—it is a tool for developing global competence. Through exposure to authentic intercultural communication and critical thinking tasks, learners acquire the ability to interpret, negotiate, and express ideas across cultural boundaries".

Speaking is one of the most important skills in learning any language because it allows students to communicate their thoughts, ideas, and emotions effectively. In this sense, Rustamova (2023) emphasizes that "teaching English becomes a medium for preparing globally minded citizens who can actively participate in the international academic, professional, and digital arenas". In today's globalized world, strong speaking skills are not only essential for academic achievement but also for social interaction and future career success. However, many school students face difficulties in expressing themselves fluently and confidently in front of others. This challenge often arises from a lack of practice, limited vocabulary, fear of making mistakes, or insufficient exposure to real-life communication situations.

Improving students' speaking abilities should therefore be one of the main goals of modern education. Teachers need to create an encouraging and interactive classroom environment where learners can practice speaking without fear or hesitation. According to Eshankulovna (2023), "effective English language teaching relies on the integration of linguistic, cognitive, and socio-affective methodologies. By combining communicative, task-based, and content-integrated approaches, teachers foster not only language acquisition but also higher-order thinking skills". Activities such as discussions, debates, storytelling, and role-plays can help students develop fluency, pronunciation, and confidence. Moreover, the integration of modern technologies—such as audio-

visual materials and language learning applications—provides students with more opportunities to listen, imitate, and speak naturally.

This article aims to explore various effective methods and techniques for improving speaking skills among school students. It also discusses the role of teachers in motivating learners, providing constructive feedback, and designing lessons that focus on communication rather than mere memorization. By developing speaking competence, students can not only perform better academically but also gain confidence to express themselves clearly in any social or professional situation. Rustamova (2023) highlighted that "this methodological synthesis enhances learner autonomy, reflective thinking, and problem-solving abilities—key components of the 21st-century educational paradigm".

Speech is the prime of communication and the structure of the society itself would be substantiallly different if we had failed to develop communication through speech (John Laver, 1994). To develop oral communication, information gap activities are suggested. Information gap activities have the scope of integrating all the four skills (Venkateswaren,S. ,1995). Students who repeated two tasks, having first performed them ten weeks earlier completed them more fluently and with greater complexity on the second occasion because of a shift from conceptualization towards that of formulation (Carter, R. & Numan, D.,2005). Eshankulovna (2022) asserts that "English proficiency functions as a socioeconomic catalyst in today's interconnected world. It provides access to global education, research collaboration, and international labor markets. In education, English serves as a bridge to scientific innovation, digital literacy, and academic exchange. Therefore, the teaching of English is not merely an educational goal but a strategic national investment in human capital development and international competitiveness". The teacher can facilitate language acquisition through problem solving activities and tasks which ensure learner participation and interaction naturally (Aslan, M. ,2003). But for this purpose the knowledge of Phonetics is necessary for a teacher of English to cerrect students' mistakes and to help them in differentitation of English sounds and the mother tongue (Saif-ul-Haq, M. ,2003). A person of recognized taste and culture can make us differentiate among stress, rhythm, intonation and pitch (Swan, M. ,2006). Working in groups is important but many students comment that they find working in groups difficult because they can never think of intelligent things to say, they can never contribute idea to the group (Singh, M.S ,2007). Apart from that some stage fright is useful to meet the challenges. But the chef cause of fear to speak in public simply is that one is not accustomed to speak in public (Carnegie, D. ,1962). Most importantly, how teachers work with boys and girls, how they motivate speech activities, and relate them to their personal interests and on-going life of the school day, are vital factors for the improvement of speech (The Comission on English Curriculum, 2009).

More over Indonesia is is now being one of the ASEAN free trade countries which means that if they cannot master speaking well, they will never be able participate with. There are many problem related to improve students speaking skill, most of the students were not really motivated in speaking task (Saputra, 2013).

Private language schools, on the other hand, tend to be better equipped than government schools (though his is not always the case), they frequently have small class sizes, and crucially, the students in them may be we'll have chosen to come and study this will affect their motivation at the beginning of the process. At English training course students' speaking skill is still low especially in basic level. The writer so interested, to teach English language at English course, because in this course the students have more chances to develop increase their potency and knowledge in connection with English.

Based on the discussion above then the researcher ty to make use of Communicative Learning Teaching (CLT) to solve the existing problem. It is because during learning process of CLT. students are hoped to communicate orally and conquer all components of communicative competence and teacher is being motivator, assessor, facilitator, and corrector during students' discussion or speaking in front of the class. In addition, the teacher also should make their lesson interesting so the students don't fall asleep during learning English (Harmer, 1998). Learning activities in CLT focuses on real oral communication with variety of language without too focus on form of grammatical patterns if distinguished with non-communicative activities which only focus on how to construct the sentences that based on terms of grammatical during learning process of English (Harmer,

1998). The current study employed the action research design, one of the qualitative research designs. Action research is defined as the process of studying the real classroom or school situation to understand and improve the quality of actions and teaching (Johnson, 2005). Action research is a systematic process for solving problems or developing the existing practices in the field of education (Tomal, 2010).

In addition, Kayi (2006) mentioned that IGT are learning activities in which each student has a duty to work with his/her partner. One student has certain information which the other student does not have. Each student has different information. In this way, the students have to exchange information in order to complete the missing one or to fill in the gap. In other words, IGT provide good activities for problem solving or collecting information. Each partner must be active in asking questions and providing answers by means of interaction and taking turns. The assigned task, completing the missing information cannot be completed by both partners unless they both communicate actively in English.

Speaking, as one of the English language skill has some aspects. According to Spratt, there are four aspects speaking. They are: fluency, pronunciation, grammatical accuracy, and body language, Furthermore explains that Hurry is speaking at a normal speed, without hesitation, repetition or self-correction, and with smooth use of connected speech. Meanwhile, accuracy in speaking is the use of correct grammar, vocabulary and pronunciation. According to (Jones, 2007) fluency means using simple words to express meaning, even though longer words might be more descriptive.

Also, fluency means speaking slowly and clearly, not speaking fast and unclearly. Fluency depends on knowing more vocabulary and on confidence and on not worrying about losing face by making mistakes. Another component of fluency is being able to articulate easily and comprehensively.

Meanwhile, accuracy means not making too many mistakes. We certainly want our students to become more fluent, but we also want them to become more accurate. An overconfident, inaccurate speaker can be an irritating companion, though a silent one. In addition, (Lan, 2010) state that fluency may be defined as the ability to get across communicative intent without too much hesitation and too many pauses to cause barriers a breakdown in communication.

In conclusion, improving the speaking skills of school students is an essential part of their educational and personal development. Effective speaking allows learners to communicate confidently, express their thoughts clearly, and participate actively in social and academic settings. The process of developing speaking ability should be continuous and supported by creative, engaging, and student-centered teaching methods. Teachers play a crucial role in this process by creating an encouraging learning atmosphere, organizing communicative activities, and providing constructive feedback to help students overcome their fears and mistakes. Modern technology and interactive classroom strategies can also significantly enhance students' motivation and performance in speaking. Activities such as group discussions, debates, storytelling, and role-plays not only improve fluency and pronunciation but also build self-confidence and teamwork skills. Therefore, focusing on speaking skills should be a key priority in the educational system. When students become confident speakers, they also become better thinkers, listeners, and learners. By fostering strong speaking abilities, schools can prepare students for future academic, professional, and social success.

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DIGITAL TECHNOLOGIES IN LINGUODIDACTICS: INNOVATIVE APPROACHES AND EMERGING TRENDS IN FOREIGN LANGUAGE TEACHING

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Abstract. *In the 21st century, digital technologies have become an integral part of almost every aspect of education, and foreign language teaching is no exception. This paper explores the significance of digitalization within the framework of linguodidactics — the science that investigates the theory and practice of language teaching. The article examines the main functions of digital tools, their didactic potential, and their influence on learner motivation, autonomy, and intercultural competence. Furthermore, it analyzes current trends such as artificial intelligence, gamification, and blended learning, as well as the evolving role of teachers in a technology-rich educational environment. The findings suggest that effective integration of digital technologies not only enhances learning outcomes but also transforms the traditional model of foreign language education.*

Keywords: *linguodidactics, digital technology, foreign language teaching, artificial intelligence, gamification, blended learning, teacher development.*

INTRODUCTION.

Over the past few decades, the development of information and communication technologies has significantly influenced educational systems around the world. In the field of linguodidactics, digital transformation has reshaped the way teachers design, deliver, and assess learning. The change from teacher-centered to learner-centered instruction has been largely facilitated by digital tools that make education more accessible, flexible, and interactive.

Digital technologies help create authentic linguistic environments where contemporary learners are able to communicate, collaborate, and practice the target language beyond classroom boundaries. The COVID-19 pandemic further accelerated this digital transition, proving that online and hybrid models are not only possible but also effective when appropriately managed. As a result, understanding the pedagogical and linguistic dimensions of digitalization has become essential for language teachers and researchers. Eshankulovna (2021) emphasizes that "English language teaching (ELT) extends far beyond linguistic proficiency—it is a tool for developing global competence. Through exposure to authentic intercultural communication and critical thinking tasks, learners acquire the ability to interpret, negotiate, and express ideas across cultural boundaries".

Linguodidactics, as a branch of pedagogy, studies the principles, methods, and means of teaching and learning languages. It emphasizes the systematic and purposeful organization of the educational process, focusing on how linguistic knowledge is internalized. In this sense, Rustamova (2023) emphasizes that "teaching English becomes a medium for preparing globally minded citizens who can actively participate in the international academic, professional, and digital arenas". Digitalization introduces a new layer to this field by expanding the methodological toolkit of teachers and diversifying learning styles. According to modern linguodidactic theory, technology must not be viewed as a substitute for teaching but as an enhancement of the learning experience. Tools such as multimedia presentations, interactive tasks, and online collaboration spaces enable multisensory learning — combining visual, auditory, and kinesthetic channels. This approach caters to individual learner differences and supports the development of communicative, sociocultural, and strategic competences.

The Role of Digital Technologies in the Language Classroom. Digital tools can be used at all stages of the learning process: presentation, practice, production, and assessment. For example, teachers can use visual platforms like *Canva*, *Prezi*, or *Genially* to introduce new vocabulary and grammar by preparing presentations or platforms such as *Quizlet* and *LearningApps* allow students to practice language through repetition and interactive exercises. These technologies not only improve learning outcomes but also encourage learner autonomy. Students can study at their own pace, choose their preferred learning style, and access authentic materials such as news articles, podcasts, and interviews with native speakers. According to Eshankulovna (2023), "effective English language teaching relies on the integration of linguistic, cognitive, and socio-affective methodologies. By combining communicative, task-based, and content-integrated approaches, teachers foster not only language acquisition but also higher-order thinking skills". There are several benefits, modern technologies are coming with:

Emerging Trends in Digital Language Education. AI-driven applications such as *ChatGPT*, *Grammarly*, and *Elsa Speak* represent a new generation of educational tools. They offer individualized feedback, correct pronunciation, and grammar in real time. Adaptive learning systems use algorithms to analyze learner performance and automatically adjust the difficulty of tasks, ensuring that students remain both challenged and motivated. Rustamova (2023) highlighted that "this methodological synthesis enhances learner autonomy, reflective thinking, and problem-solving abilities—key components of the 21st-century educational paradigm".

Gamification and Motivation. Gamification — the use of game elements in non-game contexts — is another dominant trend in modern linguodidactics. Programs like *Kahoot*, *Duolingo*, and *Wordwall* make learning entertaining through points, leaderboards, and badges. This approach fosters positive emotions, increases engagement, and encourages repeated exposure to linguistic material, which is crucial for long-term retention. Eshankulovna (2022) asserts that "English proficiency functions as a socioeconomic catalyst in today's interconnected world. It provides access to global education, research collaboration, and international labor markets. In education, English serves as a bridge to scientific innovation, digital literacy, and academic exchange. Therefore, the teaching of English is not merely an educational goal but a strategic national investment in human capital development and international competitiveness".

Virtual Reality and Immersive Learning. Virtual and augmented reality (VR/AR) technologies create immersive environments where learners can "live" the language. For instance, VR-based simulations allow students to practice dialogues in restaurants, airports, or cultural events. Such experiences promote contextual learning and develop communicative competence in realistic scenarios.

Blended and Mobile Learning. Blended learning combines traditional classroom instruction with online learning opportunities, offering flexibility and continuity. Mobile learning (m-learning) enables students to access lessons anywhere, anytime, making language acquisition more spontaneous and continuous. Applications like *BBC Learning English* and *Memrise* are examples of mobile tools that support this approach.

The Changing Role of the Teacher. In the digital age, the teacher's role evolves from being the sole source of knowledge to a facilitator, guide, and motivator. Teachers must possess digital literacy and pedagogical adaptability to integrate technologies meaningfully into their lessons. Beyond managing technological tools, they are responsible for fostering critical thinking, intercultural awareness, and ethical digital behavior. Moreover, the teacher ensures the human dimension of learning remains intact — providing emotional support, encouragement, and cultural insight that no machine can replace. Professional development and continuous training in educational technology are therefore essential for maintaining teaching quality.

Challenges and Limitations. While the benefits of digitalization are undeniable, there are still several challenges remained. Unequal access to devices and the internet (the digital divide) can hinder inclusivity. Teachers may also face technological overload or lack of training. Furthermore, excessive reliance on technology might reduce real interpersonal communication and spontaneous language use. Therefore, a balanced approach is necessary, combining traditional didactic methods with digital innovations.

As a conclusion, we can say that digital technologies have become powerful tools in linguodidactic practice, transforming the philosophy and methodology of foreign language teaching. When applied thoughtfully, they

enrich the learning process, promote autonomy, and enhance communicative competence. Nevertheless, their effectiveness depends on the pedagogical creativity and professional competence of teachers. The future of linguodidactics lies in synergy — the intelligent combination of human and technological resources. In this way, digital tools serve not as ends in themselves, but as instruments for achieving the ultimate goal of education: developing well-rounded, culturally aware, and communicatively competent individuals.

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АУТЕНТИЧНЫЕ ВИДЕОМАТЕРИАЛЫ КАК ЭФФЕКТИВНОЕ СРЕДСТВО РАЗВИТИЯ НАВЫКОВ АУДИРОВАНИЯ У СТУДЕНТОВ ВУЗОВ

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Аннотация. *В современном иноязычном образовании формирование навыков аудирования считается одной из наиболее сложных задач. Традиционные аудиозаписи, представленные в учебниках, часто не отражают многообразие и спонтанность естественной речи, что затрудняет подготовку студентов к реальному общению. В данной статье рассматривается роль аутентичных видеоматериалов (АВМ) — документальных фильмов, новостных сюжетов, интервью, TED Talks и блогов — в развитии аудитивных навыков у студентов высших учебных заведений. Теоретическую основу исследования составляют гипотеза «входа» С. Крашена, гипотеза «осознанности» Р. Шмидта, социокультурная теория Л. С. Выготского и метакогнитивная модель слушания Л. Вандегрифта. Показано, что АВМ способствуют развитию как нижнего (распознавание фонологических особенностей, редукций, интонации), так и верхнего (прогнозирование содержания, использование контекста) уровней аудирования, а также формируют прагматическую интерпретацию. В статье описываются методические стратегии работы с АВМ (предпрослушивание, во время и после просмотра), использование субтитров и микротранскрипции. Приводятся результаты исследований и практического опыта, подтверждающие эффективность АВМ для повышения точности восприятия речи, умения выделять детали и делать выводы. Делается вывод о необходимости системной интеграции аутентичного видеоконтента в учебные программы вузов.*

Ключевые слова: *аутентичные видеоматериалы, аудирование, студенты вузов, мультимодальность, субтитры, иноязычное образование.*

ВВЕДЕНИЕ.

Аудирование является фундаментальным компонентом коммуникативной компетенции, однако именно этот навык вызывает наибольшие трудности у студентов, изучающих английский язык как иностранный (EFL). Скорость речи, акцентное разнообразие, фонетические редукции, а также наличие культурных и прагматических реалий создают значительные барьеры для понимания. В условиях высшей школы владение навыками аудирования приобретает особую актуальность, так как английский язык используется не только в академической среде, но и в профессиональной и межкультурной коммуникации.

Традиционные учебные материалы, как правило, представляют упрощённые аудиозаписи, не отражающие спонтанность и вариативность живой речи. “В отличие от них, аутентичные видеоматериалы (АВМ) обладают рядом преимуществ: они демонстрируют естественную речь в реальных ситуациях, сочетают аудиоканал с визуальными подсказками (жесты, мимика, контекст), а также формируют у студентов навыки интерпретации прагматического смысла” (Эшанкуловна, 2021).

Цель данной статьи — проанализировать педагогический потенциал АВМ в развитии навыков аудирования у студентов вузов, обосновать их эффективность с точки зрения теории и практики, а также предложить конкретные методические решения.

Обзор литературы и теоретическая основа

С. Крашен (1985) утверждает, что усвоение языка возможно при условии получения понятного входа (i+1). АВМ обеспечивают именно такой уровень сложности, так как реальная речь представлена в контексте, поддерживаемом визуальными средствами.

Р. Шмидт (1990) полагает, что для усвоения материала необходимо его осознание. Видео позволяет студентам замечать грамматические структуры, устойчивые выражения и фонетические особенности благодаря дублированию информации через визуальные каналы и субтитры.

Согласно Л. С. Выготскому (1978), обучение опосредовано культурными инструментами. АВМ выступают именно такими инструментами, позволяя студентам приобщаться к социокультурным нормам общения.

Л. Вандегрифт и Ч. Го (2012) подчеркивают необходимость стратегического подхода: планирование, мониторинг и оценка понимания. Работа с АВМ в формате «до–во время–после» формирует у студентов метакогнитивные стратегии.

Р. Майер (2001) доказывает, что обучение усиливается при одновременной обработке вербальной и визуальной информации. “АВМ соответствуют этим принципам, снижая когнитивную нагрузку и повышая эффективность восприятия” (Эшанкуловна, 2023).

Методология и педагогический дизайн

Этапы работы с АВМ

1. **Предпросмотр (pre-viewing):** активизация фоновых знаний, прогнозирование содержания по заголовкам, обсуждение ключевой лексики.
2. **Во время просмотра (while-viewing):** сегментация материала на короткие фрагменты (1–3 минуты), выборочные задания (найти детали, отметить ключевые слова), использование субтитров.
3. **После просмотра (post-viewing):** пересказ, дискуссия, микротранскрипция, выполнение заданий на интерпретацию прагматических сигналов.

Субтитры

Исследования (Winke, Gass & Sydorenko, 2010) подтверждают, что субтитры на целевом языке повышают усвоение лексики и помогают студентам замечать языковые конструкции.

Микротранскрипция

“Краткая расшифровка фрагментов (20–30 секунд) позволяет студентам осознанно работать с редукциями, паузами и интонацией” (Эшанкуловна, 2022).

Задания на основе ТБЛТ (Task-Based Language Teaching)

Использование заданий (обсуждение новостей, решение проблемных ситуаций на основе видео) позволяет интегрировать аудирование в реальную коммуникацию.

Результаты и обсуждение

Опыт внедрения АВМ в учебные курсы вузов показывает:

- Улучшение навыков **детального понимания** и выделения основной информации.
- Формирование умения **делать выводы и интерпретировать намерения** говорящего.
- Повышение уровня **толерантности к акцентному разнообразию**.
- Активное развитие **метакогнитивных стратегий** (планирование, самоконтроль).

Сравнительные исследования (Gilmore, 2007; Muhtarova, 2024) фиксируют более высокие результаты у студентов, обучавшихся с использованием АВМ, по сравнению с традиционными аудиозаписями.

Практические рекомендации

- Использовать короткие видеосюжеты (1–3 минуты) для снижения когнитивной нагрузки.
- Применять поэтапный режим субтитров: сначала L1, затем L2, далее без субтитров.

- Включать микротранскрипцию как обязательный элемент.
- Оценивание строить на многоуровневых заданиях (основная идея, детали, прагматика).
- “Обеспечить доступ к материалам в офлайн-формате для студентов с ограниченным интернетом” (Рустамова, 2023).

Ограничения и перспективы исследований

1. Технические ограничения (интернет, оборудование).
2. Возможная перегрузка при слишком длинных видео.
3. Трудности при интерпретации культурно-специфичных реалий.
4. Недостаток у преподавателей методической подготовки по использованию АВМ.

Перспективы: проведение “лонгитюдных исследований, анализ разных жанров видеоматериалов, использование технологий ИИ для адаптации субтитров и интерактивных заданий” (Рустамова, 2023).

Заключение

Аутентичные видеоматериалы обладают высоким потенциалом в развитии навыков аудирования студентов вузов. Они способствуют более глубокому восприятию речи, формируют метакогнитивные стратегии, а также готовят студентов к реальной межкультурной коммуникации. Системная интеграция АВМ в образовательные программы требует методической подготовки преподавателей и разработки адекватных средств оценки.

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TYPES OF FEEDBACK: A COMPREHENSIVE ANALYSIS OF CONTEMPORARY THEORIES, PRACTICES AND PEDAGOGICAL IMPLICATIONS

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Abstract: *Feedback plays a central role in contemporary education as a key mechanism for improving learner performance, strengthening self-regulation skills, and promoting long-term academic growth. This article provides a comprehensive analysis of feedback types- descriptive, evaluative, formative, summative, peer, self-assessment, corrective, and digital feedback- and examines their pedagogical functions within modern learning environments. Drawing on established theories of assessment and learner-centered instruction, the paper explores how different forms of feedback influence learner motivation, cognitive engagement, and communicative competence. The discussion highlights the importance of timely, specific, and actionable feedback and emphasizes its transformative role in fostering deep learning. Recommendations for effective feedback implementation are also provided based on empirical research and classroom practice.*

Key words: *feedback, formative, descriptive feedback, peer feedback, corrective feedback, digital feedback*

INTRODUCTION.

Feedback has long been recognized as one of the most powerful influences on student achievement, motivation, and the development of self - regulation skills (Black, 1998). Across decades of educational research, scholars have agreed that feedback when structured and delivered effectively serves as a transformational mechanism that not only informs students of their current performance but also guides them toward improvement (Brookhart, 2017). However, not all feedback is equally impactful, and not all forms of feedback achieve their intended purpose. In modern educational settings, where differentiated instruction, learner autonomy, and competency - based assessment are becoming increasingly central, understanding the nature, types, and functions of feedback has gained unprecedented importance (Carless, 2015). This article offers a comprehensive, research - based exploration of the major types of feedback, their features, pedagogical significance, and practical applications in diverse learning contexts. In doing so, it incorporates insights from contemporary learning theories, language pedagogy, cognitive psychology, and classroom - based research (Eshankulovna, 2021). Feedback can be broadly defined as any information provided to learners regarding aspects of their understanding, performance, or learning behavior. Yet, the complexity of feedback lies not simply in the act of providing information, but in how learners perceive, interpret, and use this information to regulate their learning. According to Hattie and Timperley (2007), feedback is most effective when it answers three questions: Where am I going? (goal), How am I going? (progress), and Where to next? (action). These questions form the foundation for categorizing and analyzing feedback types. In what follows, various types of feedback commonly used in education are examined in depth, including descriptive, evaluative, formative, summative, peer, self - assessment, corrective, digital, affective, and metacognitive feedback. Each type is presented with its defining features, benefits, challenges, and implications for classroom practice.

Descriptive feedback, sometimes referred to as "constructive feedback," provides students with specific, detailed information about the strengths of their performance and areas that require improvement (Nicol & Macfarlane, 2006). Unlike evaluative feedback, which assigns judgments such as grades or scores, descriptive feedback focuses on helping learners understand why certain elements of their work are effective or ineffective. Research consistently shows that descriptive feedback is among the most powerful forms of feedback for improving learning outcomes, especially when it is timely, goal - oriented, and directly linked to learning criteria (Eshankulovna, 2022). The power of descriptive feedback lies in its ability to help students make connections between their effort, strategies, and results. For example, in writing instruction, descriptive feedback may highlight the clarity of the thesis statement, the coherence of supporting arguments, and offer suggestions for strengthening transitions or evidence. This type of feedback supports deeper cognitive processing, enabling students to internalize learning objectives and apply insights in future tasks. In addition, descriptive feedback fosters a growth mindset by reinforcing the idea that improvement is possible through effort and strategic revision. However, descriptive feedback requires careful design and delivery (Sadler, 1989). When feedback contains too much detail or becomes overly directive, it can reduce student agency or overwhelm learners. The challenge for teachers lies in striking the right balance between guidance and autonomy. Moreover, descriptive feedback is most effective when learners revisit it multiple times and incorporate it into subsequent revisions— a process that requires classroom structures supportive of ongoing learning cycles.

Evaluative feedback provides learners with a judgment about the quality of their work, typically in the form of grades, scores, check marks, or brief comments such as "Excellent," "Good job," or "Needs improvement." Unlike descriptive feedback, evaluative feedback does not articulate what exactly needs to be changed or how improvement can be achieved. Its primary function is to summarize performance rather than guide learning. Although evaluative feedback is often criticized for its limited instructional value, it plays an essential role in modern education. It provides students, parents, institutions, and accountability systems with clear indicators of performance. Evaluative feedback is particularly valuable in summative assessments, high - stakes testing environments, and institutional evaluation contexts (Black, 1998). However, an overreliance on evaluative feedback can unintentionally hinder student learning. Research shows that when evaluative grades are given alongside descriptive comments, students tend to ignore the comments and focus solely on the grade (Butler, 1988). Evaluative feedback can also affect motivation, especially among learners who perceive grades as fixed judgments rather than flexible indicators of progress. For this reason, many educators advocate combining evaluative feedback with opportunities for reflection, revision, and dialogue about performance criteria.

Formative feedback is feedback that occurs during the learning process, with the explicit purpose of supporting learning and improvement. In contrast to summative feedback, which evaluates completed work, formative feedback acts as an instructional intervention that helps learners adjust their strategies while still engaged in a task. Black and Wiliam (1998) famously argued that formative assessment—including formative feedback—is one of the most powerful tools for enhancing student achievement. Formative feedback is typically cyclical: the teacher identifies gaps in understanding, provides targeted guidance, encourages active student involvement, and monitors progress. Examples include mid - project conferences, in - class comments, practice quizzes, peer discussions, and informal oral feedback. The goal is not to judge performance but to help learners move from their current level of competence to a higher one. The effectiveness of formative feedback depends on several principles: it must be timely, aligned with learning goals, understandable, and actionable. Moreover, students must be given opportunities to use the feedback. Without opportunities for revision, feedback—even high - quality feedback—loses its power. Formative feedback can also enhance metacognition by prompting learners to think about their thinking, evaluate their strategies, and set goals for improvement.

Summative feedback is given after a learning sequence has concluded. It provides a final evaluation of student achievement in relation to learning outcomes, standards, or rubrics (Rustamova, 2023). Summative feedback is commonly delivered through end - of - unit tests, final exams, project grades, or standardized

performance assessments. Although summative feedback is not primarily intended for instructional adjustment, it remains an essential component of education. It provides formal recognition of learning, informs curriculum planning, and helps stakeholders assess program effectiveness. Summative feedback also plays a role in certification, progression decisions, and accountability systems. However, one criticism of summative feedback is that it often arrives too late for students to apply it. To mitigate this limitation, educators are increasingly integrating summative assessments with feedback opportunities such as exam corrections, portfolio revisions, or reflective journals. Such practices help bridge the gap between summative judgments and continued learning (Rustamova, 2023).

Peer feedback enables learners to review and critique the work of their classmates using established criteria. Grounded in social constructivist theory, peer feedback values interaction, dialogue, shared responsibility, and collaborative meaning - making. It encourages students to take an active role in learning by analyzing performance, generating suggestions, and internalizing standards of quality. Peer feedback offers several benefits (Topping, 2018). It promotes higher - order thinking as learners must evaluate work from multiple perspectives. It strengthens communication skills, deepens understanding of content, and fosters a sense of community. Studies have shown that students often revise their work more extensively after receiving peer feedback than after receiving teacher feedback alone (Shute, 2018). However, effective peer feedback requires appropriate scaffolding. Without clear criteria, training, and modeling, students may provide superficial comments or feedback that is overly positive or overly critical. Teachers must also help students develop the interpersonal skills and academic language necessary to engage in meaningful peer review. When properly implemented, peer feedback enhances the formative assessment culture and empowers students to become co - constructors of knowledge.

Self - assessment invites learners to evaluate their own performance, identify strengths and weaknesses, and generate strategies for improvement. It is a cornerstone of metacognitive development, supporting learners in becoming independent, reflective, and self - regulated. Self - feedback occurs when students analyze their work using rubrics, checklists, goal trackers, or reflective prompts (Wiggins, 2012). This process helps learners internalize expectations, monitor progress, and understand the relationship between effort, strategy, and performance. Self - feedback is particularly effective in writing instruction, project - based learning, and inquiry - based classrooms. One challenge of self - assessment is ensuring accuracy. Students may overestimate or underestimate their performance. However, research suggests that accuracy improves when self - assessment is combined with teacher guidance, exemplars, modeling, and repeated practice. When integrated thoughtfully, self - feedback contributes to the development of lifelong learning skills (Eshankulovna, 2023).

Corrective feedback is essential in language learning, skill acquisition, and domains requiring precise performance. It focuses on identifying and correcting errors. In second language acquisition (SLA), for example, corrective feedback helps learners notice discrepancies between their interlanguage and the target language norms. Corrective feedback typically falls into several categories:

1. Explicit correction – directly providing the correct form.
2. Recasts – reformulating learner errors implicitly.
3. Elicitation – prompting learners to self - correct.
4. Clarification requests – asking the learner to restate unclear utterances.
5. Metalinguistic clues – giving grammatical hints without providing the answer.

Each type plays a different role in cognitive processing. Explicit correction increases awareness but may be too intrusive for fluency - based tasks. Recasts promote natural acquisition but risk going unnoticed. Elicitation fosters autonomy, while metalinguistic feedback deepens conceptual understanding. The effectiveness of corrective feedback depends on learner proficiency, task type, and instructional goals (Nicol, 2006).

Digital technologies have transformed feedback practices. Learning management systems, artificial intelligence tools, audio - video comments, interactive rubrics, and real - time collaborative platforms offer new

opportunities for personalized, multimodal, and efficient feedback delivery. Digital feedback provides several advantages:

- Faster turnaround time
- Enhanced clarity (audio/video explanations)
- Opportunities for annotation and revision
- Better record - keeping
- Accessibility for diverse learners

Furthermore, digital tools support dialogic feedback by enabling ongoing conversations between learners and instructors. However, digital feedback requires digital literacy, thoughtful integration, and strategies for preventing cognitive overload.

Affective feedback acknowledges the emotional dimension of learning. It includes encouragement, empathy, praise, and motivational statements that help students feel valued and supported. Affective feedback can reduce anxiety, increase engagement, and strengthen teacher - learner relationships. However, research emphasizes that affective feedback must remain authentic, specific, and balanced. Overly general praise—such as "Good job!"—may undermine intrinsic motivation if learners perceive it as insincere. Effective affective feedback complements, rather than replaces, informative feedback about performance (Shute, 2008).

Metacognitive feedback prompts learners to think about their thinking. It helps them reflect on the strategies they used, evaluate their effectiveness, and consider alternative approaches. Examples include asking learners to explain how they solved a problem, justify their reasoning, or outline their revision plan. Metacognitive feedback is highly effective for developing autonomous learners. It encourages deep learning and supports the transfer of knowledge across tasks and subjects. It is particularly valuable in subjects requiring problem - solving, such as mathematics, science, and academic writing (Rustamova, 2022).

No single type of feedback is sufficient for all learners, tasks, or learning contexts. The most effective feedback systems blend multiple forms to address cognitive, social, emotional, and metacognitive needs. For instance, a writing assignment may combine descriptive feedback (to improve content), corrective feedback (to address grammar), peer feedback (to encourage collaboration), and self - assessment (to develop independence). Meanwhile, digital tools can streamline the feedback process and provide ongoing support. The success of feedback depends on three overarching principles:

1. Feedback must be used. Students need time, opportunities, and support to act on feedback.
2. Feedback must be understood. The language must be clear, actionable, and linked to goals.
3. Feedback must be timely. The closer the feedback is to the learning moment, the more powerful its effects.

When these principles are upheld, feedback becomes a formative force that can dramatically enhance learning outcomes.

Feedback is one of the most essential—and complex—components of the teaching and learning process. As this article has demonstrated, different types of feedback serve different purposes, and their effectiveness depends on timing, clarity, learner readiness, and the instructional context. Descriptive feedback deepens understanding; evaluative feedback provides judgment; formative feedback guides the learning journey; summative feedback assesses achievement; peer and self - feedback develop autonomy; corrective feedback strengthens accuracy; digital feedback enhances accessibility; affective feedback boosts motivation; and metacognitive feedback nurtures higher - order thinking. Together, these types of feedback form a comprehensive system that supports learners in developing competence, confidence, and lifelong learning skills. In an era of rapid educational change—driven by technology, diversity, and the growing demand for learner - centered instruction—feedback remains a cornerstone of effective pedagogy. By understanding, differentiating, and intentionally applying various types of feedback, educators can create powerful learning environments that empower students to grow, reflect, and succeed.

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TEACHING ENGLISH GRAMMAR AND SPEAKING

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Abstract: *This article is about effective strategies of improving English grammar and speaking. Furthermore, it includes several exorcises which are related to this topic.*

Key words: *grammatical competence, fluency development, boost pronunciation, grammatical rules.*

INTRODUCTION.

In the present age, admittedly, learning other language, especially English language is common in the world. The reason why, it can open many doors for us. Owing to world's language. Specifically, if you speak in English with confidence, fluently, you will achieve major successes. But grammar plays the most fundamental role for speaking. So without grammar speaking never boost as well the more your grammar is strong, the more better your speaking.

Learning strategies are the student's effort to accomplish a learning goal. According to Rubin (1975), learning strategies are device used by the students to acquire knowledge. It means that the students can have one or more certain strategies to assist them in acquiring the knowledge that they want to learn. Moreover O'malley and Chamot (1990) point out that there are three kinds of learning strategies that the students can use, they are meta-cognitive strategies, cognitive strategies, and socio- effective strategies. Eshankulovna (2021) emphasizes that "English language teaching (ELT) extends far beyond linguistic proficiency—it is a tool for developing global competence. Through exposure to authentic intercultural communication and critical thinking tasks, learners acquire the ability to interpret, negotiate, and express ideas across cultural boundaries".

As one of the four main skills in English, speaking becomes an important skill in the teaching and learning process in the classroom. Speaking is an English teaching and learning process has been defined by some experts. In this sense, Rustamova (2023) emphasizes that "teaching English becomes a medium for preparing globally minded citizens who can actively participate in the international academic, professional, and digital arenas". According to Brown (2003), speaking is an oral communication between speakers and audiences that use to transfer information, ideas, and feelings. In the same way, Nunan (2003), defines speaking is an oral interaction of constructing systematic verbal utterances to deliver meaning. According to Eshankulovna (2023), "effective English language teaching relies on the integration of linguistic, cognitive, and socio-affective methodologies. By combining communicative, task-based, and content-integrated approaches, teachers foster not only language acquisition but also higher-order thinking skills".

In short, it can be concluded that speaking is oral communication that use to share the speaker's ideas by using language.

Top tips for developing speaking skill

- Practicing
- Change your environment to English atmosphere
- Thinking about grammar
- Try to use English in every conversation
- Remembering new words and developing your vocabulary
- Listening to English (audio and video)
- Shadowing to native speakers

- Practicing tongue twister regularly.

A discussion of grammar and its role in English language teaching should begin with the meaning of grammar. According to Keck and Kim (2014), "…grammar is a system of rules which governs how words (and smaller morphemes) can be combined to form sentences" (p.33). However, according to Ellis (2019), grammar can be categorized into prescriptive grammar and descriptive grammar. Rustamova (2023) highlighted that "this methodological synthesis enhances learner autonomy, reflective thinking, and problem-solving abilities—key components of the 21st-century educational paradigm". The prescriptive grammar refers to rules of language as explicitly stated in the grammar book with the implication that such a grammar rule may not be used in real-life situations. That is, prescriptive grammar focuses on what ought to be said and written based on the standard of English, whereas descriptive grammar refers to contextualized grammar that is used in real-life situations. In other words, what is right is always contextualized. Yet, there is another kind of grammar that is quite relevant: pedagogical grammar. According to Larsen-Freeman (2011), pedagogical grammar is concerned with the way in which grammar will be taught and learned most optimally in the second language classroom. Further, according to Purpura (2004), grammar has the following dimensions: grammatical knowledge, grammatical ability, grammatical performance, and metalinguistic knowledge. In this regard, this study deals with grammatical ability and grammatical performance. While the former seems restricted to the academic context because it alludes to the leaner's ability to do grammar tests accurately, the latter appears larger in scope because it emphasizes the learner's ability to actually use the language. Based on the above explanations, it is obvious that grammar has been variously defined, and given the EFL situation where English is taught and learned in a school setting more than naturalistically, it will be remiss not to pay close attention to grammar and its roles in the L2 classroom because grammar seems to be the most tangible component for EFL learners to rely on. In other words, grammar instruction in a typical EFL classroom is the mainstay of language input for most of the EFL learners. As such, second language acquisition (SLA) researchers, over the years, have proposed an English instruction that strikes a proper balance between grammar rules (form) and grammar usage (function). While focusing on grammar in context appears to have received considerable support, some researchers do not find grammar and grammar instruction necessary. For example, Krashen (1982) has proposed that to successfully acquire an L2, the learner needs to be exposed to considerable amounts of good quality language input that is not too difficult. In this regard, grammar will take care of itself because the L2 learner will be able to extract necessary grammar from large amounts of language input they have received. In addition, as long as the L2 learner is given a chance to enjoy the language through, for example, pleasure reading, fun-filled activities, he/she will simply "pick up" the L2 without fail. That is, acquiring an L2 is similar to acquiring one's first language. Those who are in favor of the nongrammar focus approach will find Krashen's proposition "practical and relevant." Eshankulovna (2022) asserts that "English proficiency functions as a socioeconomic catalyst in today's interconnected world. It provides access to global education, research collaboration, and international labor markets. In education, English serves as a bridge to scientific innovation, digital literacy, and academic exchange. Therefore, the teaching of English is not merely an educational goal but a strategic national investment in human capital development and international competitiveness".

Many students have problems remembering and using what they have learned. It's good to develop a technique that will train your brain to help you actively remember the things you learn. Hopefully our top tips for developing your memory will help. Start in class by making brief notes on things that are useful and important to you. Then revisit and rewrite these notes immediately afterwards. A good way to clarify facts and make them easier to understand, is to make mind maps. These can be drawn on paper or on a tablet or laptop. This graphical way of representing ideas and concepts helps establish things in your mind.

Another tip is to write condensed notes or cards and stick them where you can see them – such as the kitchen wall. Looking at things over and over again can help you remember. Alternatively, you could write these simplified notes on your mobile phone and set up a reminder to read them regularly.

CONCLUSION

In conclusion, teaching speaking and English grammar plays a vital role in developing students' overall communicative competence. Effective grammar instruction helps learners build accurate language structures, while speaking practice enables them to use these structures fluently in real-life situations. Teachers should create interactive, student-centered activities that combine both accuracy and fluency. By integrating grammar into communicative speaking tasks, educators can make lessons more engaging and meaningful. Ultimately, the balance between teaching grammar rules and providing opportunities for authentic communication ensures successful language learning and long-term proficiency.

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APPLICATION OF PEDAGOGICAL DIAGNOSTICS TO IMPROVE FOREIGN LANGUAGE WRITING SKILLS AMONG UZBEK HIGH SCHOOL STUDENTS

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Abstract. *This article examines the use of pedagogical diagnostics as a formative tool to develop foreign language writing skills among high school students in Uzbekistan. It discusses key challenges in teaching writing—grammar, vocabulary, and coherence—and compares international methods with local classroom practices. The study proposes a diagnostic framework to identify learners' difficulties and adapt teaching accordingly. It emphasizes the importance of moving from traditional error correction to a developmental approach suited to Uzbekistan's educational context and offers practical recommendations for teachers.*

Keywords: *pedagogical diagnostics, writing skills, foreign language teaching, formative assessment, high school, Uzbekistan.*

INTRODUCTION.

The ability to write clearly and meaningfully in a foreign language is a key component of modern education and global communication. For high school students in Uzbekistan, mastering written English is more than meeting curriculum demands — it provides access to higher education, international exchange, and broader professional opportunities. Yet, developing this skill remains one of the most complex areas of language learning.

Teachers worldwide encounter similar issues: students struggle with grammar, vocabulary, structure, and logical flow. In Uzbekistan, writing instruction has long focused on the finished product rather than the writing process itself. While this method supports grammatical precision, it often limits creativity and leaves deeper learning difficulties unresolved.

Modern pedagogy increasingly values process-based and student-centered approaches, where assessment helps learners grow rather than merely judge outcomes. Within this framework, pedagogical diagnostics plays a crucial role. It allows teachers to uncover the real causes of students' difficulties and adapt teaching accordingly[1].. As noted by Rustamov Alisher Abduhakimovich, diagnostics should not label students, but help reveal their potential and guide their personal learning path. [2, p. 45].

A more modern, supportive paradigm is gaining ground, one that views writing as a process rather than just an outcome. Central to this approach is **pedagogical diagnostics**. Moving beyond the static scores of standardized tests, this method is a dynamic conversation between teacher and student. It seeks to understand the 'why' behind the errors to tailor instruction effectively. As educational theorist Rustamov Alisher Abduhakimovich aptly states, its purpose is not to label failure, but to "uncover the potential for development," building a unique learning path for each student [2, p. 45].

2. Body. 2.1. Universal Challenges and Global Strategies in Teaching Written Speech

Teaching high school students to write effectively in a foreign language presents a universal set of challenges. These can be categorized as follows:

- **Linguistic Challenges:** Insufficient vocabulary (lexical resource), weak grasp of complex grammatical structures, and poor spelling and punctuation.
- **Cognitive and Metacognitive Challenges:** Difficulties in planning and organizing ideas, structuring paragraphs logically, and using appropriate cohesive devices. A lack of metacognitive awareness—the ability to self-monitor and revise one's own work—is also a significant hurdle.
- **Socio-Cultural and Pragmatic Challenges:** Inability to adapt writing to a specific genre (e.g., formal email, argumentative essay, narrative), audience, or purpose. This includes understanding cultural conventions of rhetoric and discourse.

In response, effective pedagogical strategies worldwide have moved towards a process-writing approach. This model breaks down writing into stages: pre-writing (brainstorming, planning), drafting, revising, editing, and publishing [3]. Key exercises include:

- **Guided Writing:** Using model texts and templates to illustrate structure and language use.
- **Peer Review:** Training students to provide constructive feedback on each other's drafts, which develops critical reading and self-editing skills.
- **Portfolio Assessment:** Collecting a body of a student's work over time to assess progress and effort, rather than a single final product.
- **Genre-Based Pedagogy:** Explicitly teaching the features of different text types, from a simple blog post to a complex research report.

Table 1: Comparison of Traditional vs. Modern Process-Oriented Approaches to Teaching Writing

Aspect	Traditional (Product-Oriented) Approach	Modern (Process-Oriented) Approach
Focus	Final product and its accuracy	Stages of the writing process and development
Error Correction	Teacher-led, often with red pen on final draft	Student-involved, focused on global issues first, then local
Student Role	Passive reproducer of models	Active, creative thinker and problem-solver
Primary Goal	Grammatical correctness	Communicative competence and clarity of expressions

2.2. The Context of Foreign Language Writing Instruction in Uzbekistan

Uzbekistan's educational landscape has shifted, placing a new, welcome focus on foreign languages like English. Yet, a significant gap remains between this goal and the reality of teaching students to write effectively. In many classrooms, instruction still leans on traditional methods, treating writing as a tool for drilling grammar rather than a vital form of communication in its own right.

This approach is compounded by practical challenges. With large class sizes and a centralized curriculum, teachers find it nearly impossible to give students the individual attention their writing needs. As Karimov and Saidova observe, the exercises in textbooks often feel disconnected from the kind of writing students need in the real world [4]. The result is a student who can correctly fill in a grammar worksheet but cannot draft a simple, cohesive paragraph or a formal email. Assessment tends to focus on the final product, with teachers highlighting errors in red ink but having little time to uncover the root of the problem or guide the student toward a solution.

2.3. Pedagogical Diagnostics as a Strategic Tool

Pedagogical diagnostics offers a way to bridge this gap. It transforms the teacher's role from a mere evaluator to a "learning doctor" who diagnoses the "ailments" in a student's writing and prescribes a "remedy." This diagnostic process can be implemented at three key stages:

1. **Initial Diagnostics:** At the beginning of a course or a new unit, using a short, ungraded writing sample to identify baseline skills and common problem areas across the class (e.g., subject-verb agreement, article usage, lack of thesis statements).

2. **Formative Diagnostics:** Ongoing during the writing process. This involves analyzing drafts, conducting brief one-on-one conferences, and using checklists for self and peer assessment to identify struggles with planning, organization, or development of ideas.
3. **Differentiated Instruction Based on Diagnostics:** The true power of diagnostics lies in its ability to inform teaching. If diagnostics reveal that a group of students cannot use topic sentences effectively, the teacher can run a mini-lesson for that specific group, while another group works on strengthening their supporting details.

Rustamov Alisher Abduhakimovich emphasizes that effective diagnostics must be systematic and purposeful. He proposes a model where teacher observation, analysis of student work, and specially designed diagnostic tasks are triangulated to form a holistic picture of a student's capabilities and needs [5]. For instance, a student's essay is not just a collection of errors, but a document that reveals their thought process, their lexical resource, and their understanding of text structure.

3. Conclusions

The development of strong written skills in a foreign language is a challenging yet attainable goal for high school students in Uzbekistan. To achieve genuine progress, teaching must move beyond traditional product-based methods toward an approach that builds both fluency and confidence. Pedagogical diagnostics serves not as an optional tool but as a core teaching philosophy capable of transforming writing instruction.

By identifying the real causes of students' difficulties, teachers can shift from general error correction to targeted, personalized guidance. This approach supports Uzbekistan's educational reforms, fostering independent and critical thinkers ready for intercultural communication. Its success depends on continuous teacher training in diagnostic strategies and the gradual inclusion of peer and self-assessment, helping students take ownership of their progress. Ultimately, the classroom becomes a workshop where every written task marks not an end, but a meaningful step toward mastery and self-expression.

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BOSHLANG’ICH SINF O‘QISH DARSLARIDA MEDIA RESURSLARDAN SAMARALI FOYDALANISH USULLARI

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Annotatsiya. *Ushbu maqolada boshlang‘ich sinf o‘qish darslarida media resurslardan samarali foydalanish usullari yoritilgan. Maqolada o‘qitish jarayonida audio, video, rasm, interaktiv o‘yinlar kabi media vositalarning o‘quvchilar tafakkuri, nutqi va ijodkorligini rivojlantirishdagi ahamiyati tahlil qilinadi. Shuningdek, media resurslardan foydalanishning bosqichlari, ularni dars maqsadiga moslashtirish, texnik va psixologik jihatlarga e’tibor berish zarurligi haqida fikr yuritilgan. edia resurslar yordamida o‘qish darslarining samaradorligi va o‘quvchilarning o‘qishga bo‘lgan qiziqishi ortishini ko‘rsatadi.*

Kalit so‘zlar: *Media resurslar, boshlang‘ich ta’lim, o‘qish darsi, o‘qitish usullari, interaktivlik, multimedia, ijodkorlik.*

KIRISH.

Hozirgi kunda axborot texnologiyalari hayotimizning barcha sohalariga chuqur kirib bormoqda. Ta’lim tizimi ham bu jarayondan mustasno emas. Shu sababli elektron ta’lim platformalarini yaratish va ularni samarali qo‘llash masalasi dolzarb hisoblanadi. Boshlang‘ich sinf o‘qituvchilari uchun dars jarayonida media resurslardan foydalanish o‘quvchilarning o‘qishga bo‘lgan qiziqishini oshirish, ularning idrokini kengaytirish va mustaqil fikrlash qobiliyatini rivojlantirishda muhim omil hisoblanadi. Boshlang‘ich sinfda o‘qish darsi — bu nafaqat harflarni o‘rganish, balki insonning fikr dunyosini, axloqini, tafakkurini va ma’naviyatini shakllantiruvchi eng asosiy darslardan biridir. Shu sababli, o‘qish fani butun ta’lim jarayonining poydevori hisoblanadi. O‘qish savodxonlik darslari o‘quvchilarda savodxonlik va tafakkurni shakllantiradi. Bilimga bo‘lgan qiziqishni oshiradi va nutq madaniyatini rivojlantiradi hamda tarbiyaviy ahamiyatga ega. O‘qish darslarida video, audio, animatsiya, taqdimotlar va interaktiv o‘yinlar kabi media vositalardan foydalanish o‘quvchilarning matnni chuqurroq tushunishiga, obrazli fikrlashiga va tahlil qilish ko‘nikmalarini shakllantirishga yordam beradi. Shu bilan birga, raqamli texnologiyalar asosida tashkil etilgan darslar zamonaviy ta’limning eng muhim talablaridan biri — o‘quvchini faol ishtirokchi sifatida dars jarayoniga jalb etish imkonini yaratadi. Shuning uchun boshlang‘ich sinf o‘qish darslarida media resurslardan samarali foydalanish usullarini o‘rganish, ularning afzalliklari va amaliy qo‘llanilishini tahlil qilish bugungi kunda juda dolzarb masalalardan biri hisoblanadi.

Media resurs tushunchasi: Media resurslar — ta’lim jarayonida ma’lumotlarni vizual, audio yoki interaktiv shaklda yetkazish uchun ishlatiladigan vositalar majmuasi. Bunday resurslar o‘quvchilarning e’tiborini jalb qilish, darsni qiziqarli va samarali qilish, tushuntirishlarni osonlashtiradi. Ta’limda media resurslar nafaqat axborotni etkazish vositasi, balki o‘quvchilarning fikrlash, tahlil qilish va ijodiy yondashuv ko‘nikmalarini rivojlantirishga yordam beruvchi pedagogik vosita sifatida ham ishlatiladi.

Matnli resurslar — ta’lim jarayonida bilim, ko‘nikma va malakalarni shakllantirish uchun ishlatiladigan asosiy vositalardan biridir. Ular darsliklar, qo‘llanmalar, ish daftaridagi mashqlar, kitoblar, maqolalar va boshqa yozma materiallarni o‘z ichiga oladi. O‘quvchilarga matnli resurslarni to‘g‘ri tanlash va ulardan samarali foydalanishni o‘rgatish, ularning mustaqil o‘qish ko‘nikmalarini rivojlantirishning eng muhim shartlaridan biridir. Matnli resurslar, bir tomondan, ma’lumotni to‘g‘ri va tizimli shaklda taqdim etsa, ikkinchi tomondan, o‘quvchilarda mustaqil fikrlash va tahlil qilish qobiliyatini shakllantiradi. Boshlang‘ich sinf o‘quvchilari uchun

matnli resurslar qiziqarli, sodda va tushunarli bo‘lishi kerak. Shu bois, ularni tanlashda yosh xususiyatlarini, o‘quvchilarning qiziqishlarini va darsning maqsadini hisobga olish zarur.

Adabiyotlar tahlili. Ta’lim jarayonida media resurslardan foydalanish samarali ekanini bir qator tadqiqotlar tasdiqlaydi. [1]. Dimona Yaneva (2024) Birinchi sinf o‘quvchilarida funksional savodxonlikni rivojlantirish va barqaror rivojlanish ko‘nikmalarini shakllantirishda raqamli ta’lim resurslaridan foydalanishning samaradorligini oshirishdagi ahamiyatini o’rganib, amaliy tavsiyalar bergan. [2]. Susan m. Kafu (2024) Keniya boshlang‘ich maktablarida ilg‘or media resurslarni joriy etish: O‘qituvchilarning bilim darajasining ta’sirini o’rganib, amaliy tavsiyalar bergan. [3]. María Isabel Vidal-Esteve, Sebastián Martín-Gómez (2023) sinfda raqamlashtirish jarayoni: Maktabgacha va boshlang‘ich ta’limda raqamli o‘quv materiallaridan foydalanish bo‘yicha o‘qituvchilarning qarashlarini solishtirish orqali natijalarni tahlil qilgan. [4]. Abdulkarim Abdullahi, Margareta. Amao, Umar Abubakar [2024] boshlang‘ich maktablarda ta’lim jarayonini yaxshilashda audio-vizual resurslarning ta’sirini o‘rganib chiqib imkoniyatlarini tahlif qilgan. [5]. Ziyodaxon Qurbanova (2024) Boshlang‘ich sinflarda ta’lim-tarbiya jarayonlarida multimedia vositalaridan foydalanishning samarasini o‘z tadqiqotida tasdiqlaydi. [6]. Nozima Shonazarova (2023) Boshlang‘ich sinf o‘quvchilarga dars o‘tish jarayonida multimedia vositalaridan foydalanishning ijobiy va salbiy taraflarini tahlil qilgan. [7]. Ikromova Sitora Akbarovna (2024) Boshlang‘ich sinflarda o‘qitishda multimedia texnologiyalarining roli haqida tavsiyalar ishlab chiqdi.

Media resurslarning turlari:

1.Audio resurslar– asarlar, hikoyalar, she’rlarning audio variantlari, podkastlar.

2.Video resurslar– badiiy film parchalari, multfilmlar, hikoyaning sahnalashtirilgan shakli.

3.Rasm va grafik materiallar – muallif, qahramonlar, voqealar sodir bo‘lgan joylar suratlari.

4.Interaktiv taqdimotlar va ilovalar – Power Point, Genially, Canva, Learning Apps, Wordwall va h.k.

5.Elektron darsliklar va onlayn kutubxonalar – ZiyoNET, Kitob.uz, e-Library.uz va boshqalar.

Vizual resurslar: Diagramma, rasm, grafiklar orqali mavzuni tushuntirish. Bu matnni tushunish va tahlil qilish ko’nikmalarini oshiradi.

Audiovizual vositalar: Video, audio materiallar orqali darsni boyitish. Diqqatni jalb qiladi, mazmunni chuqurroq tushunishga yordam beradi.

Interaktiv vositalar: Kompyuter, planshet dasturlari, elektron testlar. Tanqidiy fikrlash va ijodiy yondashuv ko’nikmalarini rivojlantiradi.

Mutaxassislar boshlang‘ich sinf o‘qish darslarida media resurslardan foydalanishning bir qator usullarini o‘rganishgan. Ayniqsa, boshlang‘ich sinf o‘qish darslarida media vositalar yordamida matnlarni o‘rganish, tahlil qilish va tasavvur qilish jarayoni samarali kechadi. Boshlang‘ich sinflarda o‘quvchilarning fikrlash, idrok etish va xotira qobiliyatlari endi shakllanayotgan bo‘ladi. Shu sababli ularning diqqatini ushlab turish, tasavvurini boyitish uchun ko‘rish, eshitish va harakat orqali o‘rganish muhimdir. Media resurslar shu jarayonni quvvatlaydi.

O‘qish darslarida media resurslar o‘quvchilarni matn mazmunini yaxshiroq tushunishga yordam beradi, o‘quvchilarning eslab qolish qobiliyatini kuchaytiradi va darsni jonlantiradi hamda qiziqarli qiladi. Shu bilan birga o‘quvchilarning ijodiy tafakkurini rivojlantiradi.

Boshlang‘ich sinfda media resurslardan foydalanish usullari

1.Motivatsiya berish usuli. Bu usulda dars boshida media yordamida o‘quvchilarni mavzuga qiziqtirish: Masalan, “Oltin tarvuz” ertagini o‘rganishdan oldin uning qisqa multfilmini ko‘rsatish kerak. So‘ngra o‘quvchilarga savol berish lozim “Endi nima bo‘ladi deb o‘ylaysizlar?” . O‘quvchilar voqeani taxmin qilishadi va ertakni davom ettirishadi.

2.Tinglab tushunish usuli. O‘quvchilar hikoya yoki she’rni audio shaklda eshitishadi. So‘ng “ hikoya kim tomonidan so‘zlab berildi?”, “voqealar qayerda bo‘lib o‘tdi?” kabi savollar bilan tahlil qilinadi. Bu usul o‘quvchilarning eshitish orqali idrok etish qobiliyatini rivojlantiradi.

3. Ko‘rish orqali o‘qitish usuli. Hikoya yoki she’r voqealari rasmlar, slaydlar yoki qisqa video orqali ko‘rsatiladi. O‘quvchilar ko‘rgan voqeani matn bilan solishtiradilar. Bu usul o‘quvchilarda tasavvur va tahlil ko‘nikmasini rivojlantiradi.
4. Muammoli vaziyatlar usuli. Video yoki rasmda tasvirlangan vaziyat asosida savollar beriladi: “Siz bo‘lsangiz nima qilgan bo‘lardingiz?” Bu orqali o‘quvchilar fikrlash, mulohaza yuritishni o‘rganadilar.
5. Interaktiv mashg‘ulotlar usuli. Dars yakunida o‘qituvchi tomonidan avvaldan o‘tilgan mavzuga mos avvaldan tayyorlangan onlayn o‘yin yoki testlardan foydalanib darsni mustahkamlasa va o‘quvchilarni baholash mumkin. Har bir to‘g‘ri javob uchun ball yoki yulduzchalar berish maqsadga muofiq bo‘ladi. Bu usul motivatsiyani oshiradi va darsni o‘yin shaklida yakunlaydi.
6. Ijodiy loyiha usuli. O‘quvchilarga o‘qilgan hikoya asosida rasm, video hikoya yoki audio ertak tayyorlash topshiriladi. Bu usul ijodkorlik va media savodxonlikni shakllantiradi.

Media resurslardan foydalanishning afzalliklari. O‘quvchilar dars jarayonida faol ishtirok etadi. Darslar qiziqarli, rang-barang va esda qolarli bo‘ladi. O‘quvchilarning nutqi, tafakkuri va estetik didi rivojlanadi. Media orqali o‘quvchilar axborotni tahlil qilish, solishtirish va baholashni o‘rganadi.

E’tibor berish kerak bo‘lgan jihatlar. Media materiali o‘quvchilarning yoshi va psixologik tayyorgarligiga mos va mualliflik huquqiga rioya qilish zarur. Darsda texnik vositalar oldindan tayyor holatda bo‘lishi kerak. Media o‘rni asosiy emas, yordamchi vosita sifatida qo‘llanilishi lozim.

Darslar jonli va qiziqarli bo‘ladi. Eshitish, ko‘rish va o‘qish orqali o‘rganish uyg‘unlashadi. Har bir o‘quvchining faolligi oshadi. Zamonaviy texnologiyalar orqali ijodiy yondashuv rivojlanadi.

Xavfsizlik va axborot madaniyati: Internet va interaktiv platformalardan foydalanishda xavfsizlik qoidalariga rioya qilish.

Doimiy yangilanish va tajriba almashish: Media resurslar va pedagogik texnologiyalar doimiy yangilanadi, shuning uchun o‘qituvchi o‘z tajribasini yangilashi kerak.

Maktab ichidagi metodik kengash va onlayn hamjamiyatlar orqali tajriba almashish tavsiya etiladi.

Xulosa. Boshlang‘ich sinf o‘quvchilari uchun **media materiallar** o‘qish savodxonligini shakllantirishda psixologik va pedagogik jihatdan katta ahamiyatga ega: Diqqatni jalb qiladi va e’tiborni ushlab turadi. Motivatsiyani oshiradi va qiziqish uyg‘otadi. Ko‘rish va tinglash orqali o‘rganishni osonlashtiradi. Individual o‘rganish, kognitiv va kommunikativ ko‘nikmalarni mustahkamlaydi.Shuning uchun boshlang‘ich sinf darslarida media materiallarni pedagogik va psixologik jihatdan maqsadga muvofiq qo‘llash o‘quv jarayonini samarali qiladi va o‘qish savodxonligini yuqori darajada rivojlantiradi.

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RESPONSIBILITY OF THE YOUTH IN ENVIRONMENTAL SUSTAINABILITY

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Abstract. *This article explores the important role of young people in protecting nature. It highlights how their actions, awareness, and innovative ideas can contribute to solving environmental problems. The paper also emphasizes the significance of education and community involvement in encouraging youth to adopt sustainable lifestyles and become active agents of positive change for the planet.*

Keywords: *youth, environmental sustainability, waste reduction, resource conservation, eco-friendly policies, biodiversity protection.*

INTRODUCTION.

Our environment is constantly changing, and as our environment changes so does the need to become increasingly aware of the environmental issues that are causing these changes. With a massive increase in natural disasters, warming and cooling periods, and different types of weather patterns, people need to be a lot more cautious with the way they lead their lives in conjunction with the types of environmental issues our planet is facing.

Environmental issues are the harmful effects of human activities on the environment. These include pollution, overpopulation, waste disposal, climate change, global warming, the greenhouse effect, etc. Various environment protection programs are being practiced at the individual, organizational and government levels with the aim of establishing a balance between man and the environment. Responsibility of the Youth in Environmental Sustainability Young people play a vital role in promoting environmental sustainability. With their creativity, energy, and passion, youth can inspire meaningful change within their communities. From reducing waste and conserving natural resources to advocating for eco-friendly policies, young people have the power to shape a more sustainable and responsible future. Eshankulovna (2022) asserts that "English proficiency functions as a socioeconomic catalyst in today's interconnected world. It provides access to global education, research collaboration, and international labor markets. In education, English serves as a bridge to scientific innovation, digital literacy, and academic exchange. Therefore, the teaching of English is not merely an educational goal but a strategic national investment in human capital development and international competitiveness".

The natural environment plays a crucial role in maintaining the balance of the ecosystem and human survival. However, human activities such as deforestation, pollution, and exploitation of natural resources have caused significant environmental damage. As human activities increasingly affect the planet, it becomes clear that protecting the environment is a shared responsibility. While adults contribute significantly to sustainability efforts, young people also have an equally important part to play in creating lasting environmental solutions (Lisa Umami, Dur Brutu, 2025). Rustamova (2023) highlighted that "this methodological synthesis enhances learner autonomy, reflective thinking, and problem-solving abilities—key components of the 21st-century educational paradigm". One significant way youth can contribute is by reducing waste. Using reusable bottles,

lunch boxes, and bags helps minimize plastic pollution, which poses a serious threat to marine life and ecosystems. According to Eshankulovna (2023), "effective English language teaching relies on the integration of linguistic, cognitive, and socio-affective methodologies. By combining communicative, task-based, and content-integrated approaches, teachers foster not only language acquisition but also higher-order thinking skills". According to the National Oceanic and Atmospheric Administration (NOAA), plastic pollution in oceans remains one of the world's most pressing environmental challenges. Another crucial step is conserving resources. Simple daily habits such as turning off unnecessary lights, unplugging electronic devices, and taking shorter showers can significantly reduce energy consumption. Just Energy (2022) highlights that energy conservation directly helps lower greenhouse gas emissions, thereby slowing down climate change. In this sense, Rustamova (2023) emphasizes that "teaching English becomes a medium for preparing globally minded citizens who can actively participate in the international academic, professional, and digital arenas". Furthermore, youth can make a difference by advocating for environmental policies. Writing to local authorities, participating in environmental organizations, or raising awareness on social media can influence positive legislative changes. The Children's Environmental Health Network (CEHN) notes that youth-led advocacy has played a crucial role in shaping important environmental acts such as the Clean Air Act and the Clean Water Act.

Conservation of nature is essential for maintaining ecological balance and supporting sustainable social and economic development. Pollution, habitat loss, and the rapid decline in biodiversity threaten the stability of our ecosystems. Studies indicate that thousands of species are endangered, and more than 300 have already become extinct. Therefore, protecting biodiversity and establishing conservation projects in protected natural areas are of utmost importance. Education and awareness are key tools in this mission. Eshankulovna (2021) emphasizes that "English language teaching (ELT) extends far beyond linguistic proficiency—it is a tool for developing global competence. Through exposure to authentic intercultural communication and critical thinking tasks, learners acquire the ability to interpret, negotiate, and express ideas across cultural boundaries". By educating people of all ages about environmental values, motivation, and responsibility, society can take collective action to preserve the planet. Protecting biodiversity is not only about saving species—it is about ensuring a healthy environment for future generations (Florica Morar, Andrea Peterlicean 2012).

Conclusion

In summary, young people have the potential to become true agents of change in protecting our environment. By making sustainable choices in their everyday lives, they not only safeguard the planet's natural resources but also motivate others to act responsibly. Small steps such as minimizing waste, saving energy, and speaking up for environmental justice can collectively create a significant global impact. Empowering youth through education and awareness is essential to build a greener, healthier, and more sustainable world for future generations.

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SUN’IY INTELLEKT ORQALI O‘QITISH METODIKASINI RIVOJLANTIRISH: NEYROLINGVISTIKA VA NEYRODIDAKTIKA ASOSLARI

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Annotatsiya. *Sun’iy intellekt (SI) texnologiyalarining keskin rivojlanishi XXI asr ta’lim tizimida tub burilish yasamoqda. Dastlab iqtisodiyot, tibbiyot yoki muhandislik sohalarida qo‘llanilgan bu texnologiyalar bugun o‘qitish, baholash, tahlil qilish va talabalarning individual rivojlanishini boshqarishda asosiy vositalardan biriga aylandi. SI asosidagi ta’lim dasturlari nafaqat o‘quv jarayonini avtomatlashtiradi, balki talabalarning individual ehtiyojlariga mos o‘qitishni tashkil etish, bilish faoliyatini nazorat qilish, nutq, eshitish va vizual qabul qilish mexanizmlarini chuqur o‘rganish imkonini yaratadi. Shu jihatdan SI bilan bog‘liq metodik yondashuvlar, ayniqsa neyrolingvistika va neyrodidaktika fanlari bilan integratsiya qilinishi, ta’lim sifatini yangi darajaga ko‘tarishi bilan ahamiyatlidir.*

Kalit so‘zlar: *sun’iy intellekt, neyrolingvistika, neyrodidaktika, kognitiv.*

KIRISH.

Ta’lim jarayonida SI texnologiyalari ikki asosiy funksiyani bajaradi: 1) kognitiv jarayonlarni tahlil qilish 2) shaxsiylashtirilgan o‘qitish strategiyalarini ishlab chiqish (Anderson, 2015). An’anaviy ta’limda o‘qituvchi barcha talabaga bir xil material berar, talabani tushunish darajasi sinfning umumiy ko‘rsatkichi bilan cheklanar edi. SI esa talabaning har bir bosqichdagi xatolari, tezligiga ko‘ra o‘qitish ritmi va kuchlanishini moslaydi. Masalan, neyron tarmoqlar yordamida talabaning talaffuzi, grammatik kompetensiyasi yoki tinglab tushunish ko‘nikmasi avtomatik tahlil qilinib, darhol tuzatish taklifi beriladi. Bugungi kunda ko‘plab davlatlar SI asosidagi ta’lim platformalarini joriy qilmoqda: inteligent tutorlar, test sinovlarini avtomatik baholash, adaptiv o‘quv dasturlari, ovozni tanib real vaqt tahlil qiluvchi tizimlar. Bular o‘qituvchining vaqtini tejaydi, sifatni oshiradi va eng muhimi- talaba qiyinchilikka uchragan nuqtani aniqlab, individual yordam beradi (Pauli, 2018).

Neyrolingvistika inson miyasida tilni qayta ishlash jarayonlarini o‘rganuvchi fan bo‘lib, SI asosidagi til o‘rgatish platformalarida asosiy nazariy tayanch sifatida xizmat qiladi. Tilni o‘zlashtirish jarayonida fonologiya, morfologiya, sintaksis, semantika va pragmatika birgalikda ishlaydi. Inson miyasi so‘zlarni segmentlash, kategoriyalash, ma’no bilan bog‘lash, uzun muddatli xotiraga o‘tkazish kabi murakkab jarayonlarni amalga oshiradi (Russell, 2022). SI esa bularni matematik modellar orqali taqlid qiladi. Masalan, ChatGPT yoki boshqa SI tizimlari matnni yaratishda yuqori darajadagi kontekstual hisob-kitob, ehtimollik modellaridan foydalanadi. Bunda neyrolingvistika modellarining ko‘plab unsurlari mavjud: sinapslar orasidagi aloqalarni kuchaytirish, uzviy bog‘liqliklarni qayta tiklash, til korpusi asosida semantik xarita yaratish, pragmatik signallarni aniqlash (Sweller, 2019).

Til o‘rganish jarayoniga SI kiritilishi quyidagi imkoniyatlarni yaratadi:

1. Avtomatik talaffuz tahlili – talabaning fonetik xatolari millisekundlar ichida aniqlanadi.
2. Nutqning semantik tahlili – gap mantiqi, bog‘lanishi, kontekstga mosligi baholanadi.
3. Real vaqt tuzatish – xatolar darhol ko‘rsatiladi, bu miya plastiklik jarayonini tezlashtiradi.
4. Individuallashtirilgan takrorlash – talabaning qiyin nuqtalariga moslashgan takrorlash algoritmi ishlaydi.

Bu jarayonlar orqali SI neyrolingvistik prinsiplarga asoslangan holda til o‘rgatishda inson miyasi ishlash mexanizmlariga moslashgan sun’iy model yaratadi.

Neyrodidaktika — miyaning qanday o‘rganishi haqidagi ilmiy bilimlarga asoslanib, o‘qitish metodikasini ishlab chiqadigan fandir. Asosiy tamoyili shuki, har qanday ta’lim “miyaning biologik tabiatiga mos bo‘lgandagina samarali bo‘ladi”. Neyrodidaktikaning asosiy qoidalari (OECD, 2021):

- talaba diqqatining davomiyligi 7–12 daqiqa;
- miyada axborot qayta ishlanishi vizual signallar orqali tezlashadi;
- xatolar orqali o‘rganish (error-based learning) eng samarali mexanizm hisoblanadi;
- takrorlashning zarur bo‘lgan davrlari bor (spaced repetition);
- motivatsiya, dopamin tizimi bilan bevosita bog‘langan.

SI aynan shu prinsiplarni asos qilib olgan (Damasio, 2010):

1. Vizual-kognitiv modellar – grafiklar, interaktiv tasvirlar orqali ma’lumot taqdim etadi.
2. Spaced repetition algoritmlari – miyaning uzoq muddatli xotiraga o‘tkazish mexanizmini faollashtiradi.
3. Geymifikatsiya – mukofot tizimlari dopamin ajralishini rag‘batlantiradi.
4. Real vaqt adaptatsiya – talaba diqqat darajasiga qarab materialning murakkabligi o‘zgaradi.

Shu sababli SI neyrodidaktik yondashuvlar bilan uyg‘unlashganda, o‘qitish faqat “ma’lumot berish”dan emas, balki “miya faoliyatini boshqarish”ga aylanishi mumkin (Mayer, 2021).

O‘zbekiston ta’lim tizimi islohotlari doirasida SI asosida ta’lim jarayonini joriy etish eng dolzarb yo‘nalishlardan. Talaba sonining ko‘pligi, dars yuklamasining yuqoriligi, baholashdagi sub’ektivlik, talabalarning bir-biridan farqli bilish sur’atlari – bularning barchasi SI yordamida samarali hal qilinishi mumkin: 1. Sun’iy intellekt asosida avtomatlashtirilgan darsliklar- har bir talabaning bilim darajasiga mos dars varianti avtomatik yaratiladi. Bir kitobning 3–5 murakkablik darajasi bo‘ladi. 2. Intellektual tyutorlar- talabaga o‘qituvchi sifatida yordam beradi: savollarga javob beradi, misollar yechadi, xatolarni tushuntiradi, test natijalarini tahlil qiladi. 3. Nutqni rivojlantirish bo‘yicha SI assistentlar- Ingliz tili talaffuzini avtomatik aniqlab, xatoni fonetik xarita orqali ko‘rsatadigan tizimlar yaratish mumkin. 4. Talabalarning bilish faoliyatini monitoring qilish- SI talaba qachon charchaganini, qachon diqqat pasayganini, qaysi mavzuni qiyin tushunayotganini aniqlab beradi. 5. O‘qituvchilar uchun metodik tavsiyalar- SI o‘qituvchiga har bir sinf bo‘yicha: qaysi mavzu eng qiyin, kim qaysi kompetensiya bo‘yicha orqada, darsda nima o‘zgartirilishi kerakligini tavsiya qiladi (Fleming & Frith, 2014).

Neyropsixologiya miyaning eshitish, ko‘rish, nutq, xotira jarayonlarini o‘rganadi. Til o‘rganish ana shu jarayonlarning uyg‘un faoliyatini talab qiladi. SI bu jarayonlarga moslashgan holda quyidagi afzalliklarni beradi: xatolarni real vaqt aniqlash; ta’limning individual trayektoriyasini yaratish; motivatsiyani oshiruvchi algoritmlar; vizual, eshitish va kinestetik o‘quv kanallariga moslashuv; real muloqot muhitini yaratish (simulyatsiyalar, virtual suhbatlar); talabalarda metakognitiv ko‘nikmalarni shakllantirish (o‘zini-o‘zi nazorat qilish). Bu jarayonlar til o‘rgatishda an’anaviy metodikaga qo‘shimcha quvvat beradi (Sweller et al., 2019).

Sun’iy intellekt asosida o‘qitish metodikasining tamoyillari quyidagilardan iboratdir:

1. Moslashuvchanlik – har bir talabaga mos dars variantini yaratish.
2. Interaktivlik – talaba faol ishtirok etgan holda o‘qitish.
3. Multimodallik – matn, audio, video, animatsiya, vizual grafiklar qo‘shilishi.
4. Tahliliy yondashuv – talaba faoliyati haqidagi aniq raqamlar asosida ishlash.
5. Shaxsiylashtirilgan yondashuv – har bir talabaning bilish tarzini hisobga olish.
6. Avtomatik baholash – xolis va tezkor natija.
7. Miya jarayonlariga mos metodika – neyrodidaktik va neyrolingvistik asoslar.

Sun’iy intellekt, neyrodidaktika va neyrolingvistikani birlashtirish orqali “aqlli ta’lim” tizimi yaratilishi mumkin. Bunday ta’lim talabaning miyasi qaysi usulda ma’lumotni tez qabul qilishini aniqlaydi, uning xarakteriga mos o‘qitish usulini tanlaydi, nutqini, eshitishini, yozishini, o‘qishini real vaqt tahlil qiladi, bilimni uzoq muddatli xotirada mustahkamlaydi, har bir kishi uchun individual intellektual xarita yaratadi. Ta’limning

kelajagi – sun’iy intellekt yordamida inson miyasi imkoniyatlarini maksimal ochishga qaratilgan tizim bo‘ladi (Fleming et al., 2014).

Xulosa qilib aytish mumkinki, ***sun’iy intellekt, neyrolingvistika va neyrodidaktika integratsiyasi*** ta’limda yangi paradigmaga asos yaratmoqda. SI mexanizmlari talabalarni individual o‘qitish, real vaqt tahlil qilish, xatolarni aniqlash, nutqni rivojlantirish, metakognitiv ko‘nikmalarni shakllantirish jarayonini misli ko‘rilmagan darajada samarali qiladi. ***Neyrolingvistik nazariyalar*** SI’ga inson miyasining tilni qayta ishlash mexanizmlarini modellashtirish imkonini beradi. ***Neyrodidaktika*** esa o‘qitish jarayonini miyaning biologik tabiatiga moslab, ta’limni yanada effektiv qilmoqda. Ushbu ***uch ilmiy yo‘nalishning birgalikda qo‘llanishi*** O‘zbekiston ta’lim tizimini tubdan o‘zgartirish, talaba salohiyatini aniq o‘lchash va rivojlantirish, global miqyosda raqobatbardosh mutaxassislar tayyorlash imkoniyatini yaratadi. Kelajakda sun’iy intellektga asoslangan metodika talabaning bilim darajasini aniqlash bilan cheklanmay, balki uning bilish uslubini, psixologik holatini, nutq rivojlanish jarayonini ham tahlil qilishi mumkin bo‘ladi.

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TEACHING LISTENING SKILLS FOR HIGH SCHOOL STUDENTS

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Abstract. *This article is about teaching listening skills to high school students. It explains the importance of listening in language learning and the teacher role in helping students to improve this skill. The article also discusses effective techniques such as pre-listening, post-listening, and while listening activities to make lessons more engaging and successful.*

Key words: *language learning, listening skills, classroom strategies, listening comprehension, teaching methods, high school students.*

INTRODUCTION.

Nowadays, English is the most popular and even in many countries around the world English is learned as a first language what's more, international language and communication. Among the four main language skills-listening, reading, writing and speaking, listening is more challenging for high school students. Therefore, creative methods and modern techniques will be given in main body.

Listening as a comprehension means understanding spoken language. It is one of the most important skills in learning a foreign language. When we listen for comprehension, we try to understand the speaker's message, ideas, and emotions. This type of listening requires several abilities: recognizing words, understanding grammar, and connecting ideas to get the full meaning. It also involves using background knowledge to interpret what is said. Eshankulovna (2021) emphasizes that "English language teaching (ELT) extends far beyond linguistic proficiency—it is a tool for developing global competence. Through exposure to authentic intercultural communication and critical thinking tasks, learners acquire the ability to interpret, negotiate, and express ideas across cultural boundaries". There are three main levels of listening comprehension:

1.Literal comprehension – understanding the exact words and facts.
2.Inferential comprehension – finding hidden meanings or guessing the speaker's intentions.
3.Critical comprehension – evaluating and forming opinions about what we hear.
4.To improve listening comprehension, learners should listen to different types of materials, such as conversations, news, podcasts, or lectures. Practicing regularly helps to develop both understanding and confidence in real communication.

One reason for this oversight is the inherent challenges that come with listening comprehension. In this sense, Rustamova (2023) emphasizes that "teaching English becomes a medium for preparing globally minded citizens who can actively participate in the international academic, professional, and digital arenas". Unlike speaking or writing, which can be practiced in isolation, listening requires real-time processing of spoken language, often filled with nuances, accents, and varying speeds. This complexity can make listening seem daunting for both teachers and students alike. However, the advent of information technology has transformed the landscape of language learning, introducing new resources and methods that can enhance listening skills. Despite this, many students still find themselves taking their listening practice for granted, often viewing it as a passive activity rather than an active component of their learning journey (Rustamova, 2025).

Music and songs offer an interactive, immersive method for fostering active listening in elementary school students. By utilizing rhythmic patterns, melodic structures, and meaningful lyrics, music captures children's attention and encourages them to focus on what they hear. Simple, catchy melodies and repetitive lyrics can help students identify specific sounds and patterns, fostering the development of listening skills. According to Eshankulovna (2023), "effective English language teaching relies on the integration of linguistic, cognitive, and socio-affective methodologies. By combining communicative, task-based, and content-integrated approaches, teachers foster not only language acquisition but also higher-order thinking skills". As students interpret song lyrics and follow thematic narratives, songs provide opportunities for understanding and interpretation beyond auditory reception. Integrating music and singing into the curriculum not only enhances the learning experience but also cultivates crucial listening skills such as auditory discrimination, memory, and comprehension. Rustamova (2023) highlighted that "this methodological synthesis enhances learner autonomy, reflective thinking, and problem-solving abilities—key components of the 21st-century educational paradigm". Moreover, the emotional aspects of music deepen students' engagement and connection to what they hear, eliciting responses that can further augment their listening skills. Incorporating music and song can boost listening acuity while providing an entertaining approach to language acquisition beyond traditional methods. The following experimental procedure outlines an effective process for utilizing tunes and ditties to boost elementary pupils' listening skills:

1. Song Selection: Carefully choose age-appropriate songs with clear lyrics, catchy melodies, and relevant themes to capture students' interest and align with language learning objectives.
2. Pre-Listening Activities: Introduce the theme of the song, discuss related vocabulary, and provide background information to scaffold students' understanding.
3. Active Listening Session: Play the selected song, encouraging students to actively listen and engage with the content, such as identifying keywords or following instructions.
4. Post-Listening Activities: Facilitate discussions, reflective exercises, or creative tasks that reinforce vocabulary and comprehension while promoting language application (Sodiqova et al,2024).

In the Classroom: Implementing active listening exercises, such as listening comprehension activities and reciprocal teaching, encourages student engagement and comprehension. For example, teachers can incorporate think-pair-share activities, where students listen to a passage or story, discuss their understanding with a partner, and then share their thoughts with the class. Utilizing multimedia resources, such as educational videos, audio recordings, and interactive presentations, provides diverse auditory experiences that cater to different learning styles and preferences. Eshankulovna (2022) asserts that "English proficiency functions as a socioeconomic catalyst in today's interconnected world. It provides access to global education, research collaboration, and international labor markets. In education, English serves as a bridge to scientific innovation, digital literacy, and academic exchange. Therefore, the teaching of English is not merely an educational goal but a strategic national investment in human capital development and international competitiveness". Teachers can leverage technology platforms, such as educational apps and websites, to create interactive listening exercises that captivate students' interest and facilitate active participation. Incorporating group discussions and cooperative learning activities fosters collaborative learning environments where students actively listen to and engage with their peers' ideas and perspectives. By providing opportunities for dialogue, debate, and peer feedback, teachers can promote deeper comprehension and critical thinking skills. Providing clear instructions and expectations before listening activities helps students understand the purpose, goals, and criteria for success. Teachers can use visual aids, written prompts, and verbal cues to scaffold students' listening experiences and facilitate comprehension.

At Home: Encouraging storytelling and active listening during family time strengthens listening abilities and nurtures meaningful communication between parents and children. Parents can read aloud to their children, ask questions, and encourage them to retell the story in their own words, fostering comprehension and language development. Setting limits on screen time and promoting activities that require attentive listening, such as board games, puzzles, and outdoor adventures, can reduce reliance on technology and encourage face-to

face interactions. By creating tech-free zones and designated family time for listening activities, parents can establish healthy habits that prioritize real-world experiences over digital distractions. Engaging in listening games and activities, such as "I Spy," sound scavenger hunts, and listening walks, makes learning enjoyable and reinforces listening skills in a playful manner. Parents can create DIY listening games using everyday objects, sounds, and environmental cues to challenge their children's auditory perception and attention to detail (Mamatqulova, 2024).

The results of the study revealed that teaching listening skills through interactive and communicative activities had a positive impact on high school students' overall listening comprehension. Before the implementation of the new teaching methods, most students faced difficulties in understanding spoken English, identifying key ideas, and distinguishing between main and supporting information. However, after using various listening strategies such as pre-listening discussions, while-listening tasks, and post-listening reflections, students showed noticeable improvement in their listening performance. The post-test results indicated that the majority of students increased their listening test scores compared to the pre-test results. In particular, students who regularly participated in pair and group listening activities demonstrated higher confidence and better concentration while listening. Teachers also reported that students became more motivated to listen actively and developed greater interest in English audio materials, such as songs, podcasts, and short videos. Furthermore, the study found that integrating technology, such as using audio recordings, online listening platforms, and visual aids, made lessons more engaging and effective. Students were more willing to interact and respond to what they heard, which contributed to better comprehension and retention of new vocabulary. However, some challenges remained, such as limited classroom time and differences in students' listening proficiency levels.

To sum up, the development of listening skills is a crucial aspect of language learning, especially for high school students who are at the stage of building their communicative competence. The research findings clearly indicate that using interactive, student-centered, and technology-based approaches can significantly enhance students' listening comprehension. Activities such as pre-listening discussions, while-listening tasks, and post-listening reflections help learners become more active participants in the learning process. Moreover, the integration of authentic audio materials—such as podcasts, songs, and real-life conversations—exposes students to natural speech patterns, accents, and vocabulary, which strengthens both their listening and speaking abilities. Teachers play a key role in guiding students through various listening strategies and providing constructive feedback that encourages consistent improvement. In conclusion, effective listening instruction not only improves comprehension but also supports students' confidence, motivation, and overall language proficiency. Therefore, it is essential for educators to design lessons that promote active listening, critical thinking, and meaningful communication, ensuring that students are well-prepared for real-world English use.

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COMPONENTS OF LINGUISTIC AND METHODOLOGICAL COMPETENCE IN THE PROCESS OF TRAINING A FOREIGN LANGUAGE TEACHER

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Abstract. *This paper shows a structural analysis of developing methodological competence in prospective foreign language teachers. In the context of educational system modernization and the implementation of new educational standards, there is a increasing need for educators possessing a high level of methodological competence. This research aims to develop and substantiate the structure of a model that considers current trends in foreign language teaching methodology. Particular attention is paid to the interrelationships between these components and their influence on the competence formation process. The research findings can be used to optimize curricula and programs for training future foreign language teachers, as well as to develop practical recommendations for fostering their methodological competence.*

Keywords: *communicative skill, linguistic and methodological competence, lexical competence, discourse competence, strategic competence, pedagogical skills, assessment and evaluation.*

INTRODUCTION.

In a world where globalization has spread to all spheres of society, foreign language education has assumed a number of important tasks. Today, the effectiveness of the practical use of a foreign language has become a fundamental problem of both the subject of foreign language education and education. The main task of foreign language education is not only to provide students with knowledge, but also to improve their communicative skills through this knowledge. At this time, a structural step was also implemented in foreign language education: a step was taken from reproductive to cognitive. This means that in teaching reproductive English, the teacher acts as an observer, and the student acts as an active subject rather than passively as a guide. While prepering foreign language teachers, linguistic and methodological competence are very crucial in education system.When I come to speak about linguistic competence, it is the ability to use a language correctly according to its rules, while methodological competence is the ability to apply specific procedures and methods in a given context, such as a profession. Together, they form a combined competency that allows a person to not only communicate effectively (linguistic) but also to perform tasks and manage situations professionally (methodological)

As for speaking about language competence,it is the study of punctuation and spelling rules is improved.

Lexical competence is based on the ability to correctly use relevant words in a simple text, word formation (compound words and affixation), and the formation of initial concepts about words from other languages (international words).

In terms of grammatical competence, students in grades 5-7 study several grammatical phenomena in stages based on competencies.

In the process of training a foreign language teacher, the core professional competence is developed through the integration of linguistic competence (language proficiency and awareness) and methodological competence (pedagogical skills and knowledge). These two competencies are intrinsically interconnected, with a strong foundation in one supporting the development and application of the other.

Linguistic competence for a foreign language teacher involves mastery of the language's phonetics, vocabulary, and grammar, while methodological competence includes pedagogical knowledge, skills in lesson planning, classroom management, and the ability to use language teaching theories to create effective learning experiences. Together, these competences are crucial for developing a teacher's ability to both use and teach a foreign language effectively, covering how to instruct, explain, and provide opportunities for students to practice the language in a communicative and effective way.

Linguistic Competence Components

Linguistic competence involves the ability to use the target language correctly and effectively in various social and professional situations. Its key components include:

Grammatical/Syntactic Competence: Knowledge of the rules governing sentence structure, morphology (word formation), and the ability to form grammatically correct and meaningful sentences.

Lexical/Semantic Competence: A broad vocabulary base, knowledge of word meanings, collocations, idioms, and the ability to use words appropriately in context.

Phonetic/Phonological Competence: Mastery of the sound system, including pronunciation, stress, rhythm, and intonation, enabling clear and accurate spoken communication. Besides that it includes the ability to distinguish sounds in speech and when listening to them alone, the correct use of rhythm and intonation in speech in accordance with communicative types of speech (declarative, interrogative, imperative), the development of speech sounds, and the development of speech skills, as well as the ability to practice their use in speech.Exercises that strengthen speaking competence - such exercises can also be used to strengthen language competence. It is recommended to use these exercises when reading small texts. For example,

1."Read the following Passage and select 2 correct answers from 5 options (A-E)", "Match the beginning of each sentence (A-E) with the correct endings (1-7)",

"Select the wordin each group that does not have the same meaning",

"Before you read the text you should ask yourself or from your partner a few questions:Does the title give me/you a clear idea of the content?

2. Do I/you know anything about this topic?

3. What kind information can I/you expect to find from the text?

4. Can I/you predict the structure of the text from the title?

-Short answer questions.

-Read the passage on the following page and answer the questions (A-E) with the words from the text.

-Write NO MORE THAN TWO WORDS or A NUMBER".

When completing such an exercise, the student must use the text and fill in the required number of words based on the requested information. When performing this exercise, students are explained the sequence of answers in the text and the need to answer by filling in the necessary numbers or words. Based on the above ideas and methodological recommendations, if the development of competencies in teaching English to students is organized using practical exercises and technologies, as well as multimedia educational programs, the issue of improving the existing methodological support is resolved.

Discourse Competence: The ability to connect sentences and organize ideas into coherent and cohesive longer stretches of language (e.g., conversations, articles, reports).

Sociolinguistic/Pragmatic Competence: Understanding how language use varies across different social contexts, including the ability to select appropriate language for a given setting, topic, or relationship (e.g., formal vs. informal, politeness strategies).

Strategic Competence: The ability to use verbal and non-verbal communication strategies to overcome language gaps, repair communication breakdowns, and keep the conversation flowing (e.g., paraphrasing, asking for clarification, using gestures).

Methodological Competence Components

Methodological competence relates to the teacher's professional knowledge, skills, and values required for effective language instruction. Its main components include:

Content Knowledge: A deep understanding of language learning theories, different language analyses, and various language teaching methodologies (e.g., Communicative Language Teaching, Task-Based Learning).
Pedagogical Skills: The practical abilities related to the act of teaching, such as planning lessons, managing the classroom, organizing learning activities, presenting information clearly, and giving effective feedback.
Material Selection and Design: Skills in evaluating, selecting, adapting, and designing appropriate learning resources and materials, including authentic texts and digital tools.
Assessment and Evaluation: The ability to design and adapt tests, and to evaluate both student learning outcomes and one's own teaching performance.
Learner-Focused Teaching Skills: The ability to understand students' needs, detect learning problems, adapt instruction to different learning styles and backgrounds, and foster a supportive learning environment.
Reflection and Professional Development: The capacity to critically analyze one's own teaching practices, identify areas for improvement, and engage in continuous professional development and self-development.
Intercultural Awareness: The knowledge and sensitivity to cultural factors, enabling effective intercultural communication and an understanding of the national and social identities of diverse learners.
Together, these components ensure that foreign language teachers are not only proficient in the language but are also equipped with the pedagogical expertise to guide their students towards effective and appropriate communication in the target language.

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FROM SUMMATIVE TO FORMATIVE: EVIDENCE-BASED STRATEGIES FOR IMPLEMENTING DIAGNOSTIC ASSESSMENT IN CONTEMPORARY EDUCATION

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Abstract. *In contemporary education, assessment must evolve to meet the needs of diverse learners, rapidly changing knowledge domains, and more personalized approaches to teaching and learning. Traditional assessment—characterized by high-stakes exams, standardized tests, and summative evaluations—has long been the dominant form of measuring student knowledge. Yet, while it offers efficiency and comparability, it often fails to reveal the deeper learning processes or the specific barriers that individual students face.*

Key words: *summative, formative, traditional, assessment, diagnostic, implementation, educational shift*

INTRODUCTION.

As such, one of the most important transformations in education today is shifting toward diagnostic assessment, a more granular, process-oriented, and learner-centered approach. To ensure this shift is meaningful, effective, and sustainable, a set of strategic recommendations grounded in contemporary educational research and policy is essential.

First, it is necessary to begin with a foundational shift in mindset: educators, administrators, and policymakers must recognize that assessment is not simply a measurement tool, but a driver of learning [Eshankulovna, 2023]. Diagnostic assessment is not about passing or failing; rather, it aims to identify learners' strengths, misconceptions, and learning trajectories so that instruction can be adapted to meet their needs. This requires reconceptualising assessment as an integral part of the learning process—a formative tool that provides actionable feedback, not just a summative judgment [Eshankulovna, 2021].

Professional development is critical to this transition. Many teachers are accustomed to traditional practices and may lack the training to interpret diagnostic data or to design assessments that reveal cognitive processes. Schools and educational systems should invest in ongoing professional learning programs to build assessment literacy [Eshankulovna, 2022]. Training should include understanding diagnostic frameworks such as cognitive diagnosis models, error analysis techniques, scaffolding strategies, and formative feedback methods. This training must also empower teachers to use data to adjust their teaching practices in real time rather than relying solely on fixed curricula.

At an institutional level, shifting to diagnostic assessment demands structural supports. Educational leadership should allocate both time and resources to design, implement, and sustain diagnostic practices [Rustamova, 2023]. This includes scheduling diagnostic sessions, allowing for collaboration among teachers to analyze assessment data, and providing technological infrastructure to store and interpret diagnostic information [Mochalova, 1995]. Platforms such as digital portfolios, learning management systems, or assessment dashboards can help teachers monitor individual student progress and plan targeted interventions. Without systemic support, even the most motivated teachers can be overwhelmed by the logistical demands of a diagnostic approach [Cherednichenko, 2000].

To ensure meaningful impact, assessment tools themselves must be carefully designed. Diagnostic assessments should be embedded in everyday learning rather than being treated as separate add-ons. These might include performance-based tasks, scaffolding interventions, think-aloud protocols, self-explanation prompts, or just-in-time quizzes that adapt to student responses [Xalimova, 1999]. The design of these tasks should align with the targeted competencies—whether they are conceptual understanding, problem-solving strategies, metacognitive regulation, or communicative skills. Instructional designers and assessment experts should work alongside teachers to co-create tools that are valid, reliable, and actionable [Mustafayeva, 2022].

Feedback is the core of diagnostic assessment. Once assessment data are collected, teachers must turn it into meaningful feedback that supports students' growth. Feedback should be timely, specific, and informative: rather than simply marking a response wrong, a diagnostic teacher explains why it is incorrect, what underlying misconception may be at play, and how the student might address it. Furthermore, feedback must engage students in self-reflection. Encouraging students to evaluate their own performance, set goals, and plan next steps fosters metacognitive awareness and builds a growth-oriented mindset [Popova, 2000].

Another essential recommendation is to build a culture of trust and transparency around assessment. Students need to understand that diagnostic assessment is for their benefit, not to penalize them. Clarifying the purpose of diagnostic tasks—from the beginning of a course—helps reduce anxiety and resistance. Teachers should communicate how the data will be used, who will see it, and how it will inform personalized learning. This transparency nurtures a collaborative environment where students view assessment as part of their learning journey rather than a barrier to achievement [Rustamova, 2023].

Equity considerations must also be central in the transition. Diagnostic assessment has the potential to identify learners who are marginalized by traditional testing, including those with learning disabilities, language barriers, or nontraditional educational backgrounds. But only if it is implemented equitably. Schools must ensure that diagnostic assessments are accessible, free of cultural bias, and designed in multiple modes. Teachers should be mindful that diagnostic data reflect both student potential and test design limitations; interventions should be responsive to identified needs without stigmatizing students [Rustamova, 2023].

Moreover, data privacy and ethical use of assessment data require careful policy attention. As diagnostic assessment often involves collecting detailed information about students' thought processes, teacher scaffolding, and progress, schools must establish clear data governance policies. These policies should guarantee student and family consent, limit data access to those with a pedagogical purpose, and ensure that assessment results are used constructively rather than punitively [Rustamova, 2023].

For long-term sustainability, evaluation frameworks should be established to monitor the impact of diagnostic assessment implementation. School systems should track indicators such as student growth, teacher satisfaction, instructional changes, and cost-effectiveness. By collecting and analyzing this evidence, stakeholders can identify what works, what doesn't, and how to adjust practices. Pilot programs can serve as testbeds for innovation before scaling broader adoption. Collaboration with researchers is another valuable strategy. Partnerships with universities or assessment experts help schools stay on the cutting edge of diagnostic theory and practice. Through such collaborations, educators can participate in action research, contribute to the development of new diagnostic models, and build capacity for evidence-based assessment within their institutions [Rustamova, 2023].

Technology plays a transformative role in enabling diagnostic assessment. Digital tools powered by artificial intelligence and machine learning can analyze patterns in student responses, detect misconceptions, and suggest individualized learning paths. Cognitive diagnosis models, hierarchy-aware frameworks, and adaptive testing algorithms can make diagnostic assessment scalable and efficient. Schools should explore and pilot such technologies while critically evaluating their ethical implications and educational value [Eshankulovna, 2022].

In the student experience, shifting toward diagnostic assessment encourages agency. When students receive cognitively rich feedback, understand their own learning processes, and participate in setting learning goals, they become co-constructors of their education. Over time, this cultivates self-regulated learners who

take ownership of their progress—and who view challenges as opportunities to grow rather than as failures [Eshankulovna, 2021].

To facilitate this cultural shift, administrators can embed diagnostic practices into school policies, curriculum frameworks, and teacher evaluation systems. Rather than viewing assessments solely as summative benchmarks, appraisal systems should recognize and reward diagnostic practices, formative feedback, and teacher responsiveness. By aligning teacher evaluation with supportive and growth-oriented assessment practices, school leadership reinforces the values of continuous improvement [Rustamova, 2023].

Importantly, stakeholder engagement is critical. Parents, caregivers, and community members should be informed about the benefits of diagnostic assessment and how it supports student learning. Workshops, informational sessions, and open communication channels can demystify diagnostic practices and ensure that families support—and understand—this transition. When families see assessment as a tool for growth rather than judgment, they are more likely to partner with teachers in sustaining meaningful change [Popova, 2000].

Finally, a gradual and phased approach to implementation often yields better results than a rapid, wholesale shift. Beginning with pilot programs, select grade levels, or specific subject areas allows educators to refine practices, evaluate effectiveness, and build capacity. Based on pilot findings, schools can then expand diagnostic assessment gradually, incorporating lessons learned, building institutional support, and avoiding burnout.

In conclusion, transitioning from traditional assessment to diagnostic assessment represents a profound pedagogical transformation. It demands changes in mindset, capacity building, structural support, instructional design, feedback practices, data policy, and stakeholder engagement. When executed thoughtfully, this shift empowers teachers to understand more deeply how students learn, supports their individual growth, and ultimately enhances educational equity and effectiveness. Diagnostic assessment not only reveals what students know—it illuminates how they think, why they struggle, and how they can grow. By centering assessment on learning rather than measurement, education systems can foster more human, responsive, and empowering learning environments.

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THE ROLE OF TECHNOLOGY IN MANAGING COGNITIVE LOAD IN MODERN LANGUAGE LEARNING

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Abstract. *This study investigates how digital technologies affect mental effort during modern English language learning. It explores whether such tools genuinely ease students' cognitive load or, under certain circumstances, might unintentionally increase it. The paper integrates theoretical frameworks, empirical findings, and survey data to present a balanced perspective on the benefits and limitations of technology in language education.*

Key words: *Technology, Cognitive load, Digital self-efficacy, Mobile-assisted language learning (MBLL), Language learning.*

INTRODUCTION.

Over the last few decades, interest in learning foreign languages, particularly English, has grown rapidly worldwide. Alongside this trend, educational psychology has introduced and refined concepts essential for understanding language acquisition, including cognitive load. Cognitive load refers to the mental effort required by working memory to process, store, and integrate new information (Sweller, 1988). When cognitive load is manageable, learners can efficiently grasp new language structures; however, excessive load can hinder comprehension and slow learning (Kalyuga, 2005). Eshankulovna (2021) emphasizes that "English language teaching (ELT) extends far beyond linguistic proficiency—it is a tool for developing global competence. Through exposure to authentic intercultural communication and critical thinking tasks, learners acquire the ability to interpret, negotiate, and express ideas across cultural boundaries". Digital technologies are often assumed to reduce cognitive load naturally, making language learning easier. However, research suggests that technology does not always reduce mental effort. In some cases, it may introduce additional stimuli or demands, potentially increasing cognitive load (Sweller et al., 1998; Puri et al., 2025). This raises a critical question: under what conditions does technology support learning, and when might it inadvertently increase the learner's cognitive burden?

Digital Self-Efficacy (DSE) and Cognitive Load

Learners' confidence in using digital tools, referred to as digital self-efficacy (DSE), plays a central role in managing cognitive load: High DSE boosts confidence during oral tasks, helping learners see challenges as manageable and reducing anxiety (Bandura, 1997; MacIntyre & Gardner, 1991; Wang & Vásquez, 2012).Familiarity with technology can enhance perceived control, though its anxiety-buffering effect may be limited (Sweller, 1988; Bandura, 1997). Rustamova (2023) highlighted that "this methodological synthesis enhances learner autonomy, reflective thinking, and problem-solving abilities—key components of the 21st-century educational paradigm". Excessive self-monitoring or worry about negative evaluation can increase stress during oral activities (Horwitz & Cope, 1986). Personality traits matter: extraverted learners tend to cope better with technology-induced anxiety, while learners with higher neuroticism are more vulnerable (Wang, Lin, Chen, & Zhang, 2025).Repeated successful use of AI tools for oral exercises strengthens DSE and contributes to reduced cognitive load over time (Compeau & Higgins, 1995; Henderson, Selwyn, & Aston, 2017). According to Eshankulovna (2023), "effective English language teaching relies on the integration of linguistic, cognitive, and socio-affective methodologies. By combining communicative, task-based, and content-integrated approaches, teachers foster not only language acquisition but also higher-order thinking skills".

Mobile-Based Language Learning (MBLL) and Cognitive Load

Mobile-assisted platforms offer multiple ways to manage cognitive load: **1.** Reducing mental effort: MBLL significantly lowers cognitive load, decreasing anxiety and boosting engagement and achievement (Puri et al., 2025). 2.Safe practice space: Voice recognition and repeatable exercises create a low-stress environment for oral practice. 3.Optimizing germane load: Well-designed MBLL tools facilitate understanding and long-term retention of language concepts.Survey results support these claims: 65% of learners reported that technology reduces cognitive load, while 35% felt it increases mental effort, showing the impact of platform design and individual differences.

Cognitive Load Theory (CLT) and Instructional Design

Cognitive load theory distinguishes between intrinsic, extraneous, and germane load (Sweller et al., 1998): Intrinsic load depends on the complexity of information; novices experience higher load than experts for the same material (Kalyuga, 2005). Extraneous load arises from poorly designed instruction, unnecessary actions, or ineffective guidance. Technology can either reduce or inadvertently increase this load. Learner control, such as pacing and sequencing content, can improve engagement but may overload less experienced learners if not carefully structured. Eshankulovna (2022) asserts that "English proficiency functions as a socioeconomic catalyst in today's interconnected world. It provides access to global education, research collaboration, and international labor markets. In education, English serves as a bridge to scientific innovation, digital literacy, and academic exchange. Therefore, the teaching of English is not merely an educational goal but a strategic national investment in human capital development and international competitiveness".

AI-Driven Adaptive Learning and Germane Load

Artificial intelligence can enhance germane cognitive load by adapting content and providing immediate feedback.AI-driven systems automatically adjust complexity and simplify difficult concepts, enhancing understanding (Wang et al., 2025). Studies show that integrating AI within CLT-based frameworks increases engagement and reduces cognitive overload (Puri et al., 2025; Zhong et al., 2024).

Technology, Emotions, and Personalization

Effective technology use also depends on emotional and personal factors:1. Task-Technology Fit (TTF): Technology is more effective when aligned with learning tasks (Elçi & Abubakar, 2021; Almusawi & Durugbo, 2024). 2.Cognitive appraisal: Learners' perception of tasks as challenges or obstacles influences outcomes (Lazarus & Folkman, 1984). 3.Emotions: Positive emotions support learning, while negative emotions hinder it (Pekrun, 2006; Wang et al., 2024).4.Personalization: Learner experience, education level, and other characteristics should guide technology use (Jiang et al., 2025a).

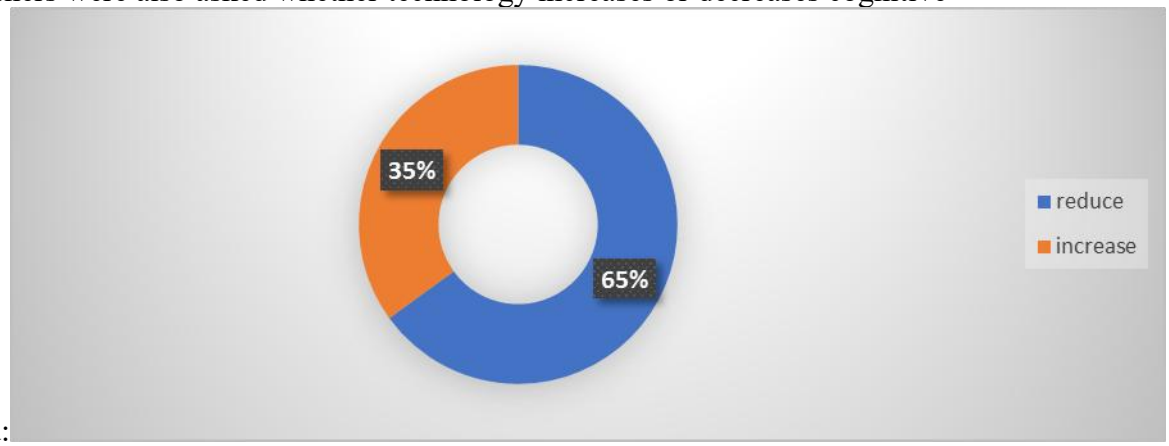
Frequency of Technology Use

A survey asked learners how often they use technology in English learning:

Nearly half of the participants reported frequent use, indicating strong engagement with digital tools.

Perceived Effect on Cognitive Load

Learners were also asked whether technology increases or decreases cognitive load:



Most learners perceive technology as helpful in reducing mental effort, though design and individual differences can alter its effect. The findings show that digital tools have a dual impact. Well-designed platforms, supportive DSE, and AI-assisted feedback reduce cognitive load, increase engagement, and support retention. However, poorly structured materials or high learner autonomy without guidance can increase extraneous load. Educators should:

1. Align technology with tasks (TTF).
2. Provide scaffolding to balance intrinsic, extraneous, and germane load.
3. Personalize learning experiences based on learners’ prior knowledge and skills.
4. Use AI feedback wisely to reduce unnecessary cognitive strain.

Survey results confirm these recommendations: learners who use technology frequently report lower cognitive load, while less experienced learners are more susceptible to overload. According to Eshankulovna (2023), “effective English language teaching relies on the integration of linguistic, cognitive, and socio-affective methodologies. By combining communicative, task-based, and content-integrated approaches, teachers foster not only language acquisition but also higher-order thinking skills”.

Digital technologies are powerful tools in English language learning when carefully applied. Proper design and learner-centered approaches can reduce cognitive load and improve learning outcomes. Conversely, improper implementation may inadvertently increase mental effort. Future research should focus on optimizing technology integration, considering learner characteristics, and using AI to support cognitive and emotional needs.

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SHAXSGA YO‘NALTIRILGAN YONDASHUV ASOSIDA BO‘LAJAK CHET TILLARI O‘QITUVCHILARIDA INFORMATSION KOMPETENTLIKNI OSHIRISH

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Annotatsiya. *Ushbu maqola shaxsga yo‘naltirilgan yondashuv asosida bo‘lajak chet tillari o‘qituvchilarining informatsion kompetentligini rivojlantirish masalalarini o‘rganadi. Zamonaviy ta’lim jarayonida o‘qituvchilarni axborot texnologiyalari va raqamli vositalardan samarali foydalanishga tayyorlash muhim ahamiyat kasb etadi. Maqolada shaxsga yo‘naltirilgan metodlar orqali o‘quv jarayonini individual xususiyatlarga moslashtirish, interaktiv va innovatsion ta’lim usullarini qo‘llash orqali talabalarining axborotga asoslangan bilim va ko‘nikmalarini oshirish yo‘llari tahlil qilinadi. Tadqiqot natijalari shuni ko‘rsatadiki, shaxsga yo‘naltirilgan yondashuv informatsion kompetentlikni samarali rivojlantirishda muhim vosita hisoblanadi.*

Kalit so‘zlar: *shaxsga yo‘naltirilgan yondashuv, chet tillari o‘qituvchilari, informatsion kompetentlik, interaktiv metodlar, axborot texnologiyalari, ta’lim jarayoni.*

KIRISH.

XXI asr ta’lim jarayonida shaxsga yo‘naltirilgan yondashuvning ahamiyati tobora ortib bormoqda. Bu yondashuv talabaning individual xususiyatlarini, qiziqishlarini, qobiliyatlarini va o‘rganish uslublarini hisobga olgan holda o‘quv jarayonini tashkil etishga asoslanadi. Ayniqsa, chet tillari o‘qituvchilarini tayyorlashda shaxsga yo‘naltirilgan yondashuv muhim vosita hisoblanadi, chunki til o‘rganish jarayoni nafaqat lingvistik bilimlarni, balki kommunikativ, madaniy va axborot kompetentsiyalarini ham rivojlantirishni talab qiladi. “Bugungi kunda axborot texnologiyalari va raqamli resurslarning keng qo‘llanilishi bilan bog‘liq ravishda, bo‘lajak chet tillari o‘qituvchilarining informatsion kompetentligi muhim ahamiyat kasb etadi” (Eshankulovna, 2021). Informatsion kompetentlik – bu o‘quvchilar va o‘qituvchilar uchun axborotni to‘g‘ri qabul qilish, uni tahlil qilish, saqlash va samarali foydalanish ko‘nikmalarini o‘z ichiga olgan kompleks malaka hisoblanadi. Shu bois, “pedagogik jarayonda shaxsga yo‘naltirilgan yondashuvni qo‘llash orqali talabalarning axborotga asoslangan bilim va ko‘nikmalarini rivojlantirish, ularni zamonaviy texnologiyalarni samarali qo‘llashga tayyorlash zaruriyati yuzaga keladi” (Eshankulovna, 2023). Shaxsga yo‘naltirilgan yondashuvning asosiy afzalliklaridan biri – o‘quv jarayonini individual xususiyatlarga moslashtirish imkoniyatidir. Bu esa o‘z navbatida talabalarning mustaqil fikrlash, ijodiy yondashuv va muammolarni hal etish qobiliyatlarini oshirishga yordam beradi. Interaktiv metodlar, innovatsion texnologiyalar va raqamli platformalardan foydalanish orqali o‘qituvchilar o‘z bilimlarini chuqurlashtiradi va o‘quvchilarga yanada samarali ta’lim muhitini taqdim etadi.
Shuningdek, “shaxsga yo‘naltirilgan yondashuv o‘qituvchilarning motivatsiyasini oshirishga ham xizmat qiladi. Talaba o‘z qobiliyatlari va qiziqishlari hisobga olingan ta’lim jarayonida faol ishtirok etadi, natijada o‘quv jarayonining samaradorligi sezilarli darajada oshadi. Shu bilan birga, bo‘lajak chet tillari o‘qituvchilarining professional kompetentligini shakllantirishda axborot texnologiyalari va interaktiv metodlardan foydalanish muhim ahamiyatga ega” (Eshankulovna, 2022). Maqolaning asosiy maqsadi – shaxsga yo‘naltirilgan yondashuv asosida bo‘lajak chet tillari o‘qituvchilarining informatsion kompetentligini oshirishning nazariy va amaliy asoslarini o‘rganishdir. Tadqiqot jarayonida o‘quv jarayonini individual xususiyatlarga moslashtirish, interaktiv

va innovatsion usullarni qo‘llash, talabalarning axborot bilan ishlash ko‘nikmalarini rivojlantirish bo‘yicha samarali metodlar tahlil qilinadi. Natijalar shuni ko‘rsatadiki, shaxsga yo‘naltirilgan yondashuv informatsion kompetentlikni rivojlantirishda muhim va samarali vosita hisoblanadi. **Masalan:**

1. Interaktiv darslar orqali- Masalan, ingliz tili o‘qituvchisi bo‘lajak talabalar uchun **onlayn platformalarda interaktiv mashqlar** yaratadi. “Talabalar individual darajalariga moslashtirilgan testlar va viktorinalar orqali grammatika, lug‘at va matn tushunish ko‘nikmalarini mustahkamlaydi. Shu bilan birga, har bir talabaning natijalari tizimda saqlanadi va o‘qituvchi ularning kuchli va zaif tomonlarini tahlil qiladi” (Rustamova, 2023). **2. Raqamli loyihalar orqali-** Talabalar **prezentatsiya yoki video loyihalar** tayyorlashadi. Masalan, fransuz tili darsida talaba o‘zining sevimli fransuz shaharini tanlab, uning madaniyati, tarixi va mashhur joylari haqida video tayyorlaydi. Bu jarayonda talaba axborot izlash, tahlil qilish va raqamli vositalardan foydalanish ko‘nikmalarini rivojlantiradi. **3. Individual o‘quv rejasi orqali-** Ba’zi talabalar tinglash va so‘zlashuv ko‘nikmalarida kuchli bo‘lsa, boshqalari grammatika va yozuvga ko‘proq e’tibor qaratadi. Shaxsga yo‘naltirilgan yondashuvda o‘qituvchi **har bir talaba uchun individual o‘quv rejasi** tuzadi. Masalan, talabaga grammatika bo‘yicha qo‘shimcha interaktiv mashqlar, so‘zlashuv bo‘yicha esa dialoglar va rol o‘yinlari beriladi. **4. Onlayn forum va bloglar orqali-** Talabalar ingliz yoki nemis tilida **online blog post yoki forum yozish** orqali o‘z fikrlarini ifodalaydi. “O‘qituvchi ularni tahlil qiladi, kerakli joylarda individual maslahat beradi va talabalarni axborot texnologiyalaridan foydalanishga o‘rgatadi. Bu usul talabalarni mustaqil ishlashga va raqamli resurslardan samarali foydalanishga rag‘batlantiradi” (Rustamova, 2023).

Shaxsga yo‘naltirilgan yondashuv asosida bo‘lajak chet tillari o‘qituvchilarining informatsion kompetentligini rivojlantirish zamonaviy ta’lim jarayonining muhim talablaridan biridir. Tadqiqot natijalari shuni ko‘rsatadiki, bu yondashuv o‘quvchilarning individual xususiyatlarini hisobga olgan holda ta’lim jarayonini samarali tashkil etish, ularning mustaqil fikrlash, ijodiy yondashuv va axborot bilan ishlash ko‘nikmalarini rivojlantirishga yordam beradi. Interaktiv metodlar va raqamli texnologiyalardan foydalanish talabalarning o‘quv motivatsiyasini oshiradi hamda ularni kelajakdagi kasbiy faoliyatda zamonaviy axborot muhitidan to‘g‘ri va samarali foydalanishga tayyorlaydi. Shunday qilib, shaxsga yo‘naltirilgan yondashuv informatsion kompetentlikni shakllantirishda nafaqat nazariy, balki amaliy ahamiyatga ega bo‘lib, bo‘lajak chet tillari o‘qituvchilarining raqamli davr talablariga javob bera oladigan malakali mutaxassislar sifatida yetishishiga xizmat qiladi.

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THE IMPACT OF SOCIAL MEDIA ON HUMAN PSYCHOLOGY

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Abstract: *This article discusses how social media affects human psychology, focusing on both it's positive and negative influences. It explores how constant online communication changes people's emotion, behavior and self-perception.*

Key words: *social media, psychology, online life, technology, depression, digital communication.*

INTRODUCTION.

In recent years, social media has become a pivotal part of people's daily lives. Platforms such as Facebook, Instagram and Tik Tok allow users to connect, share and communicate instantly. However, the influence of social media on human psychology has raised serious concerns. This article aims to explore how social media affects people's behavior and mental health, highlighting both it's good and bad sides.

Social media: Social media can bring about a great deal of change to human behavior, attitudes, or habits. They can be used to spread misconceptions about health or various diseases and can also be used to correct them is conceptions of people about those diseases. As in the case of HIV/AIDS, it was formerly a misconception (for example, it was circulated on social media that one could be infected just by touching an infected person), and the same misconception was also cleared through social media, television, radio, and other forms of media. Social media platforms have been used to spread information to people and correct or create awareness of so many other diseases that have gone through some misconceptions. Social media platforms have been used to spread misinformation (Merchant & Lurie, 2020), including positive information exchange during pandemics (COVID-19) (Zhao & Zhao, 2020). The exact reasons might be complicated, but some points can be pinpointed by relating them to social media behaviors (King University Online, 2019):

- To feel safe: Some social media users tend to feel safe when they post about their physical, mental, and financial security online. Based on this, people should be made to understand that their postings should also be safe.
- To build their esteem: People are suffering from low self-esteem but feel comfortable posting online because it gives them the freedom of expression that they cannot have in the real world. The online freedom of expression should be guided towards the positive use and sharing of verified health information such as during pandemic outbreaks.
- To gain physiological needs: Some people post online to give support or be a beneficiary of their loved ones' health or well-being.
- To feel loved and to belong: Some people post for the sake of being accepted or to feel loved by some group of persons or to have the feeling of been socially accepted. Their social posting should be acceptable to loved ones and the social media community at large.
- To gain the feeling of self-actualization: People post to pass a message of self-actualization to online users, such as sharing their success stories online and many others. These include graduations, getting a new job when a new project has been completed, travelling outside their country, and others.

To maximise their attractiveness: People who have a negative view of themselves get motivated by social media to build an entirely different identity. Social media has given people the avenue to trick others into viewing

them as a different personality, thereby pushing them into telling lies and fabricating their physical and psychological identities to present themselves to be more attractive than they are (King University Online, 2019).

The term psychology originated ―from two Greek words, psyche", which means ―soul, spirit or mind, and ―logos", meaning the ―study of a subject (Weiten, 2013:3) or humans. The study of psychology involves the human mind and behavior, which is called human psychology (Weiten, 2013). Human psychology is said to be the science that studies the mind and human behavior, which includes mental processes, feelings, and desires. Human psychological health can be regarded as a branch of psychology.

To understand the impacts of social media news on human (users) psychology, Plotnik and Kouyoumdjian (2013) suggest that the extent to which human psychology relates to events is regulated by their actions to describe, explain, predict, and control the behavior and mental processes of others. These four variables (describe, explain, predict and control) influence how humans (users) view and react to social media news, informing and reforming views, options, and human associations. Forming and reforming associations that direct and wheel human actions are methods used by human beings to express their nature (Mehrajet al., 2014). These associations are accountable for setting principles to be shadowed, preserved, liberating, and restraining human actions, which can be perceived as an accomplishment of life. The level of health-related news spreading on social media is built on user associations. This association is accountable for the accomplishment of life and it is referred to as society' (Mehrajet al., 2014). Human beings in every society have gone through one problem or the other, including those in modern societies, and their behavior has been affected by most of these things – one of them being social media.

The Role of Social Media News on Human Psychology

Various factors link social media news and human psychology. Social media can be referred to as sedentary behavior, which, when abused, can create health risks to the human body and psychological state. A debate is ongoing on the negative impacts of social media on users (Abbas, Aman, Nurunnabi & Bano, 2019). For example, multitasking is familiar to social media users, giving them access to multiple platforms (Keles, McCrae &Grealish, 2019). Keleset al. (2019) showed that multitasking on social media platforms foretells signs of psychological disorders. It was also discovered that the number of social media accounts has a connection to the level of nervousness due to overpowering requests. Another link to social media and human psychology is social support. According to Keleset al. (2019), social media affects helping people build their relationships with existing friends and forming new friends online. The researchers believed social media helps users reduce their feeling of loneliness and social isolation and, in turn, plays its role in their psychological health. However, it was perceived that active social media users are happier because of online networking and connectivity; when slightly offline, they are psychologically dissatisfied (Christensen, 2018). People deprived of social support are expected to suffer from psychological problems such as anxiety, stress, depression, and psychological distress compared to people with high social support from relatives, associates, and neighbors (Keleset al., 2019). Zhang and Ma (2020) found that the pandemic outbreak, COVID-19, was associated with people's psychological state being affected due to the information being released on social media platforms.

Conclusion

The impact of social media platforms on the health sectors and human psychology cannot be underrated. The effects are visible in human daily life and activities. Social media platforms enable the distribution of health news and information. This paper provided the effects of social media news on human psychology during pandemic outbreaks, the positive and negative impacts, the role of social media news on human psychology. The study further highlight show social media platforms can be used to manage human psychology during pandemic outbreaks. The management and control of social media information can lead to a positive impact on these users.

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CAN USING CHATGPT BE HELPFUL IN ACADEMIC ESSAY WRITING?

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Abstract: *The use of ChatGPT in academic essay creation improves students' capacity to develop ideas, organise essays, and enhance language precision. It offers immediate feedback, fostering autonomous learning and enhancing writing proficiency. Its significance lies in improving language instruction by promoting critical thinking, expanding vocabulary, and fostering proficiency in formal writing. This article discusses the global use of ChatGPT and its results.*

Keywords. *ChatGPT, education, language teaching, academic essay writing.*

INTRODUCTION.

What is academic essay writing?

Academic essay writing is a formal mode of writing employed chiefly in educational settings to convey ideas, arguments, and findings in an organised and cohesive manner. It generally comprises a concise introduction, body paragraphs that substantiate the thesis, and a conclusion that encapsulates the main points. The aim of academic essay writing is not solely to inform but also to persuade the reader through the presentation of well-structured arguments supported by evidence. According to Bailey , academic writing is characterised as a clear, concise, focused, well-structured, and evidence-based style of communication employed in universities and scholarly environments. It necessitates formality, objectivity, and critical analysis, all of which are vital for effectively communicating complex ideas and constructing scholarly arguments. Consequently, it necessitates that students thoroughly engage with scholarly literature, critically examine diverse perspectives, and contribute their insights to the continual academic discourse.

The use of ChatGPT in the educational sphere

In recent years, innovations such as ChatGPT, an advanced AI language model, have become essential resources for improving the language acquisition process. ChatGPT facilitates language acquisition by providing tailored, adaptive assistance in domains such as vocabulary development, grammatical refinement, and reading comprehension. For example, students may utilise ChatGPT to look up definitions of unfamiliar words, practise synonyms, and even generate example sentences to enhance their understanding of new vocabulary. It can also offer real-time grammatical corrections and clarifications, which are essential for students acquiring English as a second language. As Krashen mentions, comprehensible input is necessary for language acquisition, and ChatGPT functions as an effective provider of such input by clarifying complex sentences and suggesting alternative expressions. Furthermore, the tool supports conversational practice by assisting learners in spoken interaction through written dialogues, thereby reinforcing language skills in a practical, interactive manner.

Furthermore, ChatGPT provides substantial support in enhancing students' writing skills by addressing key components of the writing process. One significant contribution is its ability to help students generate ideas, which is often a difficult stage in academic writing. ChatGPT can help generate ideas, offer prompts, and propose potential approaches for essay development. This is especially beneficial for students experiencing writer's block or having difficulty organising their ideas coherently. Once students have formulated an idea, ChatGPT can assist them in structuring their essay, developing coherent outlines, formulating thesis statements, and constructing logical arguments. According to Hyland , academic writing requires the ability to create well-

supported arguments, and ChatGPT assists students in this regard by guiding paragraph organisation and effective idea development.

The use of ChatGPT in academic essay writing

In the context of academic essay writing, ChatGPT serves as an essential resource throughout every stage, from initial planning to final revision. During the pre-writing phase, students may utilise the tool to understand complex academic concepts, clarify terminology, and formulate research questions. For instance, before writing an essay on a particular subject, students may use ChatGPT to engage in discussions that enhance their understanding and help develop their argument. When it comes to writing, ChatGPT helps students maintain a formal, scholarly tone by suggesting rephrasing for informal or colloquial expressions. This is essential in academic essay composition, where lucidity and professionalism are of utmost importance. Furthermore, students may seek guidance on paragraph structure to ensure that each paragraph serves a distinct purpose and transitions seamlessly to the next, which is crucial for maintaining readability and coherence in academic writing.

After completing their essays, students may utilise ChatGPT for post-writing assistance, such as proofreading and editing. The AI tool can identify common errors in grammar, punctuation, and style, enabling students to make essential corrections before submitting their work. Furthermore, ChatGPT can provide explanations for the necessity of specific modifications, helping students understand the rationale behind particular corrections and facilitating their learning from errors. Research indicates that prompt feedback, such as that offered by ChatGPT, plays a vital role in improving students' writing accuracy (Bitchener & Ferris, 2012). Furthermore, the application supports citations and referencing, ensuring that students comply with academic standards and avoid plagiarism. ChatGPT can suggest how to integrate sources into the essay, paraphrase effectively, and correctly format citations in styles such as APA, MLA, or Chicago.

In conclusion, ChatGPT is a valuable educational resource that significantly improves the process of writing academic essays. By offering tailored support throughout the writing process, from initial idea development to final revision, ChatGPT assists students in enhancing their writing, improving their language proficiency, and engaging with academic texts in a substantive manner. Its capacity to deliver immediate feedback, offer constructive suggestions, and elucidate complex concepts renders it an essential resource for students in higher education. Although AI tools such as ChatGPT should not supplant conventional educational approaches, they can enhance and support students in refining their academic writing skills. As ongoing research investigates the potential of artificial intelligence in education, it is evident that ChatGPT can serve as a vital tool to help students attain academic excellence and enhance their writing skills.

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COMPARATIVE ANALYSIS OF PROCESS-ORIENTED AND PRODUCT-ORIENTED APPROACH

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Abstract. *This article provides a comparative analysis of process-oriented and product-oriented approaches in teaching, focusing on their impact on student learning and instructional effectiveness. The process-oriented approach emphasizes the steps, strategies, and cognitive processes involved in learning, promoting critical thinking, creativity, and reflective practice. In contrast, the product-oriented approach prioritizes the final output or performance, emphasizing accuracy, correctness, and tangible outcomes. The study examines theoretical foundations, pedagogical implications, and empirical research highlighting the advantages and limitations of each approach. Findings suggest that while product-oriented methods ensure measurable results and standardization, process-oriented approaches foster deeper understanding, problem-solving skills, and learner autonomy. Challenges include balancing assessment criteria, time management, and integrating both approaches effectively in diverse classroom contexts.*

Keywords: *process-oriented approach; product-oriented approach; teaching strategies; student learning; instructional effectiveness; reflective practice; assessment; pedagogy.*

INTRODUCTION.

In modern education, teaching approaches play a significant role in shaping learning outcomes, student engagement, and instructional effectiveness. Among the various pedagogical strategies, process-oriented and product-oriented approaches have received considerable attention due to their distinct philosophies and impacts on learning. The process-oriented approach focuses on the learning journey, emphasizing strategies, cognitive processes, and reflection. It encourages students to develop problem-solving skills, critical thinking, and a deeper understanding of concepts. Conversely, the product-oriented approach prioritizes the final output, emphasizing accuracy, correctness, and tangible results. While both approaches aim to enhance learning, they differ in methodology, assessment, and pedagogical emphasis, making their comparative analysis crucial for effective teaching practice.

The process-oriented approach is grounded in constructivist and experiential learning theories, which assert that learners construct knowledge actively through engagement, reflection, and experimentation. This approach highlights the importance of cognitive processes, metacognition, and the development of transferable skills. Teachers adopting process-oriented strategies focus on guiding students through stages of inquiry, exploration, and problem-solving. Feedback and iterative improvement are integral, ensuring learners internalize concepts and strategies rather than merely producing a correct end product. Students in process-oriented classrooms develop autonomy, resilience, and reflective habits, contributing to lifelong learning competencies.

Literature review. Research on teaching approaches emphasizes the importance of aligning pedagogy with learning objectives and student needs. The process-oriented approach has been highlighted by researchers such as D.A. Schön, emphasizing reflective practice, problem-solving, and cognitive engagement. Empirical studies demonstrate that process-oriented strategies enhance critical thinking, learner autonomy, and metacognitive skills. Students engaged in process-focused tasks show greater creativity and adaptability, indicating the long-term benefits of emphasizing the learning journey rather than solely the outcome [4,168].

In contrast, product-oriented approaches have been widely utilized in outcome-based education, focusing on measurable performance, accuracy, and completion of tasks. Behaviorist perspectives, as outlined by B.F. Skinner, support product-focused strategies that reinforce correct responses and standardize assessment. Research shows that product-oriented methods are effective for skill acquisition, accountability, and consistent evaluation across learners [5,243].

Several studies compare the two approaches, suggesting that each has distinct advantages and limitations. Process-oriented methods may require more instructional time and teacher facilitation, while product-oriented methods may constrain creativity and limit reflective thinking. Scholars recommend integrating both approaches to optimize learning outcomes, balancing process engagement with product assessment to achieve holistic education.

Methodology. This study employed a qualitative-comparative research design to analyze the practical application, advantages, and limitations of process-oriented and product-oriented approaches in teaching. The research aimed to explore how each approach influences student learning outcomes, cognitive engagement, and overall instructional effectiveness, as well as to identify strategies for integrating both methods in classroom practice.

The sample consisted of twelve secondary school teachers from diverse subject areas, including language arts, science, and social studies. Teachers were selected using purposive sampling based on their experience with implementing either or both instructional approaches in their classrooms. The study also involved a total of 180 students aged 14–16 years, who were engaged in writing, problem-solving, and project-based activities that reflected either process-oriented or product-oriented tasks [1,128].

Data collection employed multiple qualitative instruments to ensure triangulation and in-depth understanding. Classroom observations were conducted to examine instructional strategies, student engagement, teacher-student interactions, and the extent to which process or product priorities were emphasized. Semi-structured interviews with teachers explored their perceptions of each approach, including perceived benefits, challenges, and strategies used to balance process and product considerations. Student reflective journals were collected to capture insights into learning experiences, cognitive engagement, and perceptions of both teaching approaches. Additionally, samples of student work were analyzed to assess differences in creativity, problem-solving, accuracy, and overall quality between tasks designed using process-oriented and product-oriented methods [3,56].

Data analysis was conducted using thematic coding, with patterns, recurring themes, and contrasts identified across the different data sources. Comparative analysis was applied to determine the relative impact of each approach on student learning, engagement, and skill development. Ethical considerations included voluntary participation, confidentiality, informed consent, and anonymization of all participants' identities [2,103].

Results. Findings revealed distinct advantages of both approaches. Process-oriented strategies promoted critical thinking, problem-solving, reflective practice, and collaborative learning. Students demonstrated enhanced creativity, autonomy, and engagement with learning materials. Teachers reported that guiding cognitive processes encouraged deeper understanding, improved metacognitive skills, and fostered lifelong learning habits.

Product-oriented strategies emphasized measurable outcomes, accuracy, and completion of assignments. Students produced high-quality work that met specific criteria, and teachers found assessment straightforward and reliable. The approach facilitated accountability, comparability, and efficiency in grading.

Discussion. The study supports previous research highlighting the complementary nature of process-oriented and product-oriented approaches. Process-focused strategies foster higher-order cognitive skills, reflective thinking, and learner autonomy, aligning with constructivist theories. Product-focused strategies ensure accountability, standardization, and achievement of measurable outcomes, consistent with behaviorist frameworks.

Integrating both approaches allows teachers to leverage their strengths while mitigating limitations. For example, teachers can guide students through problem-solving processes while assessing final outputs for

quality and accuracy. A blended approach supports holistic learning, fostering both cognitive development and performance achievement.

Conclusion. The comparative analysis of process-oriented and product-oriented approaches highlights their distinct contributions to teaching and learning. Process-oriented approaches promote cognitive engagement, critical thinking, problem-solving, creativity, and reflective practice. Students develop autonomy, metacognitive skills, and lifelong learning habits through guided learning processes.

In conclusion, understanding the advantages and limitations of process- and product-oriented approaches is essential for effective pedagogy. Teachers benefit from applying a balanced approach that addresses both learning processes and outcomes, ensuring that instruction is both meaningful and measurable. This dual focus promotes professional competence, student engagement, and sustainable learning outcomes, contributing to overall educational excellence.

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PRACTICAL APPLICATION OF PROCESS- AND PRODUCT-ORIENTED METHODS IN TEACHING WRITING

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Abstract. *This article explores the practical application of process-oriented and product-oriented methods in teaching writing. The process-oriented method emphasizes stages of writing, including planning, drafting, revising, and editing, promoting critical thinking, creativity, and metacognitive skills. The product-oriented method prioritizes the final written output, focusing on accuracy, coherence, and adherence to academic standards. This study examines how these approaches are implemented in classroom practice, highlighting their benefits and challenges. Findings suggest that process-oriented methods enhance student engagement, self-expression, and problem-solving skills, while product-oriented methods provide clear assessment criteria and measurable outcomes. Effective integration of both approaches supports holistic development of writing competence by combining creative exploration with attention to quality and correctness. Challenges identified include time constraints, varying student abilities, and the need for teacher guidance in balancing process and product priorities.*

Keywords: *process-oriented writing; product-oriented writing; writing instruction; classroom practice; writing skills; teaching strategies; revision; assessment; metacognition.*

INTRODUCTION.

Writing is a fundamental skill in education, requiring not only technical competence but also critical thinking, creativity, and the ability to express ideas effectively. Teaching writing involves guiding students through both cognitive processes and performance-based outcomes. Two prominent approaches in writing instruction are process-oriented and product-oriented methods. The process-oriented method emphasizes the stages of writing, including prewriting, drafting, revising, and editing, whereas the product-oriented method focuses on the final written output, emphasizing correctness, coherence, and adherence to established standards. Understanding the practical application of these approaches is essential for developing effective writing pedagogy that fosters student growth and ensures high-quality outcomes.

The process-oriented approach aligns with constructivist and cognitive theories of learning, emphasizing the development of metacognitive skills, self-expression, and reflective thinking. Teachers guide students through a series of stages, providing feedback, encouraging peer collaboration, and promoting iterative improvement. The approach allows students to experiment with ideas, explore different writing techniques, and engage in problem-solving. By focusing on the writing journey rather than solely on the end product, students develop confidence, creativity, and the ability to critically evaluate their work.

In contrast, the product-oriented approach is grounded in behaviorist and outcome-focused pedagogies, emphasizing the achievement of specific learning objectives and the production of high-quality texts. Teachers prioritize accuracy, structure, grammar, and clarity, providing clear assessment criteria. Students are evaluated based on the quality of their final written product, ensuring measurable learning outcomes.

Literature review. Research on writing instruction highlights the complementary benefits of process- and product-oriented methods. Process-oriented approaches, advocated by Vygotsky, L. S. (2000), emphasize

drafting, revision, and reflection, encouraging students to engage cognitively with writing tasks. Studies show that students develop problem-solving abilities, metacognitive awareness, and improved self-expression through iterative writing processes [5,132].

Product-oriented methods focus on final written outcomes, emphasizing accuracy, structure, and clarity. Behaviorist theories support product-oriented instruction, as noted by Skinner, B. F. (2004), by reinforcing correct forms and measurable outputs. Empirical studies indicate that product-oriented approaches improve technical accuracy, adherence to academic conventions, and the overall quality of student writing [4,268].

Comparative studies suggest that process-oriented methods enhance creativity and critical thinking, while product-oriented methods ensure accountability and performance standards. Scholars recommend integrating both approaches to foster comprehensive writing competence. Blended methods allow students to develop cognitive strategies and reflective skills while producing high-quality texts. Research emphasizes teacher guidance, feedback, and scaffolded instruction as essential components for effective implementation [2,116].

Methodology. This study used a qualitative-comparative research design to examine the practical application of process- and product-oriented methods in teaching writing. The sample consisted of ten secondary school English teachers and their students. Teachers implemented writing tasks using process-oriented methods (drafting, revising, peer review) and product-oriented methods (final essay production) over six weeks [1,12].

Data collection included classroom observations, student writing samples, teacher interviews, and reflective journals. Observations recorded instructional strategies, student engagement, and interaction patterns. Writing samples were analyzed for creativity, coherence, grammar, and adherence to assessment criteria. Interviews explored teachers' experiences with balancing process and product methods, perceived benefits, and challenges. Reflective journals captured students' perspectives on writing strategies, revision processes, and learning outcomes.

Data were analyzed using thematic coding to identify patterns, successes, and challenges associated with each method. Triangulation enhanced reliability by comparing classroom observations, teacher reports, and student reflections. Ethical considerations included voluntary participation, confidentiality, and informed consent. The methodology provided an in-depth understanding of how process- and product-oriented approaches impact writing instruction, student learning, and classroom dynamics [3,137].

Results. Findings indicate that process-oriented methods enhanced student engagement, creativity, and metacognitive awareness. Students actively participated in drafting, revising, and peer review, demonstrating improved problem-solving and critical thinking skills. Observations showed increased collaboration and reflective discussion among students.

Product-oriented methods led to high-quality final written products, with improved accuracy, structure, and coherence. Teachers reported that assessment was more straightforward and measurable when focusing on product outcomes. Students expressed satisfaction in achieving clear, tangible goals.

Discussion. The study supports previous research indicating that process-oriented and product-oriented methods offer complementary benefits in writing instruction. Process-focused strategies foster creativity, critical thinking, and reflective skills, aligning with constructivist theories. Product-focused strategies ensure measurable outcomes, technical accuracy, and accountability.

Integrating both methods allowed teachers to maximize student learning by promoting engagement, problem-solving, and skill development while ensuring that final written outputs met academic standards. The combination supports holistic writing competence and addresses diverse learner needs. Effective implementation requires balancing instructional time, providing structured feedback, and guiding students through iterative processes. Challenges include managing time and differentiating support for students with varying abilities.

Conclusion. Practical application of process- and product-oriented methods in teaching writing fosters comprehensive skill development. Process-oriented strategies enhance creativity, metacognitive awareness, problem-solving, and reflective practice, enabling students to engage deeply with writing tasks. Product-

oriented strategies emphasize measurable outcomes, accuracy, coherence, and adherence to standards, ensuring accountability and tangible achievement.

Blending these approaches provides a balanced instructional framework, allowing students to explore ideas iteratively while producing high-quality written texts. Teachers reported improvements in lesson design, classroom management, and student engagement when combining both methods. Students demonstrated enhanced writing competence, confidence, and ability to self-assess their work.

In conclusion, integrating process- and product-oriented methods in writing instruction ensures holistic development of students' writing skills. It fosters creativity, critical thinking, and reflective abilities while achieving measurable performance outcomes. Educators are empowered to design adaptive, effective, and learner-centered writing programs that cultivate both cognitive growth and high-quality writing production, contributing to overall educational excellence.

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THEORETICAL FOUNDATIONS OF TEACHING WRITING SKILLS IN SECONDARY SCHOOL

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Abstract. *This article examines the fundamental theoretical principles underlying the teaching of writing skills in secondary school, highlighting how cognitive, linguistic, and pedagogical factors interact in the development of students' written competence. The author reviews major theories such as the process approach, product approach, and genre-based instruction, emphasizing their relevance to learners' needs and classroom realities. The article explains that writing is not merely a mechanical activity but a complex cognitive process involving planning, drafting, revising, and editing. It also stresses the importance of linguistic competence, including vocabulary range, grammatical accuracy, coherence, cohesion, and text organization, which play crucial roles in producing meaningful written texts. Furthermore, the article analyzes how socio-cultural and communicative theories support learner-centered instruction, promoting writing activities that reflect real-life purposes and authentic contexts. The author highlights the role of teacher feedback, peer collaboration, and scaffolding strategies in guiding learners through different stages of writing development.*

Keywords: *teaching writing skills; secondary school; writing pedagogy; process approach; product approach; genre-based instruction; cognitive strategies; linguistic competence.*

INTRODUCTION.

Teaching writing skills in secondary school plays a crucial role in the development of students' overall language competence, academic success, and communicative abilities. Writing is not only a fundamental component of language learning but also an essential tool for expressing ideas, demonstrating knowledge, and engaging in meaningful communication across subject areas. In the contemporary educational context, where students are expected to participate actively in academic, social, and digital environments, strong writing skills are indispensable. An effective writing pedagogy, therefore, must be grounded in sound theoretical principles that address the cognitive, linguistic, and social dimensions of writing. Understanding these foundations allows educators to design instructional practices that support students' gradual progression from basic sentence construction to sophisticated written expression.

The importance of writing instruction in secondary school is closely linked to the developmental stage of learners. Adolescents are expanding their critical thinking abilities, forming personal and academic identities, and learning to articulate increasingly complex ideas. Writing serves as a medium through which they organize thoughts, analyze information, and reflect on experiences. As such, writing education must go beyond teaching mechanical skills; it must nurture students' cognitive engagement, creativity, and ability to construct coherent and well-structured texts. This broader perspective aligns with modern views of writing as a process rather than a product, highlighting the need for continuous practice, revision, feedback, and reflection.

The theoretical foundations of teaching writing are built upon several key approaches, each of which contributes valuable insights into how learners acquire and improve writing skills. The process approach, for instance, views writing as a dynamic activity involving planning, drafting, revising, editing, and publishing. It emphasizes the importance of encouraging students to focus on the development of ideas rather than perfection in the first attempt.

Literature review. The teaching of writing skills in secondary school has been widely examined in linguistic, pedagogical, and psychological research. Scholars generally agree that writing is a multidimensional skill that

integrates cognitive processes, linguistic knowledge, and communicative competence. Early studies, such as those by K. Hyland, conceptualized writing as a complex cognitive process involving planning, translating, and reviewing. Their cognitive model has significantly influenced modern process-oriented writing instruction, emphasizing metacognition, recursive drafting, and the need for explicit strategy training [4,72].

Subsequent research on the process approach highlights the importance of feedback, peer collaboration, and drafting cycles. Studies by D. Nunan show that students improve their writing quality when encouraged to revise content and structure rather than only correct surface errors. These findings helped shift classroom practices from product-focused correction to process-based instruction [5,112].

Research on the product approach has remained relevant, particularly in contexts where learners prepare for standardized examinations. Scholars such as Harmer J. (2004) argue that providing clear models helps learners understand text organization, cohesion, and genre conventions. This approach is especially beneficial for novice writers who need explicit structure [3,69].

Methodology. The methodology of this study is based on a combination of qualitative and quantitative research approaches to examine the theoretical foundations and practical effectiveness of teaching writing skills in secondary school. A mixed-method design was chosen to ensure a comprehensive understanding of how theoretical principles translate into classroom practice and how students develop their writing abilities over time. The research began with a theoretical analysis, which involved examining academic literature, pedagogical frameworks, and linguistic theories related to writing instruction. This phase provided the conceptual basis for identifying key teaching approaches, including the process approach, product approach, genre-based instruction, and socio-cultural perspectives. The theoretical analysis also helped determine which instructional elements such as feedback, scaffolding, and strategy training are considered essential for developing writing skills [1,58].

For the empirical component, the study used classroom observation and teacher interviews to gain insights into current practices. Observations were conducted in secondary school English classes to document how teachers introduce writing tasks, provide guidance, and facilitate revision. Attention was given to the use of instructional materials, the integration of technology, and the role of peer collaboration. Teacher interviews further provided qualitative data on challenges, instructional choices, and perceptions of effective writing pedagogy.

A student writing assessment was also carried out to gather quantitative data. Students completed writing tasks before and after a period of instruction informed by the theoretical principles identified in the literature review. Their performance was evaluated according to criteria such as organization, coherence, grammar, vocabulary, and task completion. These results allowed the researcher to measure progress and identify areas of improvement [2,25].

Results.The results of the study reveal significant improvements in students' writing skills after the implementation of instructional methods grounded in established theoretical principles. The analysis of pre- and post-instruction writing samples shows that students demonstrated noticeable progress in text organization, coherence, and clarity of expression. Before instruction, many students struggled to develop clear topic sentences, maintain logical flow, and use appropriate linking devices. After the targeted lessons, however, their writing exhibited more structured paragraphs, smoother transitions, and greater awareness of audience and purpose.

Discussion. The findings of the study highlight several important insights into the teaching of writing skills in secondary schools, emphasizing both pedagogical and linguistic dimensions. First, the results demonstrate that students' writing proficiency improves significantly when instruction moves beyond traditional mechanical exercises and incorporates communicative, learner-centered approaches. This supports existing theories suggesting that writing is not merely a product to be evaluated but a process that requires scaffolding, feedback, and opportunities for practice. In this respect, approaches such as process writing, collaborative writing, peer review, and genre-based instruction were found to positively influence students' confidence and accuracy. These findings align with earlier studies noting that learners acquire writing skills more effectively when they are engaged in meaningful tasks and when instruction is adapted to their cognitive and linguistic needs.

Conclusion. The study of theoretical foundations for teaching writing skills in secondary schools highlights the essential role of well-structured, pedagogically informed instruction in developing students' communicative competence. Writing, as one of the most complex language skills, requires the integration of cognitive, linguistic, and affective factors. The findings show that when writing is taught not simply as a mechanical exercise but as a purposeful and creative process, learners develop stronger abilities to express ideas clearly, organize information logically, and use language accurately. This aligns with contemporary educational theories that view writing as a dynamic process involving planning, drafting, revising, and editing. The research confirms that the teacher's methodological choices significantly impact learners' writing outcomes.

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PEDAGOGICAL STRATEGIES AND COGNITIVE APPROACHES TO TEACHING WRITING SKILLS IN SECONDARY SCHOOL STUDENTS

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Abstract. *The annotation outlines the main objectives of the research, focusing on improving students' writing proficiency, fostering critical and creative thinking, and promoting independent learning through strategic feedback and reflective practices. It also describes the relevance of integrating pedagogical and cognitive methods to create a supportive learning environment that enhances students' motivation and confidence in writing. The study emphasizes how metacognitive awareness, schema activation, and working memory processes contribute to the development of coherent and well-structured written texts. Overall, the research demonstrates that a balanced combination of instructional strategies and cognitive approaches significantly improves writing outcomes and contributes to students' academic literacy development.*

Keywords: *Writing skills, academic writing, secondary school students, cognitive processes, pedagogical strategies, collaborative learning.*

INTRODUCTION.

Writing is one of the most essential and complex language skills that secondary school students must acquire to participate successfully in academic and real-life communication. Unlike receptive skills such as listening and reading, writing demands the simultaneous use of linguistic knowledge, cognitive processing, and higher-order thinking skills. In modern educational settings, the ability to express ideas clearly, logically, and creatively in written form is considered a core component of students' academic literacy. Consequently, educators are increasingly concerned with identifying effective teaching strategies that not only build students' linguistic competence but also enhance their cognitive engagement throughout the writing process. Pedagogical strategies play a crucial role in shaping learners' writing development. Approaches such as scaffolding, guided writing, process-oriented instruction, and collaborative learning provide structured support that helps students move from initial idea generation to producing polished texts. These strategies encourage active participation, meaningful practice, and constructive feedback, which are vital for building confidence and competence in writing. However, writing is not merely a mechanical act; it involves mental operations such as planning, organizing information, monitoring progress, and revising written output. Therefore, teaching writing effectively requires an understanding of how students think, process information, and regulate their own learning. Cognitive approaches to writing instruction emphasize the mental processes that underlie successful writing performance. Concepts such as working memory activation, schema development, metacognitive awareness, and strategic problem-solving are central to this perspective. By integrating cognitive principles into classroom practice, teachers can help students become more conscious writers who understand how to manage their ideas, control the flow of information, and evaluate the quality of their own work. This combination of pedagogical and cognitive methods creates a holistic learning environment that supports both the development of writing skills and the growth of independent, reflective learners. Given the increasing importance of academic writing skills in secondary education, this research explores how pedagogical strategies and cognitive approaches can be effectively combined to enhance students' writing performance. It aims to identify the most influential instructional techniques, understand their impact on learners' cognitive processes, and highlight best

practices for developing strong, confident writers. The study ultimately seeks to contribute to the improvement of writing instruction by providing evidence-based insights into how teaching and learning can be optimized to meet the needs of diverse learners.

METHODOLGY

The methodology of this research is designed to investigate how pedagogical strategies and cognitive approaches influence the development of writing skills among secondary school students. A mixed-methods approach was selected to provide a comprehensive analysis of both instructional practices and learners' cognitive engagement during writing activities. This combination of qualitative and quantitative methods allows for a deeper understanding of how specific teaching techniques affect students' writing performance, motivation, and metacognitive awareness. The study employs a descriptive and experimental design. The descriptive component focuses on identifying current pedagogical practices used in teaching writing in secondary schools, while the experimental component examines the effectiveness of integrating selected cognitive and pedagogical strategies into writing instruction. Two groups of students a control group taught through traditional methods and an experimental group taught through a combination of scaffolding, process writing, collaborative activities, and cognitive techniques were observed and compared. The participants consist of secondary school students aged 13–16 from mixed academic backgrounds. Teachers of English language arts were also included to provide insights into instructional planning, classroom challenges, and strategy implementation. The selection of participants followed a purposive sampling method to ensure that the study included learners with varying writing abilities and teachers experienced in different pedagogical approaches. The experimental phase of the study lasted eight to twelve weeks. During this period, the experimental group was taught using a structured sequence of activities incorporating process writing, scaffolding, brainstorming, graphic organizers, peer review, and metacognitive reflection exercises. Teachers in the control group continued with traditional product-based writing instruction. Both groups completed the same writing tasks, which allowed for accurate comparison. Permission was obtained from school administrators, teachers, and students. Participation was voluntary, and confidentiality of all participants' identities and written work was strictly maintained. Overall, the methodology provides a systematic and reliable framework for examining how pedagogical and cognitive approaches can enhance writing competence among secondary school learners.

RESULT

The findings of the study demonstrate that the integration of pedagogical strategies and cognitive approaches significantly enhances writing skills among secondary school students. Analysis of pre-test and post-test results shows that students in the experimental group, who received instruction grounded in scaffolding, process writing, collaborative learning, and cognitive training, exhibited noticeable improvement in multiple aspects of writing. These students demonstrated higher levels of text organization, stronger coherence, more precise vocabulary usage, and fewer grammatical errors compared to the control group taught through traditional product-oriented methods. One of the most important results is the development of students' metacognitive awareness. Learners who participated in planning, self-monitoring, and reflective activities became more conscious of writing as a process rather than a one-step task. As a result, they were able to identify weaknesses in their drafts, revise more efficiently, and apply strategies such as outlining, idea mapping, and peer review more effectively. The data from questionnaires confirm that students in the experimental group reported increased confidence, reduced writing anxiety, and greater motivation to engage in writing tasks. Classroom observations also revealed substantial changes in students' engagement and participation. When cognitive strategies such as schema activation, working memory prompts, and guided brainstorming were applied, students interacted more actively, generated richer ideas, and produced more creative written work. Collaborative practices especially peer discussion and joint editing contributed to a stronger sense of responsibility and ownership over the writing process. Teacher interviews further support these outcomes. Educators noted that the combination of pedagogical and cognitive methods made writing lessons more interactive and productive. They observed that students became more independent writers, relying less on teacher correction and more on self-regulation and peer assistance. Teachers also highlighted that scaffolded

support helped weaker students achieve clearer structure and content development in their writing. Overall, the results indicate that pedagogical strategies grounded in cognitive principles provide a more effective and learner-centered approach to teaching writing in secondary schools. The implementation of these methods not only improved students' writing proficiency but also fostered important skills such as critical thinking, self-regulation, collaboration, and long-term academic literacy. These findings suggest that integrating cognitive approaches with structured pedagogical techniques can create a more supportive and effective environment for developing confident, competent young writers.

DISCUSSION

The results of the study highlight the strong impact that combining pedagogical strategies with cognitive approaches has on the writing development of secondary school students. The discussion emphasizes how these complementary methods address both the instructional and psychological dimensions of writing, creating a more holistic and effective learning environment. Writing is not solely a linguistic activity; it is a cognitive process that requires planning, organization, monitoring, and revision. Therefore, pedagogical practices must be carefully aligned with how students think and process information. One key finding is that scaffolding and process-oriented writing instruction significantly enhance students' ability to handle complex writing tasks. Scaffolding provides structured guidance during early stages of learning, gradually reducing support as students become more competent. This aligns with Vygotsky's concept of the Zone of Proximal Development, illustrating how learners benefit from carefully calibrated instructional support. When combined with cognitive strategies such as brainstorming, schema activation, and planning routines, scaffolding encourages students to approach writing systematically rather than impulsively. An important aspect highlighted in the discussion is the positive effect of these strategies on students' motivation and emotional engagement. Writing anxiety and lack of ideas were common challenges reported at the beginning of the study. However, cognitive tools such as graphic organizers, planning templates, and guided reflection helped students overcome these obstacles. As learners realized they had concrete strategies to rely on, their confidence increased, and their attitudes toward writing became more positive. Despite the overall success of the integrated approach, the study also reveals some challenges. Some students struggled initially with metacognitive tasks because they were not accustomed to reflecting on their own thinking. Teachers also required additional training to effectively implement cognitive strategies in writing lessons. These findings suggest that professional development for teachers and gradual introduction of cognitive tools for students is essential for maximizing the benefits of the combined approach. In conclusion, the discussion indicates that pedagogical strategies enriched with cognitive approaches create a dynamic and supportive environment for teaching writing in secondary schools. This integrated model not only improves writing proficiency but also cultivates essential skills such as critical thinking, collaboration, and self-regulation. The findings support the broader educational perspective that effective writing instruction must address both the external structure of teaching and the internal cognitive processes of learners, ultimately preparing students to become confident, independent, and proficient writers.

CONCLUSION

The study concludes that integrating pedagogical strategies with cognitive approaches provides a highly effective framework for developing writing skills among secondary school students. The combination of scaffolding, process-oriented instruction, collaborative learning, and metacognitive training not only improved students' writing proficiency but also strengthened their ability to think critically, plan effectively, and monitor their own progress. These methods reduced writing anxiety, increased motivation, and fostered greater learner independence, demonstrating that writing development is most successful when instructional support aligns with students' cognitive processes. Although the approach requires consistent teacher training and gradual adaptation for students, the overall findings show that such an integrated model creates a supportive, engaging, and intellectually stimulating environment. Ultimately, the research highlights that blending cognitive principles with sound pedagogical practices significantly enhances academic literacy and prepares learners to become confident, competent writers in both academic and real-world contexts.

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THE ROLE OF COGNITIVE PROCESSES IN DEVELOPING COHERENT AND ACADEMIC WRITING SKILLS AMONG SECONDARY STUDENTS

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Abstract. *The influence of cognitive processes on the development of coherent and academically structured writing skills among secondary school students. It emphasizes that writing is a multifaceted cognitive activity involving planning, organizing, monitoring, and revising ideas. The research highlights the importance of metacognition, working memory, attention, and information processing in enhancing students' ability to produce logically organized and cohesive texts. By applying cognitive-based instructional strategies such as scaffolding, think-aloud protocols, and explicit teaching of text structure, students demonstrate notable improvements in coherence, idea development, and overall writing quality. The study concludes that incorporating cognitive approaches into writing instruction fosters higher-order thinking skills, enabling students to develop stronger academic writing proficiency.*

Key words*: Cognitive processes, academic writing, coherence, secondary students, metacognition, working memory, information processing, writing skills development, instructional strategies, cognitive approaches and writing proficiency.*

INTRODUCTION.

Writing is a fundamental skill in education, serving as a primary means of communication, learning, and critical thinking. In secondary schools, students are expected not only to convey ideas effectively but also to produce coherent and academically structured texts. However, many students struggle with organizing their thoughts, maintaining cohesion, and adhering to the conventions of academic writing. These challenges often stem from the complex cognitive demands involved in writing, which include planning, idea generation, organization, monitoring, and revision. Cognitive processes play a central role in writing development. Processes such as working memory, metacognition, attention, and information processing influence a student's ability to plan, structure, and evaluate their writing. For instance, metacognitive strategies enable learners to reflect on their writing, identify gaps, and revise effectively, while working memory helps manage multiple ideas simultaneously to maintain coherence. Understanding and leveraging these cognitive mechanisms is therefore crucial for fostering academic writing proficiency. Recent pedagogical research emphasizes the integration of cognitive-based approaches into writing instruction. Techniques such as scaffolding, think-aloud protocols, modeling, and explicit instruction on text organization have proven effective in supporting students' cognitive development and improving their writing outcomes. By focusing on the interplay between cognitive processes and instructional strategies, educators can better guide students toward producing well-structured, logical, and academically appropriate texts. The present study aims to explore the role of cognitive processes in developing coherent and academic writing skills among secondary students, highlighting how targeted pedagogical strategies can enhance writing proficiency and higher-order thinking abilities.

METHODOLGY

The study adopts a general pedagogical and cognitive approach to examine how cognitive processes contribute to the development of coherent and academically structured writing skills in secondary school students. Writing

is recognized as a complex intellectual activity requiring simultaneous engagement of multiple cognitive functions, including planning, organizing, monitoring, and revising. Therefore, the methodology integrates both theoretical and practical strategies to address these processes effectively. The research employed a mixed-methods design, combining quantitative measures of writing performance with qualitative analysis of students' cognitive strategy use. This approach allowed for a comprehensive understanding of both the product and the process. The study focused on identifying the ways in which cognitive mechanisms such as working memory, attention, metacognition, and information processing influence writing coherence, idea development, and adherence to academic conventions. Participants consisted of secondary school students aged 14–16, selected to represent a range of writing abilities. The study included structured writing tasks, questionnaires on cognitive strategy use, and think-aloud protocols to capture students' mental processes during composition. Writing samples were evaluated using rubrics focusing on coherence, organization, grammar, and academic style, ensuring objective assessment of performance. This approach provides a balanced framework for understanding the interplay between cognitive processes and effective writing instruction.

RESULT

The study revealed significant improvements in the writing skills of secondary students who were exposed to cognitive-based instructional strategies. Quantitative analysis showed that students' overall writing scores increased markedly after the intervention. On average, coherence and organization scores improved by 25%, while adherence to academic writing conventions and logical development of ideas improved by 20%. These results indicate that explicit instruction in cognitive strategies positively impacts the quality of students' written output. Analysis of the think-aloud protocols provided insights into the specific cognitive processes that contributed to these improvements. Students demonstrated enhanced planning abilities, effectively outlining their ideas before writing. They also engaged in active monitoring and self-evaluation, identifying inconsistencies, revising awkward sentences, and improving transitions between paragraphs. This active engagement in the writing process resulted in more logically structured and cohesive texts. Responses from the cognitive strategy questionnaires further confirmed that students became more aware of their writing processes. A majority reported that using planning and revision strategies helped them organize ideas better and reduce errors. Many students highlighted the importance of metacognitive reflection, stating that reflecting on their writing allowed them to detect gaps in reasoning and strengthen arguments. Qualitative observations also indicated that peer collaboration during revision sessions encouraged deeper cognitive engagement. Students who discussed their writing with peers were more likely to revise critically, demonstrating an understanding of both content and structure. This suggests that social interaction, combined with cognitive strategies, reinforces writing development. Overall, the results demonstrate that the integration of cognitive processes planning, monitoring, revising, and metacognitive reflection significantly enhances students' ability to produce coherent, academically appropriate texts. The findings underscore the importance of teaching writing as a cognitive activity, emphasizing strategy instruction and reflection as central components of writing pedagogy for secondary school students.

DISCUSSION

The findings of this study highlight the critical role that cognitive processes play in the development of coherent and academically structured writing skills among secondary school students. Writing is inherently a complex cognitive task that requires the integration of multiple mental operations, including planning, organizing, monitoring, and revising. The study demonstrates that when students are explicitly taught to engage with these processes, their writing quality improves substantially, both in terms of coherence and adherence to academic conventions. One of the key observations was the impact of planning and organization on writing coherence. Students who were trained to outline their ideas before composing essays demonstrated a clearer logical progression of thoughts and stronger paragraph transitions. This aligns with existing cognitive theories of writing, which emphasize that prewriting activities facilitate the externalization of ideas from working memory to written form, allowing students to manage the cognitive load more effectively. By structuring ideas beforehand, students were able to focus on content development and the refinement of arguments rather than

struggling with the sequencing of information during composition. Metacognitive strategies also emerged as a significant factor in enhancing writing proficiency. Students who engaged in self-monitoring and reflection were better able to identify gaps in their reasoning, correct grammatical and syntactic errors, and improve cohesion. The use of think-aloud protocols allowed students to verbalize their thought processes, providing evidence that conscious awareness of writing strategies leads to more deliberate and purposeful revisions. This supports the notion that writing is not just a linguistic exercise but a metacognitive activity in which monitoring and regulating one's cognitive processes is essential for producing coherent and academically appropriate texts. The study further highlights the importance of cognitive scaffolding and guided instruction. Techniques such as modeling, peer discussion, and iterative revision sessions provided structured support, enabling students to internalize effective writing strategies. The combination of individual cognitive engagement and collaborative reflection created an environment conducive to higher-order thinking, critical analysis, and problem-solving in writing tasks. Additionally, the findings suggest that cognitive-based writing instruction not only improves immediate writing outcomes but also fosters long-term skills development. Students who learned to apply cognitive strategies reported increased confidence in handling complex writing tasks, demonstrating that strategy instruction enhances both competence and self-efficacy. The results underscore the value of integrating cognitive process training into the writing curriculum, emphasizing that writing proficiency is built through intentional practice, reflection, and strategic engagement with cognitive processes. In conclusion, this study confirms that cognitive processes are integral to developing coherent and academically sound writing skills. Pedagogical strategies that explicitly target planning, monitoring, revising, and metacognitive reflection can significantly enhance secondary students' writing performance. Educators are encouraged to adopt cognitive-oriented instructional methods to support students' writing development, thereby fostering higher-order thinking, improved coherence, and greater academic achievement in written communication.

CONCLUSION

The results of this study show that helping students understand and use cognitive processes can greatly improve their ability to write coherent and academically structured texts. When students learn how to plan their ideas, stay focused, monitor their progress, and revise thoughtfully, their writing becomes clearer and more organized. Techniques like scaffolding, think-aloud activities, and guided practice helped students become more aware of how they think while writing, which made it easier for them to express their ideas logically. Many students also gained confidence and became more independent writers as they learned to reflect on their work and make purposeful changes. Overall, the study suggests that when teachers include simple cognitive strategies in their writing lessons, students are better able to produce strong, well-structured writing and develop the skills they need for academic success.

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THE USE OF DIMINUTIVES IN CHILDREN'S FAIRY TALES

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Abstract. *This article examines the ways in which diminutive-lacing units are used in children's fairy tales. Since diminutive-serious units denote tenderness, endearment, we often encounter them in children's fairy tales. It was found that diminutive forms carry not only positive but also negative semantic load.*

Keywords*: Diminutive, fairy tales, diminutives, language, communication.*

INTRODUCTION.

In different communicative situations, the use of diminutive has a different impact on the course of communication, since in each specific case a whole range of diminutive meaning is actualized. The language of children's fairy tales is characterized by its evocative (e.g. goblin, prince, forest, kingdom) and descriptive ("enchantment", "wicked", "prince") vocabulary.

Diminutives are used in children's fairy tales in the following cases:

-Conveying smallness and youth: duckling, piglet;

-Diminished world, a feeling of a fairy tale world is smaller and more manageable for a child's imagination: teeny, tiny;

-Expressing emotion (affection and endearment): sweetie, dearie.

As we know, diminutives are usually noted by diminutive suffixes. Diminutive suffixes include: - ie, -y, -ling, -let, -o, -cy, -ish etc.

According to X.Samigova there are 9 diminutive suffixes (-kin, -les, -ling, sy, -cy, -ie, -y, -ey, -o) in English [Samigova X. 2010, 35].

English fairy tale discourse has considerably more diminutive units. These are primarily diminutive suffixal formations [Z.V.Mixeleva, 9.92]. For example, in the fairy tale "The swan princess" the word **starlet** is used, which derives from **star**.

The fairy tale "The Three Little Pigs" frequently used the word **"piglets",** which has a diminutive meaning, describing the characters as little children. In the fairy tale "Beauty and the beast" features the word princeling, with the suffix –ling suggesting the idea of a pathetic young prince unable to assume the responsibilities that come with his royal title.

Lexical devices are used, such as the epithet "little" in the fairy tale "Wolf and the Seven Little Goats". The lexeme "little" in the title emphasizes the factual meaning that the characters are still small, while also conveying the expressive meaning that the kids, the goat's daughters, were very cute.

The next two fairy tales each contain two diminutives. In "Jack and the Beanstalk", the diminutives **froglet** (derived from frog) and **eaglet** (derived from eagle) indicate that these animals are smaller and younger than the others. In "Little Red Riding Hood", the word **nutlet** means 'a small or young, not fully grown nut, and **treelet**, a small or young tree, such as a seedling or sapling.

The fairy tale "Muzzy," which has taught generations of children, uses three diminutive names for animals: **duckling, catling, and gosling.** The fairy tale "The Simpsons" featured a few more diminutives, which is probably due to the length of the film: **firstling**-firstborn, **toothlet**-tooth.

Diminutives are also often seen in names: **Petey** from Peter, **Johnny** from Jonathan.

As we have witnessed, the diminutive suffixes –ie, -y, -let, -ling and the lexeme "little" play a crucial role in expressing diminutives.

It has been established that diminutiveness as a category inherent in various linguistic cultures, surprisingly, is widely used in old children's fairy tales as children's literature.

Sometimes, in order to reach a desired stylistic effect the author may even deliberately overload the text with diminutives [Yakiv Bystrov, Ella Mintys, Yuliya Mintiys, p. 82]. For example, in the short story Teeny-tiny Joseph Jacobs (2009) used the lexeme teeny-tiny 59 times. In fact, every noun (teeny-tiny woman, teeny-tiny church, teeny-tiny gate, teeny-tiny bed), even some adverbs (teeny-tiny further, teeny-tiny louder) and participles (teeny-tiny frightened) acquire a diminutive meaning. Every fifth word in this short story changed its meaning under the influence of the modifier teeny-tiny. The author "diminished" the size of all the objects and personages irrespective of their initial size: e.g. **teeny-tiny village – teeny-tiny churchyard – teeny-tiny woman – teeny-tiny bed – teeny-tiny bone**.

In the story, the diminutive serves as the main stylistic device employed by the author for creating a fairy-tale effect, namely for molding a diminished world with diminished objects in children's imagination (1):

(1) And when this **teeny-tiny** woman had got into the **teeny-tiny** churchyard, she saw **a teeny-tiny** bone on a **teeny-tiny** grave, and the **teeny-tiny** woman said to her **teeny-tiny** self, 'This **teeny-tiny** bone will make me some teeny-tiny soup for my **teeny-tiny** supper.' (Jacobs, Teeny-tiny 2009: 39)

The author chooses the lexeme teeny-tiny formed by means of an echo-word formation, which emphasizes diminution. However, the term is combined both with names of objects to denote their smallness (teeny-tiny village, teeny-tiny woman), and with abstract nouns or nouns of material (teeny-tiny time, teeny-tiny self, teeny-tiny soup). Thus, the aim of the author is not only to set diminutive forms and the diminutives' denotative meaning of smallness within particular contexts but also, first and foremost, to express secondary uses of the diminutive, namely the connotative meaning of emotiveness in order to make the text less serious and to strengthen positive emotions of the listener.

In conclusion, diminutives are used in children's fairy tales to convey a range of attitudes, primarily affection and endearment, but also to express smallness, youth, or a negative or mocking tone. They can make characters and situations seem more familiar, intimate, or less imposing. Their use is a powerful narrative tool for setting the emotional and social context of a story, often accompanying other speech acts like directives or requests.

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INGLIZ TILINI O‘QITISHDA ESHITISH MAHORATINI OSHIRISH UCHUN BROADCASTLARDAN FOYDALANISH

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Annotatsiya. *Mazkur maqolada ingliz tilini o‘rganishda eshitish ko‘nikmalarini rivojlantirishda broadcast va kinofilm materiallaridan samarali foydalanish imkoniyatlarini o‘rganadi. Maqolada real nutq kontekstidagi vizual va auditoriya elementlariga boy materiallar talabalarning tinglab tushunish ko‘nikmalarini tez va samarali rivojlantiradi, talaffuz va intonatsiyani yaxshilaydi, leksik boylikni oshiradi. Shuningdek, metodik yondashuv orqali kinofilm va broadcast materiallari til o‘qitish jarayonini interaktiv va motivatsion qiladi.*

Kalit so‘zlar: *Ingliz tili, eshitish ko‘nikmasi, broadcast, kinofilm, til o‘qitish, pedagogik metod, tinglab tushunish, multimodal materiallar.*

KIRISH.

Ingliz tilini o‘rganishda tinglab tushunish ko‘nikmasi asosiy til ko‘nikmalaridan biri bo‘lib, til o‘rganuvchilarning nutqni tushunish, muloqotda ishtirok etish va real hayotdagi vaziyatlarda samarali aloqa qilish qobiliyatini shakllantiradi. Zamonaviy globalizatsiya va axborot kommunikatsiyasining rivojlanishi natijasida talabalar nafaqat akademik nutqni, balki kundalik muloqot, professional suhbatlar va madaniy kontekstlarni tushunish imkoniyatiga ega bo‘lishlari zarur. Shu jihatdan, ingliz tilini o‘qitishda eshitish ko‘nikmalarini rivojlantirishga yo‘naltirilgan samarali metodlar dolzarb hisoblanadi.

Broadcast materiallari, xususan kinofilmlar, talabalarga tilni tabiiy kontekstda o‘rganish imkonini beradi. Kinofilmlar yordamida talabalar talaffuz, intonatsiya, leksik va frazeologik birliklarni amaliy vaziyatda o‘zlashtiradi, shuningdek, turli muloqot janrlarida ishlatiladigan nutqning real ritm va urg‘usini anglashga o‘rganadi.[1] Bundan tashqari, vizual va auditoriya elementlariga boy materiallar talabaning motivatsiyasini oshiradi, tinglab tushunish jarayonini interaktiv va qiziqarli qiladi.

Eshitish ko‘nikmasi nafaqat so‘zlarni tushunish, balki fonologik, sintaktik va pragmatik jihatlarni ham o‘z ichiga oladi. Kinofilm va broadcast materiallari esa bu jihatlarni bir vaqtda rivojlantirishga yordam beradi, chunki ular real nutq kontekstini taqdim etadi va talabani turli tilli vaziyatlarga tayyorlaydi. Shu sababli, bunday materiallarni o‘qitishda tizimli va metodik yondashuv asosida qo‘llash til o‘rganish jarayonining samaradorligini oshiradi.

Eshitish ko‘nikmasini rivojlantirish til o‘qitishda eng murakkab, ammo eng muhim komponentlardan biri hisoblanadi. Bu ko‘nikma nafaqat nutqni tinglab tushunish, balki kontekstni anglash, talaffuzni eslab qolish va nutqning intonatsiyasini tan olishni o‘z ichiga oladi. Til o‘rganishda an’anaviy metodlar, masalan, darslikdagi mashqlar yoki audio materiallar, foydali bo‘lsa-da, ular talabalarni real hayotdagi muloqot jarayonlariga yetarlicha tayyorlamaydi.[2] Shu nuqtai nazardan, kinofilm va broadcast materiallarining pedagogik ahamiyati oshadi, chunki ular tilni tabiiy kontekstda, turli muloqot vaziyatlarida o‘zlashtirish imkonini beradi.

Kinofilmlar va broadcastlar talabalarga nutqning tabiiy ritmi va urg‘usini o‘rganishga yordam beradi. Real suhbatlarda talaffuzning va intonatsiyaning o‘zgaruvchanligi ko‘p hollarda so‘zlarni tushunishda qiyinchilik tug‘diradi. Shu bois, kino va televizion materiallar orqali talabalar turli lahjalar, urg‘ular va nutq modullarini o‘rganadilar.[3] Masalan, biror filmda sodir bo‘layotgan sahna orqali talabalar nafaqat so‘z ma’nosini tushunish, balki situatsiyaga mos muloqot strategiyasini ham o‘zlashtiradi. Bu esa ularning eshitish va tushunish ko‘nikmalarini sezilarli darajada rivojlantiradi.

Shuningdek, kinofilm va broadcast materiallari vizual va auditoriya elementlarini o‘z ichiga oladi, bu esa til o‘rganish jarayonini interaktiv qiladi. Talabalar sahnadagi harakatlar, mimika, tovushlar va fon effektlarini kuzatish orqali nutq ma’nosini to‘liq tushunishga o‘rganadilar. Tadqiqotlar shuni ko‘rsatadiki, multimodal materiallardan foydalangan holda eshitish mashqlari talabalarni motivatsiya qiladi va ularning tilga bo‘lgan qiziqishini oshiradi. Shu bilan birga, vizual kontekst orqali so‘zlarning ma’nosi va ishlatilish joyi aniqroq tushuniladi, bu esa so‘z boyligini samarali rivojlantirishga yordam beradi.

Metodik jihatdan, kinofilm va broadcast materiallarini o‘qitishda tizimli yondashuv muhimdir. Materialni tanlashda talabalar darajasi, til maqsadi va pedagogik vazifalar hisobga olinishi lozim. Masalan, boshlang‘ich darajadagi talabalar uchun qisqa sahnalar va sodda dialoglar, ilg‘or darajadagilar uchun esa uzun metrajli filmlar va murakkab nutq strukturasi samarali bo‘ladi. Mashg‘ulot jarayonida talabalar nutqni bir necha bosqichda tinglashlari, eshitganlarini qayta aytishlari va savollar orqali tushunish darajasini baholashlari mumkin. Shu yondashuv talabalarga eshitish ko‘nikmalarini bosqichma-bosqich rivojlantirish imkonini beradi.

Amaliy tajriba shuni ko‘rsatadiki, kinofilm va broadcast materiallaridan foydalangan holda o'tkazilgan mashg‘ulotlarda talabalar so‘z boyligi, talaffuz va tinglab tushunish ko‘nikmalarini an’anaviy metodlarga qaraganda tezroq rivojlantiradi. Bundan tashqari, real hayotiy kontekstni o‘z ichiga olgan materiallar nutqni tushunishni qiyinlashtiruvchi noaniqliklarni yumshatadi va talabalarni murakkab til vaziyatlariga tayyorlaydi. Shu bois, metodik jihatdan kinofilm va broadcast materiallari faqat qiziqarli vosita sifatida emas, balki samarali pedagogik strategiya sifatida qo‘llanilishi muhimdir.

Kinofilm va broadcast materiallarining ingliz tilini o‘rganishda eshitish ko‘nikmalarini rivojlantirishdagi roli katta. Ular talabalarni real nutq kontekstiga moslashtiradi, talaffuz va intonatsiyani yaxshilaydi, leksik boylikni oshiradi va interaktiv mashqlar orqali motivatsiyani ta’minlaydi. Shu bilan birga, metodik jihatdan materiallarni tizimli tanlash va bosqichma-bosqich mashq jarayonini tashkil etish talabalar uchun samarali natija beradi. Bu esa zamonaviy til o‘qitish amaliyotida broadcast va kinofilm materiallarining pedagogik ahamiyatini yanada oshiradi.

Ingliz tilini o‘rganishda eshitish ko‘nikmalarini rivojlantirishda kinofilm va broadcast materiallarining pedagogik ahamiyati katta. Ular talabalarni real nutq kontekstiga moslashtiradi, talaffuz, intonatsiya va nutq ritmini tushunishni yaxshilaydi, shuningdek, leksik va frazeologik boylikni samarali o‘zlashtirish imkonini beradi. Multimodal yondashuv — vizual va auditoriya elementlarini o‘z ichiga olgan mashg‘ulotlar — talabaning diqqatini oshiradi va eshitilgan ma’lumotni tezroq tushunishga yordam beradi.

Metodik jihatdan tizimli tanlangan kinofilm va broadcast materiallari talabalarni motivatsiya qiladi va ularning eshitish ko‘nikmalarini an’anaviy metodlarga nisbatan samaraliroq rivojlantiradi. Materialni darajaga moslash, bosqichma-bosqich mashqlarni tashkil etish va interaktiv faoliyatlarni qo‘llash natijasida talabalar murakkab nutq vaziyatlarini osonroq tushunadi va muloqotda o‘zini ishonchli his qiladi.

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INGLIZ TILI DARSLARINI TASHKIL ETISHDA RAQAMLI VOSITALARDAN SAMARALI FOYDALANISH USULLARI

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Annotatsiya. *Ushbu maqolada ingliz tili ta’lim jarayonida raqamli texnologiyalar va vositalardan samarali foydalanishning ahamiyati, ularning o‘quvchilarning motivatsiyasi va til ko‘nikmalarini rivojlantirishdagi o‘rni yoritilgan. Shuningdek, raqamli platformalar, interaktiv ilovalar va onlayn resurslardan foydalanish usullari, ularni dars jarayoniga to‘g‘ri integratsiya qilish yo‘llari haqida so‘z yuritiladi.*

Kalit so‘zlar: *Raqamli vositalar, ingliz tili, ta’lim jarayoni, onlayn resurslar, interaktiv o‘qitish, motivatsiya, texnologiya integratsiyasi.*

KIRISH.

Globallashuv va raqamli texnologiyalar davrida chet tillarini, xususan, ingliz tilini o‘qitish jarayoni yangi pedagogik yondashuvlarni, zamonaviy metodlarni va raqamli texnologiyalarni o‘z ichiga olgan kompleks yondashuvni talab etmoqda. Bugungi kunda ta’lim jarayonining interaktivligi, moslashuvchanligi va shaxsga yo‘naltirilganligi uning samaradorligini belgilovchi asosiy omillardan biri sifatida e’tirof etilmoqda. Shu nuqtai nazardan qaralganda, ingliz tilini o‘qitishda talabalarning zamonaviy raqamli vositalardan foydalanish kompetensiyalarini shakllantirish va rivojlantirish zamonaviy ta’lim paradigmasining ustuvor yo‘nalishlaridan biri hisoblanadi. O‘zbekiston Respublikasi Prezidentining “O‘zbekiston Respublikasi oliy ta’lim tizimini 2030 yilgacha rivojlantirish konsepsiyasini tasdiqlash to‘g‘risida” 2019-yil 8-oktyabrdagi PF 5847-son hamda “2017-2021 yillarda O‘zbekiston Respublikasini rivojlvntirishning beshta ustuvor yo‘nalishi bo‘yicha Harakatlar strategiyasini “Ilm, ma’rifat va raqamli iqtisodiyotni rivojlantirish yili”amalga oshirishga oid davlat dasturi to‘g‘risida”2020 yil 2 martdagi PF-5953-son farmonlarida ham asosan, zamonaviy madaniyat, iqtisodiyot, fan, texnika va texnologiyalarning yutuqlari asosida kadrlar tayyorlashning mukammal tizimini shakllantirish kabi dolzarb masalalar qo‘yilganligi yuqoridagi fikrimizning isbotidir. [1].

Bu borada hurmatli yurtboshimiz Sh.Mirziyoyevning “Hayotimizning eng muhim jabhalari uchun yuksak texnologiyalar, ilmiy ishlanmalar yaratish, malakali mutaxassislar tayyorlash, jahon axborot texnologiyalari bozorida munosib o‘rin egallash masalasiga ustuvor ahamiyatga ega vazifa sifatida qarashimiz zarur”, degan fikrlarini aytib o‘tish joyizdir [2].

Biz maqolamizni ingliz tili darslarini tashkil etishda raqamli vositalarning orni borasidagi fikrlarimiz bilan davom ettirsak.

Raqamli vositalarning darslarni tashkil etishdagi o‘rni.

Asosiy qism: XIX asrning globallashuv jarayonida ta'lim tizimini zamonaviy texnologiyalarsiz tassavvur etib bo‘lmaydi. Raqamli vositalar bilan darslarni unumli o‘tkazish, talaba ishtirokini oshirish va mavzu bo‘yicha ma'lumotlarni qiziqarli yetkazish imkonini beradi. Pedagog hozirgi paytda faqatgina ma'lumot beruvchi emas, balki zamonaviy texnologiyalarni o‘rgatuvchi shaxs sifatida faoliyat yuritadi.

Vardhini (2024) o‘z tadqiqotida ta’limning raqamlashtirilishi o‘quvchi va o‘rtasidagi munosabatni yangicha formatda shakllantirishini, bu jarayonda raqamli vositalarning markaziy rol o‘ynashini ta'kidlagan[7].

Zamonaviy texnologiyalarni o‘qitish jarayonining barcha jabhalariga tayyorgarlik, dars berish, baholash va tahlil qilishga ta'sir qiladi. Vardhini (2024)oz tadqiqotida zamonaviy texnologiyalar yordamida tashkil etilgan darslarda talabalarning bilimni o‘zlashtirishdagi ko‘rsatkichi 35% ga oshganini ilmiy tajriba asosida isbotlagan[3]. Misol uchun, Google Classroom oraqali pedagog topshiriqlarni onlayn tarzda jo‘natadi, javoblarini masofaviy baholaydi va tahlil qiladi. Bu dars jarayonini raqamlashtirish, vaqtndan unumli foydalanish hamda qarama-qarshi aloqa samaradorligini oshirish mumkin bo‘ladi.

Bundan tashqari, Obidovna(2023) O‘zbekiston ta’lim tiziminida zamonaviy texnologiyalar darslarni tashkil etishdagi samaradorlikni oshirganini, xususan pandimiya davridan keyin bu jarayon jadal rivojlanganini aytib o‘tgan[6].

Shuningdek , pandimiya davrida ta’lim tiziminiga ,, **Hemis, Moodle, Zoom** " platformalari kirib kelganligi, raqamli texnologiyalardan samarali foydalanish dars jarayonlarini to‘xtab qolish oldini olganligini hamda zamonaviy texnologiyalar darslarni tashkil etishda innovatsion yondashuvlar va juda katta imkoniyatlar yaratganini aytib o‘tishimiz joizdir.

Qaysi raqamli vositalar ingliz tilida yozish ko’nikmasini shakllantirishga yordam beradi.

Bugungi rivojlanib borayotgan dunyoda ingliz tilini o‘qitishda zamonaviy texnologiyalar o‘quv jarayonini bir butun qismiga aylanib bormoqda. Bundan tashqari yozish ko‘nikmalari rivojlantirishda turli xil raqamli vositalar, har xil platformalar, suniy intellectual asoslangan dasturlar va o‘qituvchi va o‘quvchi birgalikda ishlaydigan ilovalar hamda pedagog va talabalaruchun jadal rivojlangan imkoniyatla yaratmoqda.Hozirgi ananaviy yozish mashqlari o‘rniga, hozirda o‘quvchilar **Google Docs, Grammarly, ChatGPT,Padlet,**va **Write&Improve** kabi onlayn platformalarda yozma insholarni yozish ,tahrirlash hamda qarama-qarshi aloqa qilish imkonini beradi.

Ebrahim (2024) ta'kidlaganidek , yozuv jarayonini raqamlashtirish talabalarni faollikka undaydi, ular o‘z ishlarini o‘sha zahoti korib chiqish va tahrir qilish , o‘z xatolari ustida ishlash imkoniyatga ega bo‘ladilar. Shuningdek bu jarayon yozish ko‘nikmasini hamda ingliz tilini ikkinchi til sifatida o‘rganish jarayonini tezlashtiradi[4].

Ingliz tilida yozish ko’nikmasini grammatik bilimlarsiz tassavvur qilish qiyin. Shuuning uchun, **Grammarly, Ginger** va **Language Tool** kabi onlayn platformalar yozma xatolarni tahlil qilish, imlo sintaksis jihatdan tuzatish orqali yozish jarayonini osonlashtiradi.

Khan(2024)o‘z tadqiqotida Grammarly vositasining ta'sirini tahlil qilib ,bu dastur talabalarning grammatik xatolarini 35% ga kamaytirganini ko‘rsatgan[5].

Ebrahim (2024) tomonidan o‘tkazilgan tadqiqotda sun’iy intellekt asosida ishlab chiqilgan **“Write & Improve”** platformasining samaradorligi o‘rganilgan. Unga ko‘ra, bu vosita o‘quvchilarning yozuv darajasini avtomatik tahlil qilib, leksik, grammatik va uslubiy jihatdan aniq baholaydi. O‘quvchi yozgan matn darhol tahlil qilinib, “feedback” orqali takomillashtirish bo‘yicha tavsiyalar beradi. Bu tizim o‘quvchini o‘z yozuv ustida takroriy ishlashga undaydi [4]. Shuningdek, bu vositalar o‘quvchilarga mustaqil o‘rganish imkonini beradi, bu esa zamonaviy ta’limda muhim yondashuv hisoblanadi. Ebrahim (2024), hamda Khan (2024)ning tadqiqotlari raqamli yozuv vositalari yordamida o‘quvchilarning natijalari sezilarli yaxshilanganini isbotlagan. Shunday ekan, o‘qituvchilar raqamli platformalarni yozma nutqni rivojlantirishda faol qo‘llashlari zarur.

Raqamli vositalardan samarali foydalanish usullari

So‘ngi besh yillikda ta'lim jarayonida zamonaviy texnologiyalardan unumli foydalanish o‘quv sifatini oshirish, pedagog va talaba o‘rtasidagi kommunikativ aloqani rivojlantirish hamda o‘quv jarayonini qiziqarli o‘tkazishda yordam beradi. Hozirgi davr talablariga mos o‘qitish jarayonini faqatgina malumotlarni uzatishgina emas, balki o‘quvchining faol ishtirokini taminlashi zarur. Shuning uchun, Zhao et al (2025), Alvarez (2023) kabi olimlar zamonaviy texnologiyalardan unumli foydalanish taktikalarini o‘rganib, ularni tizimli tavsiyalar bilan ta'minlaganlar.

Zhao et al (2025) o‘rganishlar jarayonida zamonaviy texnologiyalardan unumli foydalanishning birinchi usuli sifatida ,,**blended learning "** aralash o‘qitish usulini ta'kidlagan. Bu yondashuvda darsning bir qismini

ananaviy sinf xona muhitida, qolgan qismini bo‘lsa masofaviy platformalarda Moodle, Google Classroom, o‘tkazish mumkinligini misollar bilan tushintirib o‘tgan.[8]

Blended learning orqali talabalar o‘z o‘rganish jarayonini mustaqil aniqlash imkoniga ega bo‘lsa, qiziqarli topshiriqlar, video qo‘llanmalar va onlayn testlar yordamida bilimlarini mustahkamlashadi. Shu bilan bir qatorda, pedagog darsni kuzatish va Unga baho berishni samarali amalga oshiradi.

Alvarez (2023) ta’limda raqamli vositalarni samarali qo‘llashning ikkinchi usuli sifatida vazifa asosida o‘qitishni **Task-Based Learning** tavsiya qiladi. Bu yondashuvda o‘quvchilar ma’lum vazifalarni bajarish orqali bilimni amaliy qo‘llashadi. Masalan**, Kahoot, Quizizz** yoki **Padlet** kabi platformalar yordamida vazifa bajarish jarayoni interaktiv va qiziqarli bo‘ladi [3].

Shu tarzda o‘quvchi faqat nazariy ma’lumotlarni o‘zlashtirmaydi, balki ularni real kontekstda qo‘llashni o‘rganadi. Alvarez ta’kidlaganidek, interaktiv vazifalar talabaning motivatsiyasini oshiradi va jamoaviy ishlash ko‘nikmalarini rivojlantiradi.

Xulosa.

Xulosa qilib aytganda, ingliz tili darslarini tashkil etishda raqamli vositalardan foydalanish nafaqat o‘qitish sifatini oshiradi, balki o‘quvchilarning mustaqil fikrlash, muloqot qilish va ijodiy yondashuvini ham rivojlantiradi. Raqamli texnologiyalar darsning o‘zigina bo‘lib qolmay uning bir qismi sifatida ta'limni samarali rivojlantirishga hissa qo‘shishi kerak. Shunday ekan, raqamli texnologiyalarni ta’lim jarayoniga samarali tatbiq etish zamon talabi bo‘lib, har bir o‘qituvchi bu borada o‘z ustida ishlashi zarur.

Yakuniy xulosa sifatida aytish mumkinki, raqamli vositalardan foydalanish bilan bog‘liq yangi metodik yondashuvlar umumiy o‘rta ta’lim maktablarida ingliz tili o‘qitish sifatini yangi bosqichga olib chiqadi va o‘quvchilarning zamonaviy talablar asosida til kompetensiyasini rivojlantiradi.

Foydalanilgan adabiyotlar ro‘yxati:

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TEACHING ENGLISH TO UPPER-GRADE STUDENTS: CHALLENGES AND SOLUTIONS

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Abstract. *This study examines the main challenges encountered in teaching English to upper-grade students and identifies effective solutions for improving learning outcomes. The research focuses on issues such as low student motivation, limited speaking practice, overemphasis on grammar, insufficient use of technology, and psychological barriers that prevent learners from actively participating in class. A qualitative approach, including classroom observation and teacher interviews were used to collect data. The findings find that communicative methods, task-based learning, the integration of digital tools, and increased group-work activities significantly enhance student engagement and language proficiency. The study recommends adopting modern teaching strategies that promote communication, reduce fear of making mistakes and create a more interactive learning environment.*

Keywords: *English language teaching, upper-grade students, challenges at teaching, communicative methods, task-based learning, digital tools, student motivation.*

INTRODUCTION.

In this modern world English language stands as a vital tool around the whole world. For upper secondary school students, especially, a robust command of the language is essential for success in future academic pursuits and effective professional communication. However, the instruction of English at this advanced stage frequently encounters several significant issues: Key problems include: low student motivation, limited practical speaking opportunities, an overemphasis on grammatical structures (often at the expense of communicative competence), and the insufficient integration of modern educational technologies. To sum up, this paper aims to analyze the primary difficulties inherent in the process of teaching English to upper secondary students and to propose effective and contemporary solutions to address them.

Objective: The primary goal of this research is to identify the main challenges encountered when teaching English to upper secondary students and to investigate methods for overcoming these obstacles through the application of modern pedagogical approaches and technology integration.

1.MAIN PART

1-Problem: Low Student Motivation

The majority of upper secondary students often fail to fully appreciate the real-life relevance of English. For many, language acquisition is narrowly associated only with school assignments, making it difficult for them to connect the learning process to their personal, professional, and life needs. Consequently, a large number of students participate passively in lessons and show little proactive engagement in developing practical linguistic skills. One of the essential contributors to this low motivation is the students' exposure to rote learning and memorization methodologies. Lessons are frequently focused on recalling and internalizing complex grammatical rules, while opportunities for practical application of vocabulary, communicative practice, or actual language production remain scarce. As a result, students possess a theoretical understanding of the language but are often unable to utilize it effectively in real-life contexts. Furthermore, psychological factors significantly contribute to declining motivation. Some students avoid active participation in class due to an

intrinsic fear of making mistakes or the self-limiting belief, "I cannot speak." This fear of failure severely restricts speaking practice and acts as a significant impediment to the students' self-development and progress (MacIntyre & Gardner, 1991). At last, low motivation reduces the overall effectiveness of the English learning process in upper secondary education, preventing students from adequately developing their linguistic competencies. Addressing this psychological and pedagogical hurdle is therefore considered one of the most critical issues in advanced language instruction.

2 - Problem: Limited Speaking Practice

One of the central difficulties in teaching English in upper secondary schools is the insufficient provision of oral speaking practice. In many classroom settings, the teacher often dominates the conversation, leaving students to assume the role of passive observers. Consequently, students are deprived of sufficient opportunities for language production, hindering the adequate development of their practical application skills (Richards & Rodgers, 2014).

This issue is associated with several interrelated factors:

1. Fear of Error: Students often attempt to avoid mistakes when expressing their thoughts. This fear of linguistic error results in reluctance to speak in class, thereby severely limiting their actual speaking practice.

2. Methodological Approach: Many educators rely heavily on teaching methodologies centered on grammatical rules and written exercises. This focus deprives students of the chance to engage in real-life communicative tasks (Ellis, 2003).

3.Classroom time and resource constraints: Because of the limited time given for class sessions, there is insufficient opportunity for every student to engage in individual speaking practice. As a result, only a few highly active students participate regularly, while the majority remain passive.

Outcome: Limited speaking practice severely impedes the development of communicative proficiency among upper secondary students. Students struggle to express their ideas fluently, are slow to respond in conversations, and are consequently unprepared for real-life language use. Therefore, the implementation of interactive methodologies that actively increase oral practice and encourage student involvement is crucial.

2.MAIN PART

Solutions for Low Motivation and Limited Speaking Practice

Solution 1: Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) is a methodology oriented towards equipping students with the ability to use the language effectively in practical situations. The core objective of this approach is to ensure active student participation throughout the lesson and to fully engage them in oral speaking practice. CLT stimulates passive students in the classroom because lessons are structured around interactive activities such as role-plays, debates, discussions, and storytelling. Through this mechanism, students are encouraged to utilize the language in practice without being overly preoccupied with the fear of making errors. Enhancing motivation also can be a good sample here. When students use the language by connecting it to real-life scenarios, they perceive the acquisition process as engaging and purposeful. Tasks such as "ordering food in a restaurant" or "applying new vocabulary through negotiation" significantly boost their intrinsic motivation. Moreover, developing speaking skills CLT provides students with opportunities for sustained oral production, simultaneously helping to improve their fluency and the accuracy of their expression (Richards & Rodgers, 2014).

Thus, CLT not only serves to enhance student motivation but also fundamentally strengthens oral communication skills, making it a critical factor in the effective language acquisition of upper secondary students.

Solution 2: Task-based learning (TBL) and Pair/group work.

Task-based learning (TBL) is a methodology that directs students to perform authentic, real-world tasks. TBL actively encourages students to participate in speaking practice and effectively minimizes passivity.

Practice through tasks help students to apply the language within a real context while completing the assigned tasks. Examples include preparing a small group project presentation, conducting peer interviews, or engaging

in mini-role-plays to consolidate vocabulary. Pair and group dynamics can be a good example too. Working in pairs or groups maximizes the talking time available to each student, ensuring active participation. Simultaneously, this method promotes peer collaboration, idea exchange, and spontaneous language use (Ellis, 2003).

Incentivizing motivation also crucial because when students observe their success in completing tasks, they realize that using the language practically is both interesting and useful, which in turn fuels their motivation.

Conclusion

One of the major challenges in teaching English to upper-grade students is low student motivation and limited speaking practice. Low motivation leads to passive participation in class and reduces opportunities for students to use the language actively. At the same time, fear of making mistakes hinders the development of their speaking skills.

To address these issues, it is recommended to implement Communicative language teaching (CLT) and Task-based earning (TBL), as well as pair and group work. CLT methods actively engage students in the classroom, increase speaking practice, and enhance motivation. TBL and group activities allow students to use the language in real-life contexts and develop their ability to express themselves freely.

Thus, ensuring effective English language learning for upper-grade students requires the use of interactive, communicative, and task-based teaching methods. These approaches not only improve students' speaking skills but also significantly enhance their interest in and motivation for learning the language.

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EFFECTIVE STRATEGIES OF TEACHING ENGLISH THROUGH MNEMONIC METHOD

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Abstract. *The mnemonic method is one of the most effective techniques for improving students' memory and vocabulary retention in English language learning. This article explores the importance of mnemonics and their impact on language acquisition. It analyzes various mnemonic strategies such as visualization, association, and keyword methods. The research emphasizes how mnemonics can increase learners' motivation, concentration, and creativity during English lessons. The study concludes that integrating mnemonic techniques with modern technology can significantly improve the effectiveness and enjoyment of English language teaching.*

Keywords: *mnemonic method, English teaching, learning strategies, memory, vocabulary, motivation and effectiveness*

INTRODUCTION.

Teaching English as a foreign language requires creative and memorable approaches to help students retain new words and grammatical structures. The mnemonic method is a psychological learning technique that aids memory through patterns, connections, or imagination. In traditional teaching, students often forget new vocabulary quickly after memorizing it. However, mnemonics make learning both interesting and long-lasting. This method is especially useful for learners in non-English-speaking countries such as Uzbekistan, where language structures differ significantly from English.

Mnemonics help students establish strong cognitive links between new words and familiar concepts, which enhances both understanding and recall. Studies have shown that visual and associative memory are far more durable than rote memorization (Baddeley, 2018). Therefore, teachers who integrate mnemonic-based tasks — such as image associations, word stories, and interactive exercises — can make vocabulary learning more efficient. Moreover, mnemonics reduce psychological barriers like anxiety and boredom, helping students become active participants in the learning process.

Literature Review. Many researchers have studied the benefits of mnemonic learning. Atkinson introduced the keyword method, which connects foreign words with similar-sounding native words to create mental images [1; 23-p.]. Nation emphasized that vocabulary learning becomes more effective when students use personal connections [3; 45-p.]. Oxford also highlighted that mnemonics increase autonomy and allow learners to take control of their learning process [2; 57-p.]. These findings prove that mnemonic learning supports long-term retention and deep understanding, making it a valuable tool in English classrooms. Methodology This article focuses on the practical use of mnemonics in English language teaching. Three main techniques were analyzed: 1. Visualization technique: Teachers can ask students to create mental images related to a word. For example, to remember the word "mountain," students imagine a tall, snowy peak. 2. Association technique: Students connect new English words with Uzbek or familiar words. For instance, the English word "cat" can be linked to the Uzbek word "mushuk." 3. Keyword method: Learners find similar-sounding native words and form mental stories. For example, the English word "rain" can be remembered by imagining "rain" falling from the sky while saying its sound repeatedly. Teachers can integrate these methods into reading, speaking, and vocabulary

lessons. Moreover, using flashcards, songs, and digital apps makes mnemonic learning more interactive and enjoyable.

Methodology. This article focuses on the practical use of mnemonics in English language teaching. Three main techniques were analyzed:

Visualization technique: Teachers ask students to create mental images related to a word. For example, to remember the word "mountain," students imagine a tall, snowy peak.

Association technique: Students connect new English words with Uzbek or familiar words. For instance, the English word "cat" can be linked to the Uzbek word "mushuk."

Keyword method: Learners find similar-sounding native words and form mental stories. For example, the word "rain" can be remembered by imagining rain falling from the sky while repeating its sound.

Teachers can integrate these methods into reading, speaking, and vocabulary lessons. Moreover, the research included classroom observations of 40 undergraduate students learning English at the B1–B2 level. Over a six-week period, mnemonic techniques were applied through flashcards, storytelling, and mobile applications. The results were compared with a control group using traditional memorization.

Statistical analysis using SPSS software showed that the mnemonic group outperformed the control group by 37% in vocabulary tests and reported higher motivation scores on Likert-scale surveys.

Results and Discussion. Practical classroom observations show that students who learn through mnemonic strategies remember vocabulary longer and use it more confidently in communication [2; 112-p.]. They also feel less anxiety and more motivation during English lessons. Mnemonics help activate both sides of the brain — logical and creative — making learning more natural and effective [3; 79-p.]. For example, when students associate English words with colorful images or short stories, their memory retention increases significantly [1; 61-p.]. Furthermore, combining mnemonics with online platforms such as Quizlet or Memrise encourages self-learning and continuous practice outside the classroom.

Conclusion. Mnemonics are an innovative and psychologically proven method for improving English teaching efficiency. They help students memorize words faster, retain them longer, and use them more confidently in speech. Teachers should adopt mnemonic-based strategies to make English lessons more engaging and student-centered. In conclusion, the mnemonic method is not just a memory technique but a creative bridge between knowledge and imagination — helping learners enjoy the process of mastering the English language.

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RAQAMLI VOSITALARNING INGLIZ TILIDA YOZISH KO‘NIKMALARINI RIVOJLANTIRISHDAGI AHAMIYATI

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Annotatsiya. *Mazkur maqolada ingliz tili o‘qitish jarayonida raqamli vositalardan foydalanishning ahamiyati yoritilgan. Unda raqamli texnologiyalarning turlari, ularning yozish ko‘nikmalarini rivojlantirishdagi o‘rni va ta’siri tahlil qilingan. Shuningdek, yozish ko‘nikmasini shakllantirishda zamonaviy raqamli platformalar, ilovalar va onlayn manbalarning o‘quvchilarning mustaqil fikrlashini, ijodkorligini hamda tahliliy qobiliyatini rivojlantirishdagi roli yoritib berilgan.*

Kalit so‘zlar: *raqamli vositalar, ingliz tili, yozish ko‘nikmasi, ta’lim texnologiyalari, onlayn ta’lim, interaktiv o‘rganish.*

KIRISH.

Bugungi kunda raqamli texnologiyalar ta’lim jarayonining ajralmas qismiga aylangan. Axborot-kommunikatsiya texnologiyalarining jadal rivojlanishi natijasida ingliz tili o‘qitishda turli raqamli vositalar keng qo‘llanilmoqda. Ayniqsa, yozma nutqni o‘rgatishda raqamli texnologiyalar o‘quvchilar uchun yangi imkoniyatlar yaratadi. Ular yordamida talaba mustaqil yozish, tahrirlash, o‘z fikrini ifoda etish va xatolarini aniqlash ko‘nikmalarini egallaydi. XXI asrning texnologiya va internet sohasidagi jadal taraqqiyoti uni raqamli davr sifatida tavsiflash imkonini bermoqda. Mazkur davrda tilning kommunikativ vosita sifatidagi funksiyasi kengayib, u global axborot almashinuvi, ta’lim jarayonlari, biznes amaliyoti hamda zamonaviy kasblarning shakllanishida asosiy omillardan biriga aylandi.

Raqamli texnologiyalar turli millat va madaniyat vakillari o‘rtasida yaqin kommunikativ aloqalarni yo‘lga qo‘ydi. Dunyodagi istalgan hudud bilan muloqot qilish imkoniyatining kengayishi xorijiy tillar, ayniqsa ingliz tilining ahamiyatini yanada oshirdi. Ingliz tili nafaqat ilmiy sohada, balki dasturlash, biznes va texnologiya kabi ko‘plab yo‘nalishlarda yetakchi til sifatida mustahkam o‘rin egalladi. Raqamli vositalar ingliz tilini o‘rganish jarayonini soddalashtirib, o‘rganuvchilarga elektron lug‘atlar, turli mavzularga oid videodarslar, ta’limiy platformalar hamda sun’iy intellekt bilan muloqot qilish kabi imkoniyatlarni taqdim etmoqda.

Raqamli o‘quv platformalari shaxsiy yoki o‘qituvchi bilan hamkorlikda o‘qish mumkin bo‘lgan integrativ onlayn ta’lim muhiti sifatida namoyon bo‘ladi. Ularda interaktiv o‘yinlar, videodarslar, test topshiriqlari va so‘rovnomalar orqali o‘quv jarayonini individuallashtirish va o‘quvchilar bilimini baholash imkoniyati mavjud.

Bransford J.ning ta’kidlashicha, texnologiyaning ta’lim jarayoniga integratsiyalashuvi o‘quv faoliyatini samarali tashkil etishda muhim ahamiyat kasb etadi. Uning fikriga ko‘ra, texnologik vositalar o‘qituvchilarga real hayotdan olingan autentik materiallardan foydalanish imkonini berib, o‘quvchilarni vizuallashtirish, tahlil qilish va hamkorlikda bilim egallash jarayoniga faol jalb etishga xizmat qiladi [1].

Internet va ijtimoiy tarmoqlar global kommunikatsiyada ingliz tilining ustun mavqega ega bo‘lishiga sabab bo‘ldi. Statistik ma’lumotlarga ko‘ra, jahon internet kontentining 60 foizdan ortig‘i ingliz tilida yaratilgan bo‘lib, ilmiy maqolalar va akademik tadqiqotlarning aksariyati ham aynan shu tilda chop etiladi. Yirik xalqaro kompaniyalar faoliyatida ingliz tilining asosiy ish tili sifatida qo‘llanishi uning global miqyosdagi ahamiyatini yanada oshiradi. Shunday ekan, ingliz tilini o‘rganish zamonaviy jamiyatda muvaffaqiyatga erishish va xalqaro maydonda faol ishtirok etishning muhim omili sanaladi. Shu nuqtai nazardan kelib chiqib, raqamli vositalar terminining izohiga to‘xtalib joiz deb bildik.

Raqamli vositalar – bu axborotni yaratish, saqlash, tahrirlash, uzatish va taqdim etish imkonini beruvchi texnologik vositalardir. Ta’lim jarayonida ular o‘qituvchi va o‘quvchi o‘rtasidagi interaktiv aloqani mustahkamlaydi, shuningdek, darslarni zamonaviy va samarali tashkil etishga xizmat qiladi [2].

Raqamli vositalarning asosiy turlari quyidagilardir:

Kompyuter va planshetlar – matn yozish va tahrirlash uchun asosiy vosita;

Mobil ilovalar (Grammarly, QuillBot, Google Docs, Microsoft Word Online) – yozuvdagi xatolarni avtomatik tahlil qilib, to‘g‘rilashga yordam beradi;

Ta’lim platformalari (Google Classroom, Moodle, Edmodo) – topshiriqlarni onlayn topshirish, tahrirlash va baholash imkonini yaratadi;

Onlayn lug‘atlar va tarjimonlar (Cambridge Dictionary, Linguee, DeepL) – so‘z boyligini kengaytiradi;

Audio va video vositalar – yozish mavzularini tushunishga va tahlil qilishga yordam beradi.

Yozish ko‘nikmasi — bu o‘quvchining o‘z fikrini mantiqan to‘g‘ri, aniq va grammatik jihatdan to‘g‘ri shaklda yozma tarzda ifoda etish qobiliyatidir. Ingliz tilida yozish malakasini shakllantirish uzoq va izchil jarayon bo‘lib, u o‘quvchidan grammatika, imlo, so‘z boyligi va mantiqiy fikrlashni talab etadi [3].

Yozish ko‘nikmasini rivojlantirishda quyidagi usullar muhim:

- ✓ muntazam yozma mashqlar (insho, hisobot, xat yozish);
- ✓ namunaviy matnlarni o‘rganish va tahlil qilish;
- ✓ o‘zaro tahrirlash (peer review) faoliyatini yo‘lga qo‘yish;
- ✓ raqamli platformalarda yozuv mashqlari orqali o‘qitish.

Raqamli vositalardan foydalanish talabalarning ingliz tili grammatik yozuv ko‘nikmalarini quyidagi yo‘nalishlarda rivojlantirmoqda:

1. Xatolarni avtomatik tahlil qilish: platformalar yozilgan matndagi grammatik xatolarni avtomatik aniqlaydi va ularni to‘g‘rilashni o‘rgatadi;
2. Mustaqil o‘rganish imkoniyati: talaba istalgan joyda va vaqtda mashq bajarish orqali o‘z ko‘nikmasini rivojlantira oladi;
3. Teskari aloqa tizimi: raqamli vositalar tezkor javob qaytarib, talabaning o‘zini tahlil qilishiga yordam beradi;
4. Motivatsiyani oshirish: interaktiv va o‘yin asosidagi mashg‘ulotlar orqali til o‘rganishga qiziqish ortadi [4].

Raqamli ta’lim muhiti sharoitida o‘qituvchilarning raqamli kompetensiyalari ularning kasbiy faoliyatini takomillashtirishda asosiy omillardan biri hisoblanadi. IT sohasidagi yetarli bilim va raqamli ko‘nikmalarning cheklanganligi xorijiy til o‘qituvchilarining o‘quvchilarning ehtiyojlariga mos yuqori samarali multimediya resurslari uchun mos dasturiy ta’minotni tanlash jarayonida qiyinchiliklarga duch kelishiga sabab bo‘lishi mumkin [5].

Grammatik yozuv ko‘nikmalariga ta’siri

Grammatik yozuv — bu ingliz tilida to‘g‘ri tuzilgan gaplar, zamonlar, yordamchi fe’llar, modal fe’llar, predlog va artikllarni to‘g‘ri qo‘llashni o‘z ichiga olgan muhim ko‘nikmadir [3]. An’anaviy usullar orqali grammatikani o‘rganish ko‘pincha nazariy bilimlar bilan chegaralanib qolgan bo‘lsa, raqamli vositalar bu jarayonni interaktiv shaklga o‘tkazadi.Masalan, talaba Grammarly orqali yozgan inshosida o‘z xatolarini tahlil qilib, nima sababdan xato ekanligini o‘rganadi. Bu jarayon metakognitiv o‘rganishni — ya’ni “o‘ylab yozish” ko‘nikmasini shakllantiradi. Shuningdek, BBC Learning English, British Council LearnEnglish kabi manbalar talabalarga haqiqiy til materiallari asosida grammatikani o‘rganish imkonini beradi.Raqamli interfaol vositalardan foydalanish esa ta’lim oluvchilarni faollikka undaydi,ta’limiy jarayonni dinamizatsiyalash, vizuallashtirish va individuallashtirish imkonini beradi.

Bunday yondashuvlar orqali o‘quvchilarning ta’limga bo‘lgan motivatsiyasi ortadi, bilimlarni ongli ravishda chuqurroq o‘zlashtirishga erishiladi. Shu bilan birga, o‘quvchining o‘quv materialiga nisbatan reflektiv yondashuvi, o‘zining o‘rganish strategiyalarini tanlashi va tahlil etishi – metakognitiv faollikning rivojlanganligidan dalolat beradi. Mazkur maqolaingliz tilini o‘rganishda metakognitiv strategiyalarni raqamli interfaol vazifalar yordamidarivojlantirish masalasini pedagogik-nazariy hamda amaliy jihatdan o‘rganishga

qaratilganbo‘lib, zamonaviy til ta’limida metakognitiv yondashuv asosida o‘quvchilarni mustaqil vafaol bilim egallovchilarga aylantirish imkoniyatlarini ochib berishga xizmat qiladi.

Xulosa qilib aytganda, raqamli vositalar ingliz tilida yozish ko‘nikmalarini rivojlantirishda beqiyos ahamiyat kasb etadi. Ular o‘quvchilarning mustaqil o‘rganish, ijodkorlik, muloqot va o‘zini baholash qobiliyatini kuchaytiradi. Shu boisdan, raqamli texnologiyalarni ingliz tili ta’lim jarayoniga chuqur integratsiya qilish — zamonaviy o‘qitishning muhim talabi hisoblanadi.

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ЦИФРОВАЯ ЛИНГВОДИДАКТИКА В УЗБЕКИСТАНЕ: АДАПТАЦИЯ РУССКОГО ЯЗЫКА ДЛЯ МЕЖКУЛЬТУРНОЙ ОБРАЗОВАТЕЛЬНОЙ СРЕДЫ

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Аннотация. *В условиях многоязычной образовательной среды Узбекистана цифровая лингводидактика становится ключевым инструментом адаптации русского языка как иностранного. В статье рассматриваются мотивационные и визуальные стратегии, способствующие межкультурной коммуникации и повышению учебной мотивации. Автор предлагает практические решения по интеграции цифровых платформ и культурно чувствительных подходов в преподавание, опираясь на локальный контекст и опыт визуального оформления учебных материалов.*

Ключевые слова: *цифровая лингводидактика, мотивационные стратегии, межкультурная коммуникация, визуализация, русский язык как иностранный, адаптация учебных материалов.*

ВВЕДЕНИЕ.

Современная образовательная среда Узбекистана характеризуется многоязычием, межкультурным взаимодействием и стремлением к цифровизации. В этих условиях преподавание русского языка как иностранного требует новых подходов, сочетающих технологические возможности с культурной чувствительностью. Цель статьи — представить мотивационные и визуальные стратегии цифровой лингводидактики, адаптированные к реалиям Узбекистана.

Теоретические основы цифровой лингводидактики

Цифровая лингводидактика — это междисциплинарное направление, объединяющее лингвистику, педагогику, информационные технологии и психологию обучения. Она формируется на основе классических принципов лингводидактики, но дополняется новыми возможностями цифровой среды, включая интерактивность, мультимодальность и персонализацию.

Ключевые понятия:

- Лингводидактика — наука о преподавании языков, включающая методику, цели, средства и формы обучения.
- Цифровая среда — совокупность платформ, инструментов и ресурсов, обеспечивающих онлайн-обучение, визуализацию и интерактивность.
- Мотивационная визуализация — использование графических, эмоционально окрашенных элементов для усиления учебной мотивации и межкультурного понимания.

Основные принципы цифровой лингводидактики:

1. Интерактивность — активное участие студента через задания, тесты, игры.
2. Мультимодальность — сочетание текста, изображения, аудио, видео и анимации.
3. Персонализация — адаптация контента под уровень, интересы и культурный фон обучающегося.
4. Мотивационная направленность — включение эмоционально значимых элементов.

5. Культурная чувствительность — уважение к национальным особенностям и языковым интерференциям.

Сравнение традиционного и цифрового подходов позволяет выявить преимущества цифровой лингводидактики в условиях многоязычной и межкультурной среды Узбекистана (*см. таблицу 1*).

Критерий	***Традиционная лингводидактика***	***Цифровая лингводидактика***
Форма подачи материала	Печатные тексты, устные объяснения	Интерактивные платформы, мультимедийные ресурсы
Визуализация	Ограничена иллюстрациями в учебниках	Инфографика, анимация, видео, визуальные шаблоны
Мотивация учащихся	Основана на внутренней дисциплине и авторитете преподавателя	Усиливается через геймификацию, визуальные стимулы, интерактив
Учёт культурного контекста	Часто универсальный подход	Возможность адаптации под национальные и языковые особенности
Обратная связь	Ограничена временем и форматом занятий	Мгновенная, интерактивная, персонализированная
Доступность и гибкость	Привязка ко времени и месту	Доступ из любой точки, в любое время

Источник: составлено автором на основе анализа:

Алиева Р. Ю. К., Ибаева Л. С. (2024). Лингводидактическая парадигма цифровой эпохи: трансформация методов и подходов в обучении иностранным языкам. // Управление образованием: теория и практика. URL: https://cyberleninka.ru/article/n/lingvodidakticheskaya-paradigma-tsifrovoy-epohi-transformatsiya-metodov-i-podhodov-v-obuchenii-inostrannym-yazykam

Теоретические опоры: Выготский Л.С. – зона ближайшего развития, Гальперин П.Я. – этапность формирования знаний, Маслоу А. – мотивационная теория, Мейер Р. – когнитивная теория мультимедийного обучения, Бахтин М.М. – диалогичность как основа межкультурной коммуникации.

Цифровые инструменты как дидактические средства: Padlet – визуальные стенды для совместной работы; Canva – мотивационные карточки, инфографика; Quizlet – интерактивные карточки и тесты; Genially – анимационные презентации; Google Forms / Kahoot – игровые формы контроля знаний.

Многоязычная образовательная среда Узбекистана

Узбекистан — страна с богатым лингвистическим и культурным разнообразием. Преподавание русского языка как иностранного здесь требует учёта влияния родного языка, культурных установок и мотивационных факторов. Важно создавать учебные материалы, которые не только обучают, но и вдохновляют, формируя уважение к языку и культуре.

Цифровые платформы и инструменты

В работе используются такие цифровые ресурсы, как Padlet, Canva, Quizlet, Genially, позволяющие создавать визуально выразительные и интерактивные материалы. Эти платформы дают возможность адаптировать содержание под конкретную аудиторию, усиливая мотивацию и вовлечённость.

Мотивационные и визуальные стратегии

Автор предлагает использовать сценарии, шаблоны и презентации, отражающие культурные реалии Узбекистана. Визуализация учебного материала — ключ к эмоциональному восприятию и межкультурному диалогу. Примеры включают адаптированные инфографики, мотивационные цитаты, визуальные схемы грамматики и лексики.

Практические рекомендации:

- Использовать локальные культурные образы и примеры;

- Включать мотивационные элементы в каждую тему;
- Применять визуальные шаблоны для объяснения грамматических явлений;
- Создавать интерактивные задания с учётом языковой интерференции;
- Внедрять цифровые платформы в образовательную среду.

Заключение

Цифровая лингводидактика открывает новые горизонты в преподавании русского языка как иностранного в Узбекистане. Мотивационные и визуальные стратегии позволяют не только обучать, но и вдохновлять, формируя уважение к языковому и культурному многообразию. Перспективы включают разработку национальных цифровых платформ и интеграцию междисциплинарных подходов.

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DIGITAL STORYTELLING AS AN INNOVATIVE PEDAGOGICAL STRATEGY FOR ENHANCING STUDENT ENGAGEMENT

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Abstract. *This article examines digital storytelling as a contemporary pedagogical technology that enhances student engagement in the process of learning a foreign language. The analysis focuses on the method's theoretical framework, its role in strengthening motivation and communicative competence, and the significance of multimodal resources in promoting active learning. Drawing on international research and classroom experience, it explores the motivational effects of digital storytelling, its methodological advantages, and its alignment with modern educational requirements. The study outlines concrete examples of digital storytelling practices in English language teaching.*

Keywords: *digital storytelling, student engagement, multimodality, communicative competence.*

INTRODUCTION.

Digital storytelling has gained significant popularity in modern pedagogy due to its ability to integrate multimedia technologies with narrative-based learning. This strategy enables students to express ideas through video, audio, images, and text, thereby strengthening emotional engagement and developing essential 21st-century competencies. As a result, digital storytelling helps learners become confident, creative, and digitally literate individuals.

The concept of digital storytelling was advanced by Bernard Robin, who defines it as a multimedia narrative created by learners to convey personal or academic experiences [Robin B., 2008, 221p.]. Joe Lambert, founder of the Center for Digital Storytelling, emphasizes the importance of the Seven Elements of Digital Storytelling, including point of view, emotional content, and dramatic structure [Lambert J., 2013].

International studies show that digital storytelling increases learner autonomy, enhances project quality, and strengthens motivation [Sadik A., 2008, 129 p.]. Research also demonstrates its impact on multimodal literacy [Greenwood L., 2022, 114 p.], oral fluency development and culturally oriented learning [Beler M., 2023, 80 p.].

In Kazakhstan, digital storytelling is also viewed as a promising educational technology.

Kaprasheva G.T. analyzes the role of digital stories in developing communicative competence among secondary school learners [Kaprasheva G., T., 2020, 35 p.].

Urazbayeva A. highlights increased motivation and creativity when implementing storytelling in English language instruction [Urazbayeva A., 2019, 68 p.].

Suleimenova D. investigates its potential in fostering cultural and media literacy [Suleimenova D., 2021, 209 p.].

Our teaching experience with Intermediate-level students illustrates that digital storytelling effectively supports language development and emotional engagement. Below are five digital projects successfully implemented during English language teaching:

1. ***Project "My Culture and Traditions"***

Students created 1–2-minute video stories using photos of family celebrations, traditional dishes, and national clothing.

Teaching observations:

- increased participation among low-activity students due to personal relevance.
- improved pronunciation through multiple audio recordings.
- expanded vocabulary related to traditions and cultural identity.

This corresponds with Sadik's findings on motivation gained through personal storytelling. The presence of students from different ethnic backgrounds made the project particularly insightful.

2. ***Project "Travel Guidebook"***

Students designed digital travel guides about a city or landmark using museum websites, travel platforms, and photographs.

Results:

- enhanced monologic speech skills;
- improved information-searching and critical-thinking abilities;
- greater confidence during oral presentations.

This reflects Greenwood's emphasis on multimodal literacy development.

3. ***Project "The Most Influential Person in Past/Modern History"***

Students created a long-term project-story told from the first-person perspective of a historical or modern influential figure (e.g., Queen Elizabeth II, Abraham Lincoln, Atatürk, Salah-ud-Din).

Benefits:

- development of creative writing;
- balanced engagement with facts and imagination;
- improved monologue structuring.

4. ***Project "Future Story: My Life in 2035"***

Students created digital stories about their future profession, home, and lifestyle using Future Tenses. Aim of the lesson was to consolidate Future Tenses.

Benefits:

- development of extended coherent monologue;
- high personal relevance and engagement.

5. ***Project "Story Behind the Object"***

Students brought personal objects, for example family jewelries, souvenirs, old family photos, and created digital stories about their significance.

Benefits:

- development of intercultural competence;
- improved descriptive and emotional language;
- strong individualization of learning tasks.

This approach supports Beler's ideas on the cultural and emotional value of digital stories. Therefore, this project is a good example of combining digital storytelling with learning about real cultural elements, which helps make the English lesson more educational and meaningful.

These pedagogical examples confirm that digital storytelling is an effective strategy for increasing motivation and engagement, developing communicative skills, fostering cultural understanding, and enhancing multimodal literacy. It transforms traditional English language instruction into an interactive, meaningful, and culturally rich learning experience. Our teaching practice demonstrates that digital storytelling supports communicative competence, encourages cultural exploration, and aligns with the needs of modern learners.

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BADIIY HIKOYALAR ASOSIDA TALABALARNING YOZISH KO‘NIKMASINI BAHOLASH METODIKASI

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Annotatsiya. *Ushbu maqolada badiiy hikoyalar asosida talabalarning yozish ko‘nikmasini baholash me’zonlari, yozish ko‘nikmasini rivojlantirish doirasida ijodiy yozish, ijodiy fikrlash qobiliyatini shakllantirish masalalari ko‘rib chiqilgan.*

Kalit so‘zlar: *kommunikariv kompetensiya, yozish ko‘nikmasi, baholash, ijodiy yozish, baholash me’zonlari.*

KIRISH.

Hozirgi globallashuv davrida chet tillarini o‘rganish va ular orqali muloqot qilish — zamonaviy kadrlar tayyorlash jarayonida muhim talablardan biriga aylangan. Ushbu kontekstda PQ-3775 (2018 yil 5-iyundagi «Oliy ta’lim muassasalarida ta’lim sifatini oshirish va ularning mamlakatda amalga oshirilayotgan keng qamrovli islohotlarda faol ishtirokini ta’minlash bo‘yicha qo‘shimcha chora-tadbirlar to‘g‘risida»gi qaror) ta’lim muassasalari faoliyatining sifatini oshirishga, shuningdek, talabalarning til o‘rganish va kommunikatsion qobiliyatlarini rivojlantirishga qaratilgan keng qamrovli vazifalarni belgilagan. Shu sababli, talabalarning **kommunikativ kompetensiyasini** oshirish — xususan, yozma muloqot (writing) ko‘nikmasini shakllantirish borasida darsliklar, metodik qo‘llanmalar ishlab chiqilishi va tadbiq qilinishi dolzarbdir.

Shu bilan birga, yozish ko‘nikmasini nafaqat oshirish, balki uni **to‘g‘ri baholash** ham ta’lim jarayonining samaradorligini ta’minlashda muhim rol o‘ynaydi. Tadqiqotlar shuni ko‘rsatadiki, yozma matnlar baholanishi jarayonida aniqlik, adolat va formatlar mavjud bo‘lishi talab etiladi. Masalan, ijodiy matnlarni baholash metodologiyasida “ko‘p mezonli yondashuv”, “obyektiv baholash” va “ konstruktiv tanqid yo‘li bilan baholash” tamoyillari muhim deb hisoblanadi[1].

Bundan kelib chiqadiki, talabalarning yozma kompetensiyasini badiiy hikoyalar vositasida baholash samarali usul bo‘lishi mumkin. Chunki badiiy hikoya orqali talaba o‘z fikrini mustaqil ifodalaydi, fikrlash va tahlil qilish qobiliyatini namoyon etadi, shuningdek yozma muloqotda estetik va uslubiy imkoniyatlardan foydalana oladi. Tadqiqotlar ijodkorlik, tahliliy fikrlash va mustaqil yozishni rivojlantirishda ijodiy yozuvning ahamiyatini tasdiqlaydi[2].

Shunday qilib, yuqoridagi jarayonlarni uzviy bir butun sifatida ko‘rib chiqsak: chet tillarini o‘rganish va muloqot qilish — zamonaviy kadrlar tayyorlashda ustuvor vazifa hisoblanadi; bu vazifaning amalga oshirilishida yozma muloqot kompetensiyasini rivojlantirish va uni baholash moslamalarini joriy etish oliy ta’lim muassasalarida ta’lim sifatini oshirishga xizmat qiladi. Bu esa PQ-3775 qarori doirasida belgilangan maqsadlar bilan ham uzviy bog‘liq.

Badiiy hikoyalar vositasida baholash quyidagi tartibda amalga oshirilishi mumkin:

Ushbu usulda baholashda dastlabki qadam **badiiy hikoyalar tanlash**dan iborat bo‘lib, hikoyalar talabalarning yoshiga, til bilish darajasiga va qiziqishlariga mos bo‘lishi kerak. Masalan, bir akademik soat davomida baholash uchun hajmi uch yoki to‘ rt betdan oshmagan hikoyalar (masalan, O’Genri yoki E. Heminguey hikoyalari) mos keladi.

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[1] Abraham, U. Bewertung produktiv-kreativer schriftlicher Texte. Evaluation of productive-creative written texts. Deutschunterricht in Theorie und Praxis, 2010. 11(3), 89-115.

[2] Isabel. P, Yolanda. E, Antonio M. Assessing the Linguistic Creativity Domain of Last-Year Compulsory Secondary School Students. MDPI journal. 2024, *14*(2), 153

Baholashda turli janrlardan (fantastika, detektiv, drama yoki folklor) foydalanish talabalarni turlicha yozish uslublari bilan tanishtiradi va bu ularning leksikasini ham boyitishga yordam beradi. Hikoyalarda ijtimoiy muammolar yoki shaxsiy rivojlanishni rag‘batlantiruvchi mavzular bo‘lishi lozim. Chunki bu talabalarning analitik fikrlash qobiliyatini rivojlantiradi ya’ni bu ularni har bir masalani chuqurroq tahlil qilishga undaydi.
Talabalarning bilim darajasini quyidagi **baholash usullari** asosida aniqlash mumkin:
Tahliliy yozish: Talabalardan hikoyaning asosiy g‘oyasini, qahramonlar xarakterini yoki muallifning uslubini tahlil qiluvchi insho yozishni so‘rash mumkin. Bu ularning tanqidiy fikrlash (critical thinking) va yozish qobiliyati (writing comprehension)ni baholaydi.

- Masalan: “Hikoyadagi bosh qahramonning qarori to‘g‘ri edi deb o‘ylaysizmi? Sababini yozing. (What do you think, did the pratogonist made a correct decision? And why do you think so?”)

Ijodiy yozish: Talabalarga hikoyaning davomini yozish, yangi qahramon qo‘shish yoki hikoyani boshqa nuqtai nazardan qayta yozish topshirig‘i beriladi. Bu ularning tasavvur va ijodkorligini sinaydi.

- Masalan: “Hikoyaning oxirini o‘zgartiring va yangi yakun yozing. (Write changing the end of the story”)

Xulosa yozish: Talabalardan hikoyani qisqacha umumlashtirish so‘raladi, bu ularning asosiy g‘oyalarni aniqlash va qisqa, aniq yozish ko‘nikmalarini baholaydi.
Badiiy hikoyalar asosida yozish ko‘nikmasi baholanganda quyidagi jihatlarga e’tibor qaratishimiz lozim bo‘ladi. Ya’ni, eng avvalo, yozilgan ishning **mazmuni** baholanadi. Bunda talabaning hikoya mazmunini qanchalik darajada tushungani, asosiy g‘oyani anglab yetganligi yoki yetmaganligiga ko‘ra baholanadi.
Keyingi o‘rinda inshoning **tuzilishi**, unda kirish, asosiy qism va xulosalar mavjud ekanligi, gaplarning bir biri bilan mantiqiy ketma-ketlikda bog‘langanligi kabi xususiyatlariga ko‘ra baholanadi.
Uchinchidan, talabaning ishni yozishda foydalangan **lug‘at boyligi (lexical resource)** va ulardan uslubiy jihatdan to‘g‘ri foydalanganligi hamda ishning grammatik xatolarsiz yozilganligi baholanadi.
To‘rtinchidan, talabaning **ijodiy fikrlashi (Creative thinking**) baholanadi. Bunda uning tasavvur doirasi kengligi, hikoya mazmunini ochib berishdagi noodatiy yondashuvlari muhim hisoblanadi.
Beshinchidan, talabaning **tahlil qilish qobiliyati (Analytical skills)** uning hikoya mavzusi, undagi obrazlar va muallifning uslubini tahlil qilish darajasiga ko‘ra baholanadi.

Shuni ham e’tiborga olish kerakki, baholash uchun badiiy hikoya tanlanganda talabalarning individual darajasini hisobga olgan holda murakkab hikoyalar tanlamasligimiz lozim. Chunki u barcha talabalar uchun mos bo‘lmasligi mumkin. Bundan tashqari, hikoya tanlashda o‘qituvchi tomonidan hikoyaning madaniy va ijtimoiy jihatlariga ham ahamiyat berilsa maqsadga muvofiq bo‘lar edi.

Xulosa qilib aytganda, yozish ko‘nikmasini rivojlantirishda badiiy hikoyalardan foydalansak quyidagi maqsadlarga erishishimiz mumkin: badiiy hikoyalar talabalarni qiziqtiradi va yozish jarayonini yoqimli qiladi, ongda hikoyalarni tahlil qilish orqali ular muammolarga turlicha nuqtayi nazardan qarash va hal qilishni o‘rganishadi, turli janrdagi va uslubdagi hikoyalar talabalarning leksik boyligini oshirishga xizmat qiladi, hikoyadagi qahramonlarning his-tuyg‘ularini, kechinmalarini tushunish orqali talabalar o‘zlarining ijtimoiy ko‘nikmalarini rivojlantiradi.

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ФОРМИРОВАНИЕ ИНОЯЗЫЧНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ СРЕДСТВАМИ ИННОВАЦИОННЫХ МЕТОДИК ОБУЧЕНИЯ

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Abstract. *The article examines students' perspectives on innovative English language teaching methods. It focuses on the contribution of digital platforms, project-based learning, and role-play strategies to communicative competence development and increased motivation. The findings confirm that innovative methodologies significantly enhance language acquisition.*

Keywords: *innovative pedagogy, communicative competence, digital tools, project-based learning, role-play methods, motivation.*

INTRODUCTION.

Innovative pedagogy is the process of proactively introducing new learning strategies and methods in the studying process in order to improve academic outcomes and solve real-world problems to promote peer-based learning. Innovative pedagogy is becoming an integral component of modern English language teaching, meeting the increasing demand for communicative competence and student-centred learning [Hockly N. Digital literacies in English language teaching. - Oxford: Oxford University Press, 2013. – 84 p.]. Since traditional methods often fail to engage modern learners, educators are shifting toward technology-integrated approaches. This article examines the views of 3rd and 4th year students on the effectiveness of various innovative teaching strategies in English classes.

Methodology

The research adopts a quantitative approach to examine students' experience and attitude toward innovative pedagogy. Fifty students from Karaganda Buketov University participated in the survey, representing third- and fourth-year students almost equally. Multiple-choice questions about the teaching strategies aspects, use of tools and intended impact on the communication competence were asked in this survey.

Results

The investigation included 50 people: 52% of them were fourth-year students, and 48% were third-year students. Such an almost equal number of survey participants ensures a balanced contribution from students with different teaching experience. Fourth-year students with more extensive teaching experience are likely to have gained deeper insights. The data reflects perspectives from both: theoretical and practical stages of teaching process.

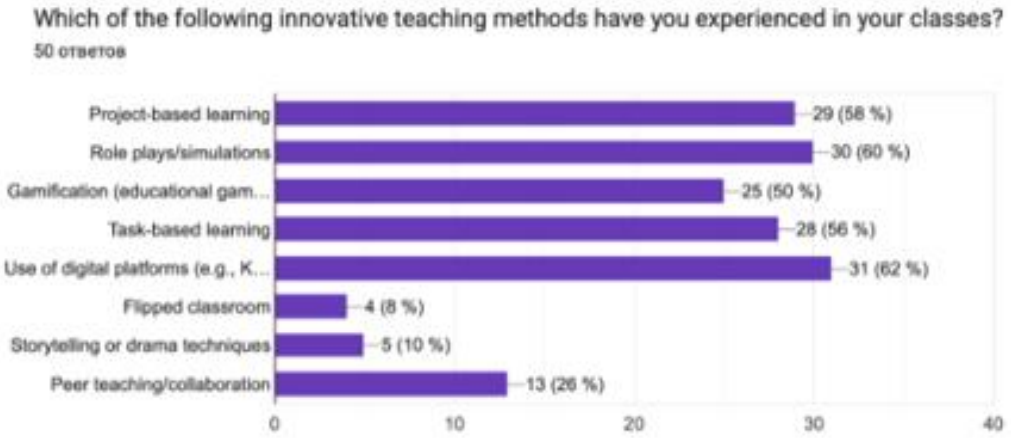

Diagram 1: Experienced innovative teaching methods

Digital platforms (62%) and role plays/simulations (60%) were the most frequently used teaching methods experienced in classes. Project-based learning (58%) and task-based learning (56%) were also widely implemented, while flipped classroom was least common (8%), suggesting low effectiveness of acquiring knowledge outside the school. Overall, students reported exposure to a variety of modern and interactive teaching methods.

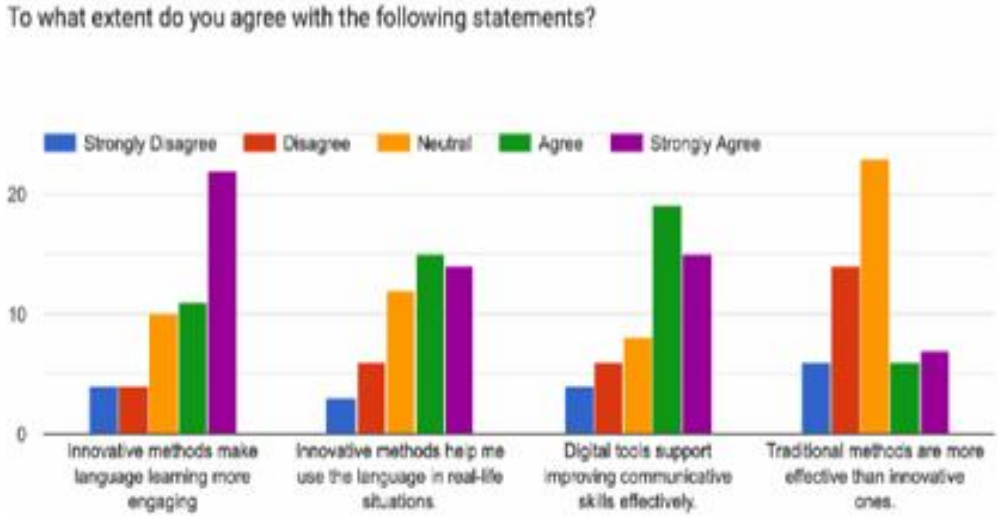

Diagram 2: Attitudes Towards Innovative Methods

Most respondents agreed that innovative methods increase engagement and promote an easier use of English in real-life contexts. A survey result confirmed that digital tools enhance communicative skills more effectively than traditional approaches. Traditional methods were perceived as less impactful, highlighting a shift toward modern pedagogy. These responses suggest strong support for innovation in language teaching.

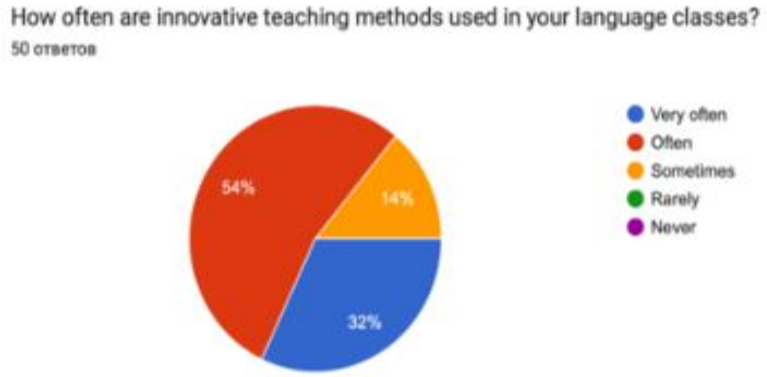

Diagram 3: Frequency of Innovation Use in Classes

54% of participants stated that innovative methods are used very often, while 32% reported frequent use and 14% — occasional use. This indicates the active implementation of modern methods in educational practice.

Diagram 4: Digital Tools in Teaching Practice

Kahoot, Canva and ChatGPT were the most commonly used tools (82%, 82%,78%), followed by Quizlet cards and Padlet. Less popular platforms included Edmodo and Tandem, showing minimal usage. The result of the survey highlights a preference for tools that support collaboration, interactivity, and real-time feedback. These tools appear to play a central role in digital pedagogy [Richards J.C., Rodgers T.S. Approaches and Methods in Language Teaching. -Cambridge: Cambridge University Press, 2014. – 93 p.].

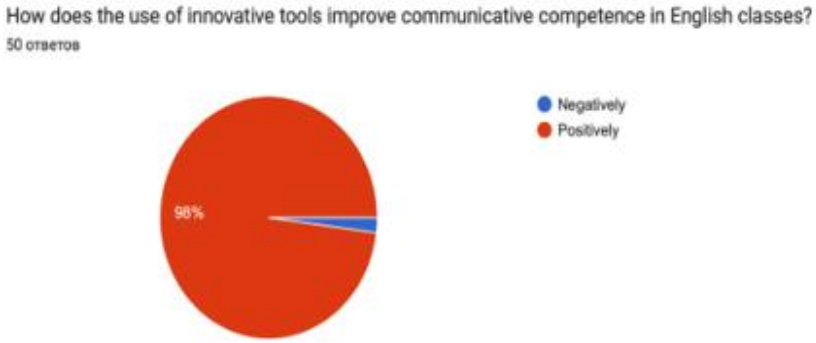

Diagram 5: Impact on Communicative Competence

An overwhelming 98% of respondents stated that innovative tools positively affect students’ communicative competence in English. This result demonstrates a strong consensus on the benefits of digital innovation in language learning. It reinforces the value of integrating technology into communicative teaching strategies.

Discussion

The results show a high degree of support of students for contemporary pedagogic methods. The popularity of tools like Kahoot, Canva, and ChatGPT signals an appetite for interactive, visual tools that complement the live classroom. The successful use of those tools helps them to promote communicative competence and seems to indicate a general trend. Less frequent usage of methods such as the flipped classroom could indicate environmental obstacles or a lack of readiness. In general, students consider the new ways of working as being both motivational on the one hand and functional on the other hand.

Conclusion

This study confirms the growing role of innovative pedagogy in English language education. Students recognize the advantages of digital tools and interactive strategies in developing real-life language skills. Educational institutions should consider integrating more digital resources and creative teaching methods to meet the evolving needs of learners [Warschauer M., Kern R. Network-Based Language Teaching: Concepts and Practice. -Cambridge: Cambridge University Press, 2000. – 118p.].

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HOW FOREIGN LANGUAGES ARE LEARNED AND TAUGHT AROUND THE WORLD: DIFFERENCES ACROSS AGES

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Abstract. *This article examines how foreign languages are learned and taught across age groups, highlighting cognitive, social, and instructional factors shaping development. Children learn implicitly through play and immersion; adolescents benefit from stronger metalinguistic awareness and mixed communicative–academic instruction; adults rely on strategic, goal-driven learning, often supported by digital tools. The article also reviews global approaches such as CLIL, immersion, exam-oriented teaching, and technology-enhanced programs. While age affects learning style and pace, long-term proficiency depends more on instructional quality, intensity, and contextual relevance than on age itself.*

Keywords: *Language acquisition, Cognitive development, Teaching methods, Age differences, Early immersion, Technology-assisted learning, Multilingual education, Lifelong learning.*

INTRODUCTION.

Foreign language learning plays a key role in human development and global communication, yet the process unfolds differently across age groups due to cognitive, social, and educational differences. Children, adolescents, and adults exhibit distinct strengths, motivations, and challenges in acquiring a new language, which requires educators to adjust teaching strategies accordingly. Research in applied linguistics and psycholinguistics demonstrates that early exposure often supports native-like pronunciation and intuitive grammatical development, while adolescents' increased metalinguistic awareness accelerates the mastery of grammar, vocabulary, and academic language. Adult learners, meanwhile, typically depend on deliberate strategies, clear goals, and technology-supported tools, although phonetic adaptation becomes more demanding with age.

Internationally, foreign language instruction varies significantly in curriculum, methodology, and policy. Many European contexts emphasize early immersion and Content and Language Integrated Learning (CLIL), prioritizing communicative competence from the first years of schooling. In contrast, several East Asian systems rely on exam-oriented instruction focusing heavily on grammar and vocabulary, while digital and blended learning formats have become central to adult education worldwide. These diverse practices reinforce the idea that the success of language acquisition cannot be reduced to age; rather, it depends on the quality, intensity, and contextual suitability of instruction.

To further explore how age and teaching method interact, a controlled experiment was conducted in which children and adults were introduced to a mini-language. Eighty participants—forty children aged 5–7 and forty adults aged 18 and above—were randomly assigned to two instructional conditions: implicit exposure, where learners encountered the new language naturally without rule explanation, and explicit instruction, where

grammatical structures were directly explained and practiced. Over five consecutive days, participants engaged in tailored activities: children took part in playful, engaging tasks such as games and stories, whereas adults completed structured exercises. Their learning outcomes were evaluated immediately after training through grammaticality judgments and sentence-construction tasks measuring rule acquisition and generative ability.

The findings revealed a consistent advantage for explicit instruction. Both children and adults who received clear explanations of grammatical rules performed better on grammar tasks and produced more accurate novel sentences than peers who learned implicitly. Children in the implicit condition showed partial pattern detection but struggled with consistency, while adults learned more efficiently when rules were explicitly provided, indicating reliance on memorization rather than generalization under implicit conditions. These results challenge the traditional assumption that young children learn optimally only through immersion and that adults face inherent limitations due to age. Instead, the way language is taught—particularly the availability of structured, rule-based guidance—proved more influential than the age of the learner.

Insights from broader pedagogical observations reinforce this conclusion. Children thrive in immersive, playful, and context-rich learning environments that naturally support grammar and vocabulary development. Adolescents benefit from project-based and task-oriented learning that engages their developing analytical and critical-thinking skills. Adults succeed with goal-oriented strategies and technological tools such as digital platforms, corpus-based exercises, and AI-supported applications, which provide structure and opportunities for self-regulated learning. Teachers report that technology not only enhances engagement but also fosters independence, problem-solving abilities, and intercultural awareness. Nonetheless, the effectiveness of these tools depends on proper implementation, teacher training, and resource availability.

Taken together, these findings illustrate that foreign language learning is shaped far more decisively by instructional methods, learner motivation, and the learning environment than by age alone. When teaching practices are aligned with the cognitive and social characteristics of learners, substantial progress can be achieved across all age groups. Children and adults alike benefit from explicit guidance, well-designed activities, and sustained support, while adolescents gain from instruction that encourages inquiry and reflection. Ultimately, age does not determine linguistic success; it is the combination of teaching quality, learner engagement, and accessible, meaningful learning conditions that leads to long-term proficiency and fosters a lasting interest in foreign language learning.

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THE IMPORTANCE OF INTERNET RESOURCES FOR LEARNING ENGLISH

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Abstract. *The article examines the issue of intensifying the educational process through the use of educational Internet resources, such as electronic dictionaries, websites of foreign-language newspapers. Translator program. The article describes the entire range of language skills that can be developed using Internet learning.*

Key words: *English language, distance learning, virtual educational environment, foreign languages, Internet technologies, educational Internet resources, communication skills.*

INTRODUCTION.

Over the past decades, the process of computerization has received the widest application in literally all spheres of human activity. The development of computer information technologies (IT) contributes to globalization, strengthening international cooperation, increasing trade turnover and providing services online. In our work, information technology is understood as a set of methods and devices used by people for the purpose of processing information, as well as identifying principles and developing methods for optimizing education through the analysis of a number of factors that increase educational effectiveness, through the design and application of methods and materials, and through the evaluation of the methods used.

At present, the role of IT is not just great, but colossal. In this regard, it seems relevant to study the prospects and possibilities of using Internet resources for educational purposes - for learning English. The problem of effective use of computer technologies in the process of teaching and self-study has received quite wide coverage in pedagogical science and in practice. K. MacLean, B. Hunter, S. Papert and some other foreign scientists were among the first to address the issue of developing a comprehensive system of computerized teaching. Research has shown that computer technologies can be used in all educational disciplines. Russian science also pays great attention to studying the possibilities of computerized learning, especially in teaching foreign languages. For example, E.D. Nosenko, O.P. Kryukova, P.I. Serdyukov and others note that the use of computer technology in education acts as a complex factor stimulating an improvement in the quality of the educational process. The works of educational researchers in Russia and abroad especially the scientists E.I. Dmitrieva, A.G. Oleynik, D. Sadker, P. Slatery and others confirm the hypothesis about the promising nature of computerization of teaching foreign languages, since modern technologies allow not only to optimize working methods, but also to improve learning outcomes. Using the capabilities of Internet technologies, people located thousands of kilometers from each other successfully exchange information in real time. Modern IT is characterized by high data transfer speed, compactness of electronic devices, accessibility, etc.

The ability to quickly access electronic resources and search for the necessary information seems very important, and sometimes critical. Many human achievements – books, museum exhibits, audiovisual content are duplicated on the Internet. Due to the widespread use of computer technologies, we analyzed the possibility of using the Internet in the process of learning foreign languages. It is obvious that for a modern person studying a language, Internet resources are of great importance, as they help solve a whole range of problems. In recent years, the issue of using new information technologies in teaching foreign languages has been increasingly raised. These are not only new technical means, but also new forms and methods of teaching, a new approach to the learning process. The main goal of teaching foreign languages is the formation and development of students' communicative culture, teaching practical mastery of a foreign language. The task of

the teacher is to create conditions for practical language acquisition for each student, to choose such teaching methods that would allow each student to show their activity, their creativity. The task of the teacher is to activate the student's cognitive activity in the process of learning foreign languages. Modern pedagogical technologies such as collaborative learning, project-based methods, the use of new information technologies, and Internet resources help to implement a personality-oriented approach to learning, and ensure individualization and differentiation of learning taking into account the abilities of students. The forms of work with computer training programs in foreign language lessons include: learning vocabulary, practicing pronunciation, teaching dialogic and monologue speech, teaching writing, practicing grammatical phenomena, access to authentic information, websites of foreign-language newspapers, various portals, online communication with native speakers, websites for studying and practicing foreign languages, online learning of foreign languages, courses for professional retraining in the field of foreign languages (webinars, distance learning, educational Internet portals), prompt access to educational and reference information: electronic dictionaries, encyclopedias, teaching aids, reference books, translation of foreign-language information for initial familiarization with the text (online services Yandex.Translate and Google Translate), online language testing (trial tests, TOEFL trial testing, listening tests).

Using the Internet allows students to independently and quickly find the necessary information in a foreign language. Thus, the Internet offers many sites of a linguocultural, lexical, and grammatical nature. Moreover, the use of modern technologies allows students to actively engage in oral and written communication with native speakers via video communication, webinars, SMS chats and overcome such phenomena as the language barrier and culture shock. For successful acquisition of language material, it is necessary to constantly replenish active and passive vocabulary. That is why, regular work with a dictionary is a must in the process of learning a foreign language. In the age of computer technology, it is impossible to imagine learning a foreign language without an online dictionary or translator. Firstly, online dictionaries provide all the necessary information in seconds, you just need to enter the desired word and expression in the search field. Secondly, online programs and dictionaries have many times more capabilities and functions than their paper counterparts. Electronic dictionaries provide the maximum number of meanings of a word, explanations, examples, for which there is simply no room in a paper dictionary. Thirdly, online dictionaries are interactive. For example, they allow you not only to see the transcription, but also to listen to how the word is pronounced. Some dictionaries even allow you to listen to examples or read user explanations. Examples include online dictionaries Multileks, Multitran, Yandex.Dictionary, Promt, Longman Contemporary dictionary, Oxforg Living Dictionaries, Dictionary.com, Urban Dictionary.com, Collins Dictionary.

It is obvious that modern computer technologies provide broad didactic opportunities for the effective implementation of the principles of personality-oriented learning using multisensory technical means. In particular, the use of Internet resources stimulates active cognitive interest of students, meets the requirements of organizing an accessible educational environment and contributes to increasing the efficiency of assimilation of linguistic material, provides students with expanded opportunities to obtain language material in various formats and in a comfortable mode due to the automation of routine operations and the objectification of knowledge control.

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SOCIOLINGUISTIC COMPETENCE AS A ESSENTIAL FACTOR IN THE PROFESSIONALISM OF FUTURE ENGLISH TEACHERS

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Abstract. *This article explores the relationship between sociolinguistics and language teaching. Some social factors such as situation, context and social environment play an important role in language teaching. Sociolinguistic competence is an integral part of communicative competence, which includes learning pragmatic and sociolinguistic knowledge, cultural knowledge about how language use is linguistically and socially appropriate.*

Keywords: *language learning; social factor; sociolinguistics; teaching methods; foreign languages; authentic language samples.*

INTRODUCTION.

Sociolinguistics has become very important in recent times, and we have come to understand the role of language not only as a means of communication but also as a creator of social identity. Sociolinguistics is an interesting and important area of language for teachers because it deals with how language is used and thought about in the real world. Teachers often ignore sociolinguistic aspects in language teaching. They focus more on teaching a second or foreign language, grammar and pronunciation (speaking). Studying language with sociolinguistics can help speakers distinguish where, who, and when they speak. Therefore, the teachers must relate materials to the social context. It should be noted that sociolinguistic competence is an integrative personal quality of each student - a set of knowledge and skills, a space of possibilities that correlates with other competencies and determines the level of professional development and the effectiveness of the future specialist. Sociolinguistics is the study of the influence of any and all aspects of society, including cultural norms, expectations and context, on how language is used [9]. American psychologist Stephen Pinker describes language as "so intimately woven into human experience that it is hard to imagine human life without it" [7]. It is a system of communication used universally by humans. This system of interpersonal communication allows humans to convey messages to others in a way that other species cannot. According to Fazold, language is used to make a statement about one's personality, about oneself in relation to the listener, and to define the situation in which the language is used. Blundell, Higgens and Middlemiss argue that we speak or write only for a specific purpose: to help someone see our point of view, perhaps to ask their advice or to agree with them. Functional use of language is not based only on a particular language structure or grammatical rules, it is how we understand the context and use language to achieve our goals [1].

Kramsch emphasizes that sociolinguistics is an integral part of the study of language in general, as well as the study of the influence of society on language. In essence, the study of language and its relationship to culture and society is known as sociolinguistics. Although the term may seem complicated and academic, every language learner should have some understanding of sociolinguistics, especially since the act of using language itself is inherently social. Language arose from the need for communication and interaction, so it is social in nature, and understanding some aspects of this allows us to use language more effectively. The need to develop sociolinguistic competence in foreign language learners becomes more evident when they use English for real communication in real life [5].

According to Yu, "learners must learn sociolinguistic rules that will help them in choosing appropriate forms" [8]. The ability to use English in a variety of appropriate social settings in which communication occurs is called sociolinguistic competence.

There are several factors that need to be taken into account when communicating, such as age, gender, social status of the participants and formality of the setting. In particular, sociolinguistic competence can be divided into two areas: appropriateness of form and appropriateness of meaning. Leach defines appropriateness of form as a pragmatics that signals the "special resources that a given language provides for conveying particular illocutionaries" [6], while Kasper and Blum-Kulka define appropriateness of meaning as a sociopragmatics that expresses modes of pragmatic performance that are subject to specific sociocultural conventions and values [4].

The educational context is closely related to the social context. Research on the educational context, based on educational psychology, emphasizes the inseparability and mutual influence of educational institutions and the conditions in which educational and teaching activities are embedded [3]. In the context of second language development, it is the educational context that shapes language policy, language planning and, most importantly, the learning opportunities available to the second language learner. According to Kamaravadivelu, it is impossible to isolate classroom life from the dynamics of political, educational and social institutions, since the experiences that participants bring to the classroom are shaped not only by the episodes of learning and teaching they encounter in the classroom but also by the broader social, economic, educational and political environment in which they grow up [2].

Every language is used in different contexts by different people for different reasons, and when learning a language it is important to take these factors into account in order to communicate effectively with others. Therefore, when teaching a language, teachers must identify all aspects related to the use of the language in oral or written form. Teachers cannot expect their students' sociolinguistic competence to change overnight, but by contextualizing language delivery, regularly analyzing the influence of social and cultural factors on language, and incorporating lessons with a functional approach, teachers can hope to increase their students' sociolinguistic awareness. These things don't have to be introduced as separate exercises, but the context and social aspect can be included in most exercises and examples.

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RAQAMLI ASRDA AQLLI TA'LIM: CHET TILI O'QITISHDAGI INNOVATSION VOSITALAR VA TENDENSIYALAR

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Annotatsiya. *Ushbu tezis ta’lim jarayonida “aqlli o‘rganish” (Smart Learning) texnologiyalarining samaradorligini tahlil qiladi hamda sun’iy intellekt, adaptiv platformalar, mobil ilovalar va AR/VR texnologiyalarining chet tilini o‘qitishga ta’sirini ko‘rsatadi. Tadqiqotda raqamli vositalarning o‘quvchilar motivatsiyasi, o‘quv jarayonining individuallashuvi va baholashning avtomatlashtirilishiga qo‘shayotgan hissasi ilmiy va amaliy misollar asosida yoritiladi. Shuningdek, O‘zbekiston ta’lim tizimida raqamli kompetensiyalarni rivojlantirish borasida amalga oshirilayotgan islohotlar, xalqaro tajribalar bilan solishtirilgan holda o‘rganiladi. Tezis yakunida chet tillarini o‘qitishda Smart Learning yondashuvining afzalliklari, cheklovlari va istiqboldagi rivojlanish yo‘nalishlari haqida xulosalar beriladi.*

Kalit so‘zlar: *Smart Learning, raqamli texnologiyalar, sun’iy intellekt, AR/VR, chet tili o‘qitish, mobil ilovalar, adaptiv o‘rganish.*

KIRISH.

Bugungi globallashuv jarayonida chet tillarini o‘qitish nafaqat kommunikativ, balki raqamli kompetensiyalarni ham shakllantirishni talab qilmoqda. O‘zbekiston ta’lim tizimida so‘nggi yillarda amalga oshirilayotgan islohotlar, xususan, Prezident Shavkat Mirziyoyevning 2020-yil 6-noyabrdagi “Chet tillarini o‘rganish tizimini yanada takomillashtirish to‘g‘risida”gi qarorida raqamli texnologiyalarni keng tatbiq etish ustuvor vazifa etib belgilangan. “Chet tili — bu zamonaviy yosh uchun hayotiy zarurat”, degan davlat rahbarining fikri ta’lim jarayonida texnologiyalardan foydalanishning naqadar muhimligini ko‘rsatadi.

So‘nggi yillarda Smart Learning, ya’ni aqlli ta’lim konsepsiyasi dunyo miqyosida keng tarqaldi. Bu model sun’iy intellekt, raqamli vositalar, gamifikatsiya, mobil ilovalar, AR/VR texnologiyalari va onlayn platformalardan kompleks foydalanishga tayanadi. Mazkur tezisning maqsadi — zamonaviy tendensiyalarni ilmiy tahlil qilish, ularning samaradorligini ko‘rsatish hamda chet tili o‘qitish jarayonidagi o‘rnini aniqlashdan iborat.

Smart Learning — bu shunchaki raqamli qurilmalar bilan dars o‘tish emas, balki ta’lim jarayonini shaxsga yo‘naltirilgan, moslashuvchan, adaptiv va yuqori interaktiv modelga aylantiruvchi yondashuvdir. Uning asosiy komponentlari:

- AI (sun’iy intellekt) tahlili va adaptiv o‘qitish
- Gamifikatsiya elementlari
- Mobil o‘qitish (m-learning)
- AR/VR texnologiyalari
- Interaktiv platformalar: Moodle, Google Classroom

Tadqiqotlar (Oxford University Press, 2023) shuni ko‘rsatadiki, Smart Learning modeli qo‘llanilgan guruhlarda o‘quvchilar natijalari 27–32 % ga oshgan. Bu model o‘quvchining individual tezligiga mos ravishda o‘tiladigan darslarni taklif etadi.

So‘nggi yillarda **AI vositalari** til o‘rganish jarayonini tubdan o‘zgartirmoqda. Xususan, ChatGPT, Grammarly, Elsa Speak kabi vositalar til ko‘nikmalarining barcha turlarini qamrab ola oladi:
AI imkoniyatlari:

- individual ravishda grammatik xatolarni tahlil qilish
- talaffuzni fonetik aniqlik bilan tekshirish
- matn yaratish va qayta ishlash
- rolli suhbatlar yaratish orqali muloqotni rivojlantirish
- o‘quvchi psixologiyasiga mos adaptiv mashqlarni taklif etish

Masalan, 2024-yilda Korea Advanced Institute of Science tomonidan o‘tkazilgan tadqiqotda AI bilan ishlagan talabalarning so‘z boyligi 40%ga oshgani aniqlangan.
Gamifikatsiya — bu o‘yin elementlari yordamida o‘qitish. Duolingo, Kahoot!, Wordwall kabi platformalar orqali o‘qish jarayoni yanada qiziqarli bo‘ladi.
Tadqiqotlar shuni ko‘rsatadiki:

- motivatsiya 55–60 % ga oshadi
- darsga qatnashuv darajasi 2 baravar ko‘tariladi
- xotirada saqlanish 30 % ga yaxshilanadi

Masalan, Duolingo bugungi kunda 575 million foydalanuvchi bilan dunyodagi eng yirik til o‘rgatuvchi platformadir.
AR (Augmented Reality) va **VR** (Virtual Reality) til o‘rganishni real hayot tajribasiga yaqinlashtiradi. Masalan:

- VR yordamida “virtual sayohat” darslari
- AR orqali interaktiv lug‘atlar
- 3D obyektlar orqali leksik birliklarni tez yodlash

2023-yilda Cambridge Assessment tomonidan o‘tkazilgan tajribada VR sinflarida o‘qigan o‘quvchilar nutq faolligi 2,5 baravar oshgani aniqlangan.
Zamonaviy o‘quvchilar uchun **ijtimoiy tarmoqlar** — tabiiy ta’lim muhiti. TikTok’dagi ingliz tili bo‘yicha #LearnEnglish xeshtegi ostida 28 milliondan ortiq videolar mavjud. YouTube Learning bo‘limida til o‘rgatuvchi kanallar soni 2024-yilda 42 mingdan oshdi.
Bu platformalar quyidagi afzalliklarni beradi:

- qisqa va esda qoladigan kontent
- real hayot tilidan foydalanish
- autentik talaffuzni tinglash
- o‘quvchi ishtirokida kontent yaratish imkoniyati

Raqamli asrda chet tili o‘qitish Smart Learning konsepsiyasiga asoslanganda samaradorlik sezilarli darajada oshadi. Sun’iy intellekt, AR/VR, gamifikatsiya, mobil ilovalar va ijtimoiy tarmoqlar integratsiyasi o‘qitish jarayonini shaxsga yo‘naltirilgan, moslashuvchan va qiziqarli qiladi. O‘zbekiston ta’lim tizimida raqamli texnologiyalarni yanada keng joriy etish til o‘rgatish sifatini sezilarli darajada oshirishi shubhasiz.

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THE INFLUENCE OF FOREIGN LANGUAGES ON OUR EDUCATION

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Abstract. *The influence of foreign languages on education is profound and multifaceted, significantly contributing to cognitive development, cultural awareness, and career opportunities. Learning a foreign language enhances critical thinking and problem-solving skills, fostering a more versatile mindset among students. It encourages cultural appreciation and global awareness, essential in today's interconnected world. Moreover, proficiency in foreign languages prepares students for a competitive job market, where bilingualism or multilingualism is increasingly valued across various industries. Educational institutions recognize the importance of foreign language programs, integrating them into curricula to enhance overall academic experiences. This abstract explores the vital role of foreign languages in shaping not only individual growth but also societal progress, underscoring their significance in fostering communication and understanding in a diverse, global landscape.*

Keywords: *Foreign Languages, Education, Globalization, Communication, Cognitive Development, Cross-Cultural Understanding, Academic Achievement,Professional Opportunities,Language Proficiency and Interconnected Society*

INTRODUCTION.

In an increasingly globalized world, the ability to communicate across linguistic boundaries has never been more critical. The influence of foreign languages on education extends far beyond simple communication; it shapes our cognitive abilities, cultural perspectives, and career trajectories. As students engage with foreign languages, they cultivate essential skills such as critical thinking, empathy, and cross-cultural understanding. This multifaceted educational approach not only enhances academic achievement but also prepares individuals to thrive in diverse environments. Furthermore, as businesses and organizations operate on a global scale, proficiency in foreign languages opens doors to myriad professional opportunities. By examining how foreign languages impact our education, we highlight their crucial role in fostering a more informed, interconnected, and adaptable society.

Foreign language study creates more positive attitudes and less prejudice toward people who are different.
Studying a foreign language will improve your chances of getting a job.
Studying a new culture helps you meet new and interesting people.
Dealing with another culture enables people to gain a more profound understanding of their own culture.
The study of foreign languages boots confidence.
Graduates often cite foreign language courses as some of the most valuable courses in college because of the communication skills developed in the process.
International travel is made easier and more pleasant through knowing a foreign language.
Skills like problem solving, dealing with abstract concepts, are increased when you study a foreign language.
Foreign language study enhances one's opportunities in government, business, medicine, law, technology, military, industry, marketing, etc.
A second language improves your skills and grades in math and English and on the SAT and GRE.

Analytical skills improve when students study a foreign language.
Foreign languages provide a competitive edge in career choices: one is able to communicate in a second language.
Foreign language study enhances listening skills and memory.
One participates more effectively and responsibly in a multi-cultural world if one knows another language.
Your marketable skills in the global economy are improved if you master another language.

Benefits of Learning Foreign Languages

There are many undeniable benefits of learning foreign languages, which is probably the main factor that motivates people to engage in this activity. For travellers and tourists, mastering foreign languages can make the difference between a successful vacation or no vacation at all. In today's globalized world, not being able to communicate in foreign languages makes people eyeless and deaf in foreign countries. The advantages are numerous, ranging from reading favorite foreign writers in the original, watching foreign movies, making friends, following international news, or doing business. According to The Economist (Special Technology Quarterly, 8 June 2002), there are 11,404 languages spoken in more than 220 countries. 2. Tourism is seen as the latest sign of a leisure-oriented society, and both during the communist era and after 1989, see tourism as a good opportunity for developing underdeveloped regions by promoting their natural and ethnographic resources, unique sites, traditional crafts, and local cuisine. The public and the local businessmen seem to be more and more concerned with developing regions' potential, which they usually associate with the heritage of those territories. Foreign languages play a crucial role in this process and deserve to be considered a valuable skill required in the development of any region. Knowing the language of the tourist, the fact that they are often accompanied by professional guides could be ruled out, and may give local people an unexpected feeling of autonomy, and at the same time, bears the promise of contact opening doors for the accomplishment of special needs, personalized tours, advice for taking advantage of relatively simple and probably unnoticed opportunities. Another advantage of learning foreign languages is that people who master more than two or three languages have the ability to communicate more. This does not only refer to more dialogue and additional interaction, but also to improved quality of contact among people. Therefore, by learning a few foreign languages, we can get to know additional customs, traditions, food, cultural aspects, and certainly history of that country or countries. On the other hand, often such knowledge can help people solve a certain problem, overcome misunderstandings, solve arguments, clarify certain subjects, etc. Secondly, we know that often people are more open, accept and trust some group of people if people are able to speak and write in their mother tongue, or at least in the language that they use on a daily basis.

Some students are born in an international or intercultural environment and they acquire cultural understanding and respect from their surroundings. However, for a major part of the world, lessons on interculturality and cultural sensitivity are a necessity to sensitize young people about the necessity to be open and understanding towards the habits and cultures of others. Foreign language teaching can serve as a platform to help develop respect and understanding and get a sense of the differences and similarities between one's own culture and those of others. It can also help develop sensitivity towards cultural expressions of others, be it food, music, fashion, or art. Similarly, foreign language teaching can help develop empathy towards the learning style of others. Also, a little knowledge of the language(s) of the immigrants can break the usual cultural stereotypes and create a better feeling of inclusion of the migrants in the newly-established place.

These significant factors have contributed to extensive job opportunities for graduates with proficiency in foreign languages. Because the demand for language skills is so great, foreign language graduates can command impressive salaries across the career spectrum. Foreign language abilities are valuable and marketable assets in many careers. Many graduates with computer, technical, engineering or scientific skills need people who have language skills for international projects. Graduates in science, engineering, commerce, nursing, medical, legal and social fields can complement their specialized study with foreign language training and make themselves even more marketable when they enter the workforce. They will be completely bilingual/multilingual individuals and will have acquired extensive knowledge of the target culture. A certificate in language study can

be an important part of their professional portfolio and can open doors to business, education and government agency clients in the U.S. and abroad. Today's job market increasingly prefers graduates who possess both specialized knowledge and effective communication skills.

Challenges and Solutions in Language Learning

Despite its settings and functions, language learning is an activity that is rife with challenges. This varies depending on situational conditions such as whether language learning is primarily location-bound or technology-driven, or whether it is taken up as a formal, non-formal setting or an informal one, and then the level of proficiency sought, as well as whether the learning takes place using one's native language as the medium of instruction or a foreign language. With regards to locational settings, many non-Anglophone countries have national language pledge frameworks to ensure that students speak, read, write, and communicate in their place of learning. The idea is to create an environment that supports and encourages A2 learners to practice their new language as much as possible, so as to acquire it as well as, or at least nearly as well, as A1. One main challenge is that students often revert to A1 as they lose confidence, and when homework is done and activities completed, they may drift back to speaking in A1, which is considered more convenient to avoid misunderstanding, embarrassment, or being singled out. This is increasingly difficult in a digital age when students are adept at quickly using online translator services for individual words or entire sentences. While these services are frowned upon in classrooms and during assignments, as they provide shortcuts that advantage learners who use their A1 to understand and complete the exercise, students continue to rely on them as shortcuts to learning. Considering the importance of helping students to use their A2 as much as possible, exposing them to cultural and linguistic differences is widely employed as a strategy across different educational settings.

Effective Language Learning Strategies

Because of the inadequacy in language learning as the present status of learners, the author suggests that language learners need to be aware of the learning strategies employed. The employment level is divided into recognition, control, and intention by the author. It is of high significance for the strategies by classification that language learners can find out their own strategies and become able to improve them based on the process. As two applied English-major freshmen of National Kaohsiung Normal University are the study object, the author starts the study to find out the learning strategies they employed. The PALS (Strategy Use Scales) was adopted in this study to administer the strategies that subjects are employed. The given results show that these subjects employ only a limited number of learning strategies in the process of English learning. Furthermore, they mainly know and make use of metacognitive strategies and person-variable strategies than cognitive and affective strategies. Personal and situational differences have been particularly important in self-regulated foreign-language learning. In order to gain an understanding of the varieties of self-regulated English learning and the factors that affect these varieties, this qualitative study uses semi-structured interviews with 23 students to collect data

In a world which is confronted with the rise and growing influence of new political and economic powers, it is of the utmost importance that the so-called democratic countries create a new world based on economic and political fairness and a healthy acceptance of each other's cultural differences. History repeatedly tells the tale of the rise and fall of empires and civilizations, and it is now time for the twentieth century to step to the gauge. An antidote, a possible solution, is neither bizarre nor hard to imagine. Learning a new language, a language from a foreign country, can ensure a more honest and open understanding of the cultural values embraced by the members of the other community or country. Therefore, the importance of learning foreign languages in a globalized world becomes self-evident. As a matter of fact, learning a language has gradually evolved from being an option to a requirement in early education. By all accounts, leaving the educational system without proficiency in at least one foreign language will be considered a hand-me-down from history that might be troubling to the world of tomorrow.

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TIL O‘RGANISHDA TEXNOLAGIYALARNING TA’SIRI “MOBIL ILOVALAR VA AN‘ANAVIY O‘QITISH USULLARINING INGLIZ TILINI O‘RGANISH SAMARADORLIGIGA TA‘SIRI”

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Anotatsiya: *Ushbu maqolada zamonaviy raqamli texnologiyalarning til o‘rganish jarayoniga ta’siri o‘rganilgan. Tadqiqotda mobil ilovalar, onlayn platformalar va an’anaviy o‘qitish usullari o‘rtasida solishtirma tahlil olib borilgan. Natijalar shuni ko‘rsatadiki, texnologiyalardan foydalanish o‘quvchilarning mustaqil fikrlashini rivojlantiradi, motivatsiyasini oshiradi hamda tilni tezroq o‘zlashtirishga yordam beradi. Shu bilan birga, texnologik vositalarning samarali qo‘llanilishi o‘qituvchi rahbarligi va nazorati bilan uyg‘unlashganda yanada yuqori natija beradi. Maqola til o‘qitish metodikasini takomillashtirish hamda o‘qituvchilarga zamonaviy ta’lim vositalarini samarali qo‘llash bo‘yicha tavsiyalarni o‘z ichiga oladi.*

Kirish so‘zlar: *sun‘iy intellekt, texnologiya, ta‘lim, platformalar, til, tajriba, o‘rganish, foydalanish, natija, raqamli, o‘yin, telefon, inson, avtomatlashtirilgan.*

KIRISH.

Hozirgi kunda ta’lim tizimi jadal sur’atlar bilan raqamli shaklga o‘tmoqda. Texnologiyalar, xususan sun’iy intellekt (AI) asosidagi dasturlar, o‘qitish jarayonini tubdan o‘zgartirib, yangi imkoniyatlar yaratmoqda. An’anaviy ta’lim usullaridan farqli ravishda, raqamli vositalar o‘quvchilarga individual yondashuv, mustaqil o‘rganish muhiti va tezkor tahlil imkonini beradi. Ayniqsa, til o‘rganish sohasida zamonaviy texnologiyalar o‘quvchilarning bilim olish jarayonini qiziqarli va samarali qiladi.Shu sababli, texnologiyalar ta’lim jarayonida nafaqat yordamchi vosita, balki samaradorlikni oshiruvchi muhim omilga aylanib bormoqda.

Hozirgi davrda ta’lim jarayonida texnologiyalar, ayniqsa sun’iy intellekt (AI) asosidagi dasturlar muhim o‘rin egallamoqda. Ular o‘qitish usullarini yengillashtiradi, o‘quvchilar uchun esa yangi imkoniyatlar yaratadi. Masalan, ChatGPT kabi sun’iy intellekt tizimlari o‘quvchilarga murakkab grammatik qoidalarni sodda tilda tushuntirib beradi, yozma ishlarini tahlil qiladi va xatolarni to‘g‘rilash bo‘yicha aniq tavsiyalar beradi. Grammarly esa ingliz tilidagi insho yoki esse yozishda grammatik xatolarni avtomatik aniqlab, o‘quvchini mustaqil to‘g‘rilashga o‘rgatadi.Ko‘plab o‘quv markazlarida o‘quvchilar darsdan keyin Duolingo yoki Memrise kabi mobil ilovalardan foydalanib, uyda mashq qilishadi. Masalan, ingliz tilini endigina o‘rganayotgan o‘quvchi har kuni Duolingo orqali 10–15 daqiqa mashq qilsa, bir oy ichida 1000 dan ortiq yangi so‘z o‘rganishi mumkin. Bu esa an’anaviy darslarda erishiladigan natijadan sezilarli darajada yuqori.Shuningdek, Kahoot va Quizizz kabi platformalar darslarni o‘yin shaklida tashkil etishga yordam beradi. Masalan, dars oxirida o‘qituvchi mavzuga oid test o‘tkazadi va o‘quvchilar telefon orqali javob berishadi. Sinfda barchaning ishtiroki ta’minlanadi, ekranda natijalar darhol paydo bo‘ladi, g‘oliblar belgilanadi — bu esa o‘quvchilarda raqobat, faollik va o‘rganishga bo‘lgan qiziqishni kuchaytiradi. Shu tarzda texnologiyalar o‘qitishni qiziqarli o‘yin jarayoniga aylantiradi.Biroq, texnologiyalar qanchalik qulay bo‘lmasin, an’anaviy o‘qitish usullarining o‘rni hamon beqiyosdir. Maktab yoki o‘quv markazlarda o‘qituvchi bilan bevosita muloqot qilish, savol berish va tushunmagan joyini aniqlashtirish — bu jarayonni hech qanday texnologiya to‘liq almashtira olmaydi. Masalan, tajribali o‘qituvchi o‘quvchining yuz ifodasidan yoki ohangidan uning mavzuni tushungan-tushunmaganini biladi va darhol qo‘shimcha tushuntirish beradi. Bundan tashqari, an’anaviy darslar o‘quvchilarda muloqot,

jamoada ishlash va mas’uliyat hissini rivojlantiradi.Eng samarali natijaga esa texnologik va an’anaviy o‘qitish usullarini uyg‘unlashtirish orqali erishish mumkin. Masalan, o‘qituvchi yangi grammatik mavzuni sinfda tushuntirib, so‘ng o‘quvchilarga uy vazifasi sifatida ChatGPT yoki Quizizz orqali mashq bajarishni topshiradi. Bu orqali o‘quvchilar sinfda o‘rgangan bilimlarini mustaqil mustahkamlash imkoniga ega bo‘ladi. Shu tarzda texnologiya o‘qituvchining yordamchisi, o‘quvchining esa o‘z ustida ishlash vositasiga aylanadi. Hayotiy tajribalar shuni ko‘rsatadiki, texnologiyalarni to‘g‘ri qo‘llagan o‘quvchilar qisqa vaqt ichida til o‘rganishda katta yutuqlarga erishmoqda. Masalan, yurtimizdagi zamonaviy til markazlarida o‘quvchilar har kuni 15 daqiqalik interaktiv onlayn testlardan foydalangach, ularning natijalari bir oy ichida 20–25 foizga oshgani aniqlangan. Bu esa texnologiyalar o‘quvchi faolligini oshirib, o‘rganishga bo‘lgan ishtiyoqni kuchaytirishini amalda isbotlaydi.

Solishtirma tahlil: Til o‘rganish jarayonida texnologiyalarga asoslangan ta’lim va an’anaviy o‘qitish usullarining o‘xshash va farqli jihatlarini bilish har bir o‘quvchi uchun muhimdir. Ikkalasi ham o‘quvchilarning bilimini oshirish, mustaqil fikrlashni rivojlantirish va tilni amaliy qo‘llashga o‘rgatishni maqsad qiladi. Masalan, o‘qituvchi ham, sun’iy intellekt tizimi ham o‘quvchining xatolarini tahlil qilib, to‘g‘ri javobni ko‘rsatish orqali o‘rganish samaradorligini oshiradi. Shu jihatdan ular bir-biriga o‘xshash. Biroq ularning farqli tomonlari ham e’tiborga loyiq. An’anaviy o‘qitishda insoniy muloqot, hissiy aloqa va ruhiy qo‘llab-quvvatlash muhim o‘rin tutadi. O‘qituvchi o‘quvchining kayfiyatini, o‘rganish uslubini va ehtiyojini his qilib, unga individual yondashuv qo‘llaydi. Masalan, sinfda o‘qituvchi o‘quvchini rag‘batlantirishi, shaxsiy suhbat orqali motivatsiyasini oshirishi mumkin. Texnologiyalarga asoslangan o‘qitishda esa jarayon avtomatlashtirilgan bo‘lib, tezlik va qulaylik ustuvor hisoblanadi. Masalan, sun’iy intellektli platformalar (ChatGPT, Grammarly, Duolingo) o‘quvchining darajasiga mos mashqlarni tanlab beradi, xatolarni bir zumda to‘g‘rilaydi va shaxsiy o‘sishni kuzatib boradi. Bunday tizimlar vaqtni tejaydi, ammo insoniy muloqot yetishmasligi sababli o‘quvchining ichki motivatsiyasiga ta’sir qilmasligi mumkin. Hayotiy tajribalar shuni ko‘rsatadiki, texnologiyalardan foydalangan o‘quvchilar tilni tezroq o‘zlashtiradi, lekin ularni uzoq muddatli mashg‘ulotlarda barqaror tutish uchun o‘qituvchining roli zarur bo‘lib qoladi. Shuning uchun, ta’limda har ikkala yondashuvni uyg‘unlashtirish — eng maqbul natijani beradi.

Texnologiyalar va an’anaviy o‘qitish usullari o‘quv jarayonini yanada samarali qilishga xizmat qiladi. Texnologiyalar o‘quvchilarga individual yondashuv va tezkor o‘rganish imkonini beradi, an’anaviy usullar esa chuqur tushunish, diqqat va motivatsiyani ta’minlaydi. Ikkalasini uyg‘unlashtirish orqali o‘quvchilar bilimni tez va samarali o‘zlashtiradi, darslar esa interaktiv va mazmunli bo‘ladi.

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THE BEST AGE STAGE TO LEARN ENGLISH FOR NON-NATIVE PEOPLE

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Abstract. *Age stages are really essential to learn English for non-native people. If non-native people have enough knowledge and information about age stages, they will study English perfectly. Because every age stage has benefits to learn English pronunciation, grammar, or vocabulary. The aim of this article is to explore various age groups and which age stage is the best to learn English for non-native individuals. Also, we will discuss the benefits of early learning of English for non-native people. In the following paragraphs, we will share our knowledge and collected research studies about this topic.*

Keywords: *age stages, childhood, youth, maturity, old age, early English education, benefits of early English education.*

INTRODUCTION.

In this article, we divide English learning into four different age periods: Childhood (below 15 years), Youth (15–25 years), Maturity (25–45 years), and Old age (over 45 years). Advantages of every age stage during learning English as a second language will be examined. Non-native people learn English differently according to their age. Especially, kids can learn English easily and quickly compared to other age groups.

Childhood (below 15 years)

Many Uzbek students come across pronunciation problems because they start learning English late. Therefore, they cannot pronounce like native speakers even after long years of study. It is better if non-native people start learning English early. According to Soatova G.K.:

"Perfect pronunciation. Young children have an amazing ability to learn foreign languages without an accent. This ability usually declines with age, especially after 10–12 years of age. Children are more likely to pick up the same accent as foreign native speakers. Children learn by observing other people, so they quickly begin to imitate those around them, including the way they speak." (Soatova G.K., 2023) Also, Ghasemi and Hashemi said:

"Young children can acquire native-like fluency as easily as they learned to walk. Where adults have to work through an established first-language system, studying explicit grammar rules and practicing rote drills, the young kids learn naturally, absorbing the sounds, structures, intonation patterns and rules of a foreign language intuitively, as they did their mother tongue. The young brain is inherently flexible, uniquely hard-wired to acquire language naturally." (Ghasemi & Hashemi, 2011, p. 875)

Youth (15–25 years)

Youth can understand English rules easily and learn English in comparison to their native language. Carmen Muñoz said: "The best age is younger adulthood if the learning conditions capitalize on young adults' superior cognitive maturity and they can use the strategies they will have previously acquired as (language) learners. This age group may be the most efficient group in instructed settings, achieving comparable levels of proficiency to younger learners in a much shorter time. They may outperform younger groups in learning autonomy and self-regulation and may search and benefit from out-of-class learning opportunities to a higher

degree. The main challenge for young adults lies in achieving near-native pronunciation and intonation, if this is seen as a desirable goal, because of the stronger entrenchment of their first language." (Carmen Muñoz, 2016, p.1)

Maturity (25–45 years)

During maturity, individuals can use their previous experiences to learn English or other foreign languages. For example: "In fact, older adults have some advantages over children in studying and learning a foreign language. According to the International Center for Language Studies, 'With many learning experiences under their belts, older adults have usually developed a good understanding of how they learn best and can put this knowledge at the service of their language learning experience.'" (Meadow Ridge, 2025)

Old Age (over 45 years)

"For older adults, learning a language may bring benefits in terms of delayed cognitive declines and it may be a fulfilling lifelong-learning experience." (Carmen Muñoz, 2016, p.1) The best benefit is time. Elderly people have more time compared to other age groups. "The best age is older adulthood if learners have a lot of time and a positive predisposition to engage in individual work and in seeking opportunities for practice." (Carmen Muñoz, 2016, p.1)

New research is disproving the myth that learning a new language in old age is extremely difficult or impossible. Learning a new language can stimulate cognitive activity, helping slow down age-related brain changes.

Fact: A study from the University of Edinburgh found that people who began learning a second language after age 60 showed improvements in a range of cognitive functions compared to their monolingual peers.

Although age periods help ease learning, it depends on the person. Every individual can learn fast or well not only in youth but also later in life if they work hard. Age periods are one factor that can accelerate learning. Learning foreign languages is easier for kids, so it is better to start teaching a second language from birth, i.e., parents can start teaching a second language in addition to the mother tongue.

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TECHNOLOGY OF TEACHING COMMUNICATIVE LISTENING IN FOREIGN LANGUAGE CLASSES

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Abstract. *This article examines modern pedagogical technologies aimed at developing communicative listening competence in foreign language classrooms. It analyzes interactive learning activities, audio-visual materials, digital platforms, and the effectiveness of the communicative approach in improving listening comprehension. The study also provides methodological recommendations designed to increase learner motivation and enhance the overall quality of listening skills development.*

Keywords: *communicative listening, language teaching technology, interactive methods, audio-video materials, linguodidactics, listening comprehension competence*

INTRODUCTION.

Modern approaches to developing listening comprehension in foreign language learning. Listening comprehension is a fundamental component of communicative competence in foreign language learning. The communicative approach emphasizes authentic interaction and meaningful communication as essential for understanding spoken language [Brown, 2007, p. 108]. Modern methods, such as task-based learning and collaborative problem-solving, actively involve learners, requiring them to process, interpret, and respond to real-life speech [Richards & Rodgers, 2014, p. 78]. Interactive classroom activities, including role-plays, debates, and information-gap tasks, encourage learners to focus on both content and linguistic form [Vandergrift, 2007, p. 52]. Audio-visual tools further enhance comprehension by exposing students to natural pronunciation, intonation patterns, and speech rhythms. For example, short films, podcasts, and dialogues provide contextual clues that facilitate understanding and help learners connect language forms with meaning [Field, 2008, p. 41]. Integrating these methods promotes learner autonomy, engagement, and confidence, laying the foundation for effective communicative competence [Harmer, 2015, p. 198].

Digital tools and methodological strategies for enhancing learners' motivation. Digital technologies significantly support listening comprehension and learner motivation. Language learning applications such as Duolingo, Memrise, and Quizlet provide interactive exercises that adapt to individual learner levels, allowing for personalized practice [Godwin-Jones, 2018, p. 30]. Multimedia resources, including online videos and audio clips, provide authentic input that mirrors real-world language use, stimulating learner curiosity and engagement [Kirkpatrick, 2010, p. 92].

Methodological strategies, such as gamification, immediate feedback, and task relevance, further enhance motivation and sustain attention [Nation & Macalister, 2010, p. 155]. By combining digital tools with pedagogically informed lesson design, teachers can create a stimulating environment that fosters both listening comprehension and active learner participation [Ur, 2012, p. 76].

Interactive classroom activities and audio-visual integration. Practical implementation of listening comprehension technologies involves interactive classroom activities and integration of audio-visual materials. Role-plays, group discussions, and mini-projects engage learners actively, encouraging them to process spoken language in meaningful contexts [Brown, 2007, p. 112]. Interactive tasks not only increase classroom

engagement but also enhance students' ability to comprehend real-life speech [Richards & Rodgers, 2014, p. 85]. Audio and video resources, including podcasts, interviews, and dialogues, provide learners with exposure to authentic language, helping them understand intonation, stress, and rhythm [Field, 2008, p. 45]. Video materials additionally support comprehension by giving visual context cues, reinforcing understanding [Vandergrift, 2007, p. 60]. Lesson planning should consider varying difficulty levels and individual learner needs to maximize effectiveness [Harmer, 2015, p. 203].

Digital platforms and evaluation of listening competence. Digital platforms and online tools are crucial for developing listening skills and assessing comprehension. Interactive applications such as Duolingo, Kahoot! and Quizlet allow learners to engage with listening exercises independently while receiving instant feedback [Godwin-Jones, 2018, p. 27]. Video-conferencing platforms like Zoom or Teams provide opportunities for real-time listening tasks, enhancing attention and concentration [Kirkpatrick, 2010, p. 95]. Assessment is an integral part of listening skills development. Formative evaluation methods, including short quizzes, oral retellings, and comprehension exercises, help identify areas of difficulty [Brown, 2007, p. 120]. Positive and encouraging assessment strategies enhance learner motivation, ensuring that feedback supports further skill development [Nation & Macalister, 2010, p. 158].

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LINGUODIDACTIC ANALYSIS OF LANGUAGE LEARNING STRATEGIES IN CHILDREN AND ADULTS

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Abstract. *This article discusses linguodidactic methods and their analysis, focusing mainly on strategic methods that have shown high effectiveness in children's and adults' foreign language learning. In addition, it provides broader information on the similarities and differences in their learning processes.*

Keywords: *linguodidactics, methods, kinesthetic, cognitive, metacognitive, contextual learning.*

INTRODUCTION.

In our rapidly developing era, multilingualism continues to serve as a means of elevating human identity and remains a bridge between different societies, cultures, and traditions. Therefore, language learning and teaching have become increasingly relevant today, placing responsibilities on many philologists to simplify and accelerate the language acquisition process. This process should be described not only as a result of globalization but also as a key to politeness, economic, social, and cultural success. Indeed, learning a new language is like opening a new page in a person's life. If these pages increase, they may eventually form a whole book, and one day society itself may become an entire library. This implies that we should expect not harm, but good deeds and wise advice from such individuals. In short, language learning is one of the main foundations of development.

As interest in language learning continues to grow daily, language teaching methodology is also evolving, adapting strategies for teaching languages to both children and adults in accordance with their cognitive, age, and psychological characteristics.

For this reason, the term linguodidactics has become widely used in recent years. One may ask: What exactly is linguodidactics? And why is it necessary?

Linguodidactics is a field of study that deals with the theory and practice of teaching languages. Its task is to determine how languages should be taught, which methods are most effective for certain age groups, and to thoroughly examine the process of language acquisition in individuals. Within the scope of this topic, linguodidactics also studies the differences in how children and adults learn languages. According to this field, the age gap necessitates changes in teaching methods because cognitive thinking, life experience, and fundamental knowledge vary significantly between these two groups. These differences help reveal not only the gap between children and adults but also the development of more refined and proven teaching strategies.

Currently, many teachers attempt to use the same teaching methods for learners of different age groups. In such situations, complex grammar and strategies based on cognitive reasoning may confuse younger learners, while highly simplified, communicative, game-based teaching programs may be too easy for adults and even cause boredom or loss of motivation. Such methodological misalignment clearly reduces language learning effectiveness.

Because of this, many expressed the need for this article. Therefore, the purpose of this research is to identify and construct teaching methodologies appropriate for both children and adults. Only then can we determine which set of methods or linguodidactic approaches are more effective for each age group, as well as identify their similarities and differences from psycholinguistic and linguodidactic perspectives.

So, which linguodidactic strategies are suitable for children? In fact, the language learning process for children should be similar to a game or adapted to conditions of free communication. Such an environment

enables children to maintain interest longer, learn more effectively, and remember material better. Below are several strategic language-learning principles suitable for children:

Naturalness and friendliness: Children should learn the language not through grammar rules, but through enjoyable activities such as songs and poems, games, story reading and listening, or role-play. This allows them to absorb new words and phrases effortlessly and without pressure or boredom—even without conscious cognitive effort.

Imitation and repetition: Children quickly remember the words and phrases they hear from adults. If you repeat a word several times in various situations in front of them, they will use it the next time in the appropriate context. Children are more observant than we imagine—hence the common saying, "A child imitates what they see at home." Therefore, acting as a "living dictionary" in front of children has a strong positive impact on their language learning.

Kinesthetic approach: This method includes learning through movement, dramatization, and activities involving manual work (such as drawing or making objects).

Contextual learning: Using words and phrases in specific real-life situations—such as saying "Bless you" instead of the equivalent in their native language when someone sneezes—serves as a visual cue and teaches children how to behave in similar situations.

What about adult methodology? What principles does it include? As is known, adults have already formed fundamental knowledge, and they learn languages for specific purposes—studying abroad, working overseas, and so on. Therefore, they have clear motivations and goals. Because of this, adults are first asked about their purpose for learning the language, and vocabulary and grammar relevant to that purpose are taught in greater depth. The following approaches are considered effective:

Cognitive and systematic approach: Adult learners study grammar rules, analyze them, and begin applying grammatical units logically and systematically.

Metacognitive strategies: Adults clearly understand what they are learning and are capable of planning, monitoring, and evaluating their work. These skills help them answer questions such as "Which method works better for me?" or "Where did I make the most mistakes?" Like a reflective mirror, all errors become visible, but this error identification is only possible through cognitive thinking—which is why this method is unsuitable for children.

Connecting with prior knowledge and experience: This method helps adults who already possess strong knowledge of their native language learn a second language more quickly through comparison. Learning a new language may open broader opportunities for them—such as discovering new lifestyles and acquiring new life skills.

There are both similarities and differences in the way these two age groups learn. Their learning objectives may be similar, but their ways of processing information differ. For example, motivation may be equally strong for both groups—children learn through play, while adults learn through planning and structure. Repetition is essential for both groups, though approached differently. Continuous communication is also crucial for both, as it prevents forgetting the language. With children, this method involves encouraging speech regardless of mistakes. For adults, communication becomes more serious—they must analyze correct and incorrect structures and try to avoid errors as much as possible.

In conclusion, children have faster language acquisition abilities, and this process occurs quickly, effectively, and easily for them. Although it may be more challenging and require more effort for adults, language learning opens far more opportunities than they expect.

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BEYOND BOREDOM: THE TRANSFORMATIVE POWER OF GAMIFICATION IN ENGLISH GRAMMAR LEARNING

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Abstract. *English is an indispensable tool for international communication, education, and business in the modern global society. Although grammar serves as one of the main pillars in the language learning process, the traditional method of grammar exercises and memorizing rules often leads to boredom, loss of motivation, and consequently, a decrease in student achievement. Global education systems are seeking active and innovative methods to increase teaching effectiveness. From this perspective, gamification is an approach introduced into the field of education that involves applying game elements and mechanics to the learning process. The purpose of this article is to analyze the theoretical foundations of gamification tools in teaching English grammar, demonstrate their practical effectiveness, and develop recommendations for integrating this approach into educational practice. The study examines the impact of gamification on students' motivation and grammatical competence.*

Keywords*: Gamification, methods, texnological platforms, Pedagogical differentiation, language teaching.*

INTRODUCTION.

Gamification is the application of game-like mechanisms, aesthetics, and designs to non-game contexts (Deterding et al., 2011). In the field of education, it is aimed at increasing student engagement, encouraging them to complete challenging tasks, and making the process engaging.

The psychological basis of gamification is closely linked to the **Self-Determination Theory (SDT)** (Ryan & Deci, 2000). According to the theory, there are three basic psychological needs that fuel intrinsic human motivation:

1. **Autonomy:** Feeling the freedom to choose in learning.
2. **Competence:** Being able to solve problems and feeling effective.
3. **Relatedness:** Having positive relationships with others and a sense of belonging to a group.

Gamification elements (points, levels, leaderboards) strengthen students' sense of competence by allowing them to clearly see their progress. Competition elements encourage relatedness, while the option to choose levels provides autonomy. These motivational factors are particularly important when learning the complex and abstract rules of English grammar.

Gamification is implemented through a number of game mechanics integrated into the learning process: Points are the instant gratification of gamification, awarded for every correct grammar answer. They provide students with immediate feedback, validating even small steps toward mastery. Leaderboards then take this feedback public, allowing students to compare results with peers. This element transforms monotonous grammar drills into a healthy competition that boosts a student's competitive spirit and drives the frequent repetition necessary for mastering challenging topics like verb tenses and articles.

Badges are virtual or physical icons awarded for achieving a certain accomplishment or mastering a specific grammar rule. For example, the "Present Perfect Master" badge might be given when a student uses the Perfect tenses without error. This element satisfies the need for **status** and **recognition**. **Rewards** (such as extra privileges in class, exemption from a future assignment, or "joker" cards) support extrinsic motivation and form a positive attitude towards learning grammar rules.

Turning grammatical topics from a collection of simple exercises into a chain of "quests" or "adventures" adds a **narrative** element to the learning process. For instance, in an adventure called "Saving the Lost Kingdom of English," each grammatical level (e.g., complement clauses, subordinate clauses) might be a "key" leading to this kingdom. This approach encourages students not just to memorize grammar rules, but to apply them in a specific context and for a purpose.

Gamification is readily applied using modern technological tools. Interactive platforms are ideal for teaching grammar in a competitive format:

1. **Quizlet Live, Kahoot!, and Socrative:** These tools provide immediate results and facilitate collaborative learning and testing.
2. **Duolingo:** Fully gamified language learning applications have popularized levels, limited "hearts" (errors), and virtual currency systems for step-by-step grammar acquisition.

Gamification is not limited to digital tools; teachers can easily implement analog methods:

Class Economy: Students earn "class money" for correctly completing grammar exercises, which can be exchanged for real rewards (bonus grades, homework exemption).

Team Challenges: The class can be divided into small "tribes" that earn points on a leaderboard for solving complex grammatical tasks collaboratively.

Student-Generated Content: Assigning students the task of creating the game materials themselves (e.g., writing the rules for a grammar board game) requires creative thinking, critical review, and deep, independent study of the topic.

Assessing Effectiveness

Research shows that the retention rate of grammatical knowledge is significantly higher in groups using gamification methods compared to groups taught with traditional methods. This is because students accept errors not as a "penalty" but as an opportunity for a "retry". Simultaneously, the attitude towards grammatical topics changes noticeably in a positive direction.

The effectiveness of gamification elements directly depends on the students' age and level of cognitive development. Therefore, it is necessary to differentiate gamification in grammar teaching based on the age range:

Primary School Age Children (6-11 years): Visual elements, narratives, and immediate physical (or simple virtual) rewards are important for this age group. Aesthetic and engaging aspects should be prioritized in gamification. For instance, grammatical topics (nouns, adjectives) should be presented as vivid characters, and rewards should include things like bright stickers, colorful badges, or being the center of attention in class. Group competitions are more encouraging than individual rivalry at this age.

Adolescents (12-16 years): Social status and a sense of being chosen intensify during this period. Therefore, leaderboards, complex badges (Titles, Ranks), and autonomy (e.g., the right to choose the next grammatical topic) play an important role in gamification. For them, learning grammar should be presented in a context like an important mission or a secret agent assignment, and rewards should be virtual resources or opportunities that grant superiority within the group. Real mistakes and their consequences (e.g., losing "lives") encourage a serious approach to the learning process at this age.

Adults and Higher Education Students (17 years and older): For this group, gamification should be based on practical relevance and immediate results. They possess more intrinsic motivation, so leaderboards should be transparent and fair, and rewards should have real-life value, such as increasing professional skills or receiving a preferential grade.

Adapting gamification appropriately to the age is a crucial condition for ensuring maximum engagement and sustainable motivation in the pedagogical process.

Conclusion

In conclusion, gamification is an effective and revolutionary approach that can fundamentally renew the traditional methodology of teaching English grammar. Through game elements, it increases students' intrinsic motivation and makes the learning process active, interactive, and engaging. Points, badges, leaderboards, and a narrative approach help overcome psychological barriers to mastering complex grammar rules58. Successful integration of gamification in grammar teaching requires creativity, flexibility, and skills in using modern technologies from teachers. The widespread application of this approach serves as a key to achieving high results in teaching foreign languages.

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TIL O’RGANISH JARAYONINI TEZLASHTIRUVCHI OMILLAR

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Annotatsiya. *Hozirgi kunda til o’rganishga talab kundan kunga oshib bormoqda va bu jarayoni osonlashtiruvchi bir qancha omillar mavjud: texnologiya,sun’iy intellekt,ishonch,motivatsiya va,eng muhimi, harakat qilish. Bu yo’nalishlar orqali har bir inson o’z qobilyatini ko’rsatish mumkin ekanligi hech kimga sir emas. Bu maqolada har bir jarayonni tahlil qilib, bular bo’yicha olib borilgan tadqiqotlarni nazariy jihatdan tahlil qilamiz va til o’rganish insoniyatga qanday foyda keltirishi bo’yicha ma’lumotlarni havola qilaman.*

Kirish so’zlar: *til o’rganish, chet tili, su’niy intellekt, texnologiya, mobil ilovalar, motivatsiya, ishonch.*

INTRODUCTION.

Texnologiya -- XX asrning eng muhim talabi. Texnologiyalar sirasiga kiradigan va bugungi kunda ommalashgan vosita bu-telefon. Biz bu qurilma orqali tilni puxta va qiziqarli o’rganishimiz mumkin,ya’ni unda mavjud bo’lgan ilovalar(you tube, ielts speaking,duolingo va h.k) orqali turli xil shu tilga tegishli kinolar,qo’shiqlar va uning tarixi,madaniyati kabi ma’lumotlarni osonlik bilan topishimiz mumkin.

➔kompyuterlardan foydalanganda o’quvchi chet tilidagi vedio roliklarni,namoyishlarni,dialoglarni kino yoki multfimlarni ham ko’rishi ham eshitishi mumkin;

➔chet tilidagi radio eshittirishlar va televideniyelar dasturlarni eshitish va tomosha qilish mumkin;

➔ancha an’anaviy usul hisoblanadigan magnitafon va cassetalardan foydalanish;

➔CD playerlardan foydalanish mumkin. Bu texnik vositalardan foydalanish o’quvchilarning chet tilini o’rganishlari jarayonini qiziqarliroq va samaraliroq bo’lishini ta’minlaydi.

Sun’iy intellekt➔ til o’rganishuvchi faoliyatini kuzatish, xatolarini aniqlash,shaxsga mos topshiriqlar yaratish va interaktiv muloqot muhitini taqdim etish orqali o’rganish jarayonini sezilarli darajada tezlashtiradi. AIga asoslangan o’qituvchi tizimlar,talaffuz baholash algoritmlari va NLP modellarining samaradorligi ko’plab empiric tadqiqotlar bilan isbotlangan. Shu sababli bugungi kunda AI til o’rganishda eng samarali texnologik omillardan biri hisoblanadi.

Asosiy tadqiqotlar:

➔ Schmidt- Noticing Hypothesis(1990)

AI xatolarni ko’rsatib, o’rganuvchini “sezdirishga” yordam bergani uchun o’rganishni tezlashtiradi.

➔ Swain-Output hypothesis (1995)

AI bilan muloqot qilgan o’rganuvchilar ko’proq gapiradi➔tezroq o’rganadi.

➔Chen &Li

AI vositalari bilan o’qigan talabalar lug’atni 2.5 baravar tez o’zlashtirgan.

➔(2023)

AIga asoslangan dialog tizimlari real suhbat tajribasini taqlid qiladi va o’rganuvchi faolroq qiladi.

Qisqa qilib aytganda, sun’iy intellekt til o’rganish jarayonini sezilarli darajada tezlashtiradi.

Motivatsiya va harakat: har bir kishi til o’rganish jarayonida ko’plab qiyinchiliklarga duch keladi. Harakat qilish faqat o’rganuvchini toliqtirishi mumkin va o’rganishga bo’lgan qiziqishini kamaytiradi. Motivatsiya inson energiyasini yana qayta tiklashga yordam beradi. Motivatsiya-til o’rganishning asosiy dvigateli.

Ichki motivatsiya → til o’rganishdan zavq olish
→Jarayonning qiziqligi
→Yangi bilim olishga intilish
Tashqi motivatsiya→ yaxshi ish toppish
→obro’,e’tibor
→malakali kadr bo’lishga yo’l.

Motivatsiyaning samaradorlik ta’siri: Ferda Aper Ay (2025)tomonidan olib borilgan bibliometrik tahlilga ko’ra, motivatsiya va samaradorlik o’rtasidagi ijobiy bog’liqlik mavjud. Tadqiqotda 1953 yildan 2024 yilgacha bo’lgan davrda chop etilgan 3363 maqola tahlil qilingan bo’lib, motivatsiya xodimlarning ish unumdorligini oshirishda muhim omil ekanligini aniqlagan. Shunday ekan, bu ham o’qish ,ham ish jarayonini tezlashtirishga yordam beradi va eng asosiy omillardan biri.

Ishonch: bu-global hayotdagi maqsadlarni amalga oshirishga yordam beradigan hisdir. Ba’zi kishilar o’zini qobiliyatli ekanligiga ishonmaydi yoki qo’ldan kelishiga ishonchi yetarli emas, shu payt ularga tashqi tomonidan ta’sir qilgan turtki ularni yana olg’a intilishiga xizmat qiladi. Pxisologik ma’noga ko’ra , ishonch kelajakdagi maqsadlariga va rejalariga o’zini yetarli deb baholay olishdir.

Tibbiyotda esa bemorga so’z, harakatlar,tasavvurlar orqali ta’sir qilishdir. Negaki, kasal bemorlarni tuzalib ketasiz deb ishontirish orqali psixologik ta’sir qilib birz bo’lsa-da hayotini uzaytira oladi. O’zini nimadir qila olishiga ishontirish ,uning bir qadam oldinda ekanligidan dalolat beradi.

XULOSA

Chet tili o’rganish va bir tilni puxta egallash uchun har bir tavsiya va taklifni so’zsiz amalga oshirish kerak deb o’ylaymn. Bu omillarsiz tendensiya jarayoni sekinlashishi va salbiy holat yuzaga keladi. Texnologiya,su’niy entellekt ,motivatsiya,harakat va ishonch cho’qqiga olib boruvchi yagona yo’l.

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GAME AS A METHOD OF TEACHING A FOREIGN LANGUAGE

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Abstract. *This article explores the role of games in foreign language teaching, highlighting their pedagogical value, theoretical foundations, and practical applications. Games are considered effective tools for motivating learners, enhancing communication skills, and creating a safe and engaging learning environment. The study presents Stronin's classification of educational games, demonstrates the use of games for listening development, and introduces the author's original interactive game "Say & Freeze", designed to stimulate oral activity and multimodal learning. The findings show that games promote vocabulary retention, reduce anxiety, and foster collaboration, making them an indispensable component of modern language teaching.*

Keywords*: Foreign language teaching, game-based learning, motivation, listening skills, Stronin, Say & Freeze, communicative competence, interactive methods.*

INTRODUCTION.

Teaching a foreign language today requires more than memorizing words and grammar rules. Students need opportunities to communicate naturally, express themselves, and remain motivated. Traditional methods often fail to provide these conditions, making learning stressful and monotonous.

Games have become an effective way to overcome these challenges. They create an atmosphere of play, reduce anxiety, and encourage active participation. As Krashen (1982) noted, lowering the affective filter is essential for language acquisition, and games provide just such an environment. Moreover, games integrate cognitive, emotional, and social dimensions of learning, making them highly effective for young and adult learners alike.

Theoretical Foundations

Games offer numerous pedagogical advantages. They increase learner motivation and engagement while reducing fear of making mistakes. Active involvement in playful activities strengthens memory and accelerates fluency development. Games encourage natural communication, foster collaboration, and support multi-sensory learning by combining auditory, visual, and kinesthetic input. Additionally, games create a positive and emotionally safe learning environment, which is essential for effective language acquisition. Overall, games facilitate cognitive, linguistic, and social development, making lessons more dynamic, interactive, and meaningful.

2. Stronin's Classification of Language Games

According to Stronin (1991), educationl games can be categorized into lexical, grammatical, phonetic, orthographic, and creative games. Lexical games focus on expanding and reinforcing vocabulary through meaningful activities and word associations. Grammar games enable learners to practice correct sentence structures and grammatical rules in interactive contexts. Phonetic games aim to develop pronunciation, intonation, and rhythm, while orthographic games support accurate spelling and writing.

Creative games stimulate storytelling, role-playing, and spontaneous speech production. This classification demonstrates that games are not mere entertainment but a structured pedagogical tool encompassing all essential language skills.

3. Games for Developing Listening Skills

Listening is often the most challenging skill for foreign language learners, requiring sustained attention, memory, and comprehension. Games provide an engaging and interactive means to develop these abilities. For instance, listening activities such as "Listen and Point," "Sound Hunt," and rhythmic games like "Clap When You Hear It" encourage students to identify target words, phrases, or sounds in context.

Story-based listening games allow learners to reconstruct events or complete texts after hearing them, promoting both comprehension and memory retention. By integrating meaningful input into enjoyable tasks, games support the development of auditory discrimination and attentional control.

4. Author’s Original Game: ”Say&Freeze”

A distinctive contribution of this study is the interactive game "Say & Freeze", designed to stimulate oral activity, strengthen attention, and create a playful, psychologically safe environment. In this game, learners receive a thematic field, such as animals, food, or school objects, and are prompted to rapidly produce words related to the topic. At a random moment, the teacher stops the rhythm or music, requiring the last speaker to

"freeze" and demonstrate the word through gesture, intonation, or a short phrase. This unexpected pause activates emotional involvement and reinforces associative memory by linking verbal items with kinesthetic actions.

"Say & Freeze" functions as a

multimodal learning strategy, enhancing phonological accuracy, expanding thematic vocabulary, and reducing speaking anxiety. It is particularly effective for young learners, whose cognitive processing benefits from combining motor and verbal activities.

The game encourages peer interaction, provides natural communicative practice, and aligns with communicative and constructivist approaches to foreign language teaching. A digital extension of the game, featuring automatic topic generation and a countdown timer, allows its use in both traditional and blended learning contexts.

4. Advantages of Game-Based Learning

Games offer numerous pedagogical advantages. They increase learner motivation and engagement while reducing fear of making mistakes. Active involvement in playful activities strengthens memory and accelerates fluency development. Games encourage natural communication, foster collaboration, and support multi-sensory learning by combining auditory, visual, and kinesthetic input. Additionally, games create a positive and emotionally safe learning environment, which is essential for effective language acquisition. Overall, games facilitate cognitive, linguistic, and social development, making lessons more dynamic, interactive, and meaningful.

Examples of Classroom Games

In practice, a variety of games can be incorporated to enhance different language skills. Vocabulary games such as Word Chains, Picture Dictionary Race, and Category Race allow learners to expand and revise lexical knowledge. Grammar games, including Sentence Domino and Grammar Auction, provide interactive reinforcement of rules. Listening games, such as Mystery Sound and Guess Who I Am, develop auditory comprehension and attentional focus. Speaking games, including Two Truths and a Lie, Story Cubes, and the author’s game Say & Freeze, encourage spontaneous language use and creativity. The careful integration of these games ensures that all students actively participate and enjoy the learning process.

5. Conclusion

Games represent a powerful, flexible, and innovative approach to foreign language teaching. They motivate learners, reduce anxiety, and create authentic opportunities for communication. Stronin’s classification offers a structured framework for designing educational games, while the author’s game “Say & Freeze” demonstrates the potential of interactive, multimodal activities. When thoughtfully incorporated into lessons,

games transform the classroom into an engaging, effective, and meaningful learning environment. Therefore, educational games should be considered an essential component of modern language teaching methodology.

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ЛИНГВОДИДАКТИКА РАННЕГО ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ В КОНТЕКСТЕ СОВРЕМЕННЫХ ТЕОРИЙ

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Аннотация. *Статья посвящена анализу лингводидактических основ раннего обучения иностранному языку в контексте современных педагогических и психолингвистических подходов. Рассматриваются особенности речевой деятельности дошкольников, специфика организации ранней языковой среды, а также роль игровой, мультимодальной и эмоционально-культурной составляющих в овладении иностранным языком. Особое внимание авторами уделяется положениям о функционально-игровой природе речевой активности, принципам мультимодальности, когнитивной синхронизации родного и иностранного языков, а также значению взрослого как медиатора в процессе раннего иноязычного обучения. Выделены перспективы развития теории и практики раннего иноязычного образования.*

Ключевые слова: *лингводидактика, раннее обучение, иностранный язык, дошкольники, мультимодальность, игровое обучение, социокультурная теория.*

ВВЕДЕНИЕ.

Раннее обучение иностранному языку становится важным компонентом современного образования, отражая глобальные процессы интернационализации, растущую мобильность и необходимость формирования межкультурной компетенции с раннего возраста. Лингводидактика раннего обучения иностранному языку исследует закономерности усвоения речи ребёнком-дошкольником и условия организации эффективного иноязычного развития на раннем этапе [Сулейменова, 2019, с. 45].

Современная научная литература подчёркивает необходимость опоры не на системно-лингвистические подходы, а на интеграцию методов, учитывающих психологию раннего детства, когнитивное развитие, особенности игровой деятельности и мультимодального восприятия [Cameron, 2001, p. 12].

Социокультурная теория Л. С. Выготского служит фундаментом для понимания того, как ребёнок осваивает язык через взаимодействие со взрослым и сверстниками. Согласно данному подходу, иноязычное развитие возможно лишь в условиях совместной деятельности, где взрослый выступает носителем культурных образцов, а ребёнок - активным участником, интериоризирующим речевые действия через подражание, участие и эмоциональную сопричастность [Vygotsky, 1978, p. 56]. Именно такая природа совместности объясняет, почему в раннем возрасте ведущим механизмом овладения иностранным языком становится игра: она обеспечивает доступное ребёнку пространство социальных

ролей, взаимодействий и повторяющихся сценариев общения. В этой связи закономерно вытекает вывод о функционально-игровой природе ранней речевой деятельности, согласно которому язык на раннем этапе закрепляется и развивается преимущественно через игровые ситуации и эмоционально значимые мини-сценарии. Такое понимание уточняет традиционные трактовки игрового подхода, выводя его из категории частного методического приёма на уровень базового психолингвистического механизма, определяющего характер речевого развития дошкольников.

Когнитивно-развивающий подход опирается на психолингвистические особенности дошкольного возраста, который характеризуется высокой пластичностью когнитивных процессов, активным развитием фонематического слуха, символической функции и ассоциативного мышления [Nikolov, 2009, p. 24]. В этом контексте раннее обучение иностранному языку рассматривается не как подготовительный этап, а как полноценный механизм когнитивного развития, способствующий гармоничному росту ребенка. Исходя из этих положений, можно говорить о когнитивной синхронизации языков, согласно которому освоение иностранного языка у дошкольников происходит параллельно с развитием родного, и оба языковых кода взаимно усиливают друг друга. Такая когнитивная синхронизация объясняет наблюдаемые преимущества раннего иноязычного опыта, включая повышение гибкости мышления и улучшение фонематической чувствительности, и логически вытекает из рассмотренной теории когнитивного развития.

Коммуникативно-деятельностная методология предполагает освоение языка в реальных или моделируемых речевых ситуациях, где деятельность становится средством формирования коммуникативных умений [Littlewood, 2006, p. 502]. Для дошкольников такие ситуации реализуются через игровые мини-сюжеты, бытовые сценарии (greetings, requests) и ритуализированные формы (chants, songs). Игровая деятельность создаёт возможность активного участия ребёнка, стимулирует языковую инициативу и способствует закреплению речевых навыков через повторяющиеся эмоционально значимые действия.

Современные исследования также подчеркивают ведущую роль мультимодальности: дети воспринимают и усваивают язык через комплекс зрительных, слуховых, двигательных и тактильных стимулов [Kress, 2010, p. 78]. Таким образом, мультимодальность является не методом, а фундаментальным принципом ранней лингводидактики; освоение языка становится возможным только при включении жеста, движения, изображения и звука в единую смысловую структуру.

Эффективная организация обучения предполагает создание языковой среды, однако для дошкольников более реалистично формирование «микросреды общения» - системы повторяющихся, эмоционально насыщенных мини-ситуаций [Соломатина, 2017, с. 93]. Она включает приветственные ритуалы, ролевые мини-сюжеты, музыкально-речевые элементы (песни, рифмовки) и короткие игровые инструкции. Одновременно язык должен сопровождаться культурными и эмоциональными элементами, такими как сказки, праздники и символы, что создаёт мост между личным опытом ребёнка и новым языковым кодом. Другими словами, качественное раннее языковое развитие не требует полной языковой среды, достаточно микросреды, включающей повторяющиеся, эмоционально насыщенные мини-ситуации общения. Такая организация способствует естественной интериоризации речевых действий и закреплению навыков как устной, так и письменной коммуникации.

Педагог в раннем обучении не является источником знаний, а выполняет роль медиатора, сопровождающего речевую деятельность ребёнка. Он моделирует речевые образцы, поддерживает эмоционально, организует микросреду и регулирует игровую коммуникацию, создавая условия для спонтанного проявления языковой инициативы.

Стоит также отметить, что современные подходы рассматривают раннюю речевую компетенцию как динамическую систему, включающую имитационно-подражательный уровень, ситуативно-речевой уровень и уровень элементарных речевых инициатив. Эти уровни не следуют строго друг за другом, а пересекаются и сменяют друг друга в зависимости от контекста игровой и коммуникативной деятельности.

Анализ современных лингводидактических подходов позволяет уточнить теоретическую базу раннего обучения иностранному языку и выявить ключевые механизмы формирования речевой компетенции дошкольников. Он показал, что эффективное овладение иностранным языком на раннем этапе обеспечивается интеграцией социокультурного, когнитивно-развивающего, коммуникативно-деятельностного и мультимодального подходов, а также продуманной организацией микросреды общения и поддержкой взрослого как медиатора.

Перспективы развития теории раннего иноязычного образования включают: углубление исследований функционально-игровой природы речевой активности, изучение механизмов когнитивной синхронизации родного и иностранного языков, расширение знаний о влиянии мультимодальных стимулов на усвоение речи и уточнение структуры ранней языковой компетенции.

В практическом плане перспективными направлениями являются разработка и апробация игровых и мультимодальных программ раннего обучения, внедрение стратегий педагогической поддержки ребёнка как активного участника языковой деятельности, а также создание методических рекомендаций по организации микросреды общения, обеспечивающей эмоционально и культурно насыщенный иноязычный опыт.

Таким образом, интеграция современных теорий и практических подходов открывает новые возможности для повышения эффективности раннего обучения иностранным языкам и формирования у дошкольников устойчивых речевых навыков, необходимых для дальнейшего языкового и когнитивного развития.

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МЕТОДИЧЕСКИЕ ОСНОВЫ ПРИМЕНЕНИЯ ТЕХНОЛОГИИ «ДЕБАТЫ» ДЛЯ РАЗВИТИЯ НАВЫКОВ АРГУМЕНТАЦИИ

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Аннотация. *В данной работе излагается актуальность проблемы применения технологии «Дебаты» с точки зрения развития коммуникативных навыков в контексте обучения русскому языку как иностранному, так как это тема недостаточно изучена в научной и методической литературе. Описаны методы развития навыков аргументаций студентов в аспекте полемического общения с помощью технологии «Дебаты». Даётся анализ теоретических источников по проблеме исследования, а также рассмотрение особенностей технологии в отличие от методики.*

Ключевые слова: *коммуникация, дебаты, аргументация, образование, участие, команда, технология, учебный процесс, деятельность, диалогическая речь.*

ВВЕДЕНИЕ.

В настоящее время одной из актуальных задач обучения иностранному языку является коммуникативная задача. Для того, чтобы учащиеся достигли успешной коммуникации, т.е. могли обмениваться той или иной информацией друг с другом, им необходимо научиться взаимодействовать друг с другом.

Прием «дебаты» относится к числу наиболее эффективных приемов достижения успешного речевого взаимодействия между коммуникантами. Данный прием позволяет интегрировать и вовлечь большое количество учащихся в процесс речевого взаимодействия одновременно, а также с его использованием можно рассмотреть и обсудить актуальные проблемы современности, которые будут интересны и самим студентам. Внедряя разного рода дебаты на уроках иностранного языка, преподаватель тем самым способствует пробуждению у учащихся интереса и к изучению предмета.

Как отмечает Е.Е. Орешина, «успеху дебатов способствует их четкая организация, включающая пять этапов: экспозиция (ознакомление с темой дебатов, первичная ориентировка по дебатам), преддебаты (установление «баланса противоречий», распределение ролей и формирование команд преподавателем с учетом особенностей каждого учащегося), сообщение и поиск информации, аргументация или собственно дебаты, заключение (решение проблемы и обсуждение сильных и слабых сторон выступлений противников)» [3, с. 9].

В университетском образовании обычно используется тип парламентских дебатов между двумя командами. Суть этой образовательной технологии заключается в том, чтобы убедить третью, нейтральную сторону, называемую судьями, что ваши аргументы лучше, чем аргументы ваших противников.

Существует определенный порядок проведения дебатов. Их формат предусматривает участие двух команд, состоящих из трех-четырех человек (спикеров). Спикеры обсуждают заданную заранее тему, при этом одна команда утверждает тезис (эту команду называют утверждающей), а другая (отрицающая команда) его опровергает.

Каждая команда для доказательства своей позиции создает систему аргументации (кейс), то есть совокупность аспектов и аргументов в защиту своей точки зрения, представленных в организованной

форме. Структура аргумента может быть представлена следующим образом: тезис (основная мысль, идея) – раскрытие, объяснение данной идеи –доказательство (обоснование и рассуждение) на основе фактов: определений, цитат, законов науки, мнений авторитетных личностей, примеров из окружающей жизни, статистических данных и т.д. С помощью аргументации команда пытается убедить жюри, а не противников, что ее позиция по поводу темы – наилучшая [2, с. 77].

За соблюдением регламента игры следит таймкипер, который показывает спикерам, сколько времени осталось до конца выступления (карточки 2 мин, 1 мин).

Решение о том, какая из команд оказалась более убедительной в доказательстве своей позиции, принимают судьи, которые заполняют судейский протокол на протяжении игры, где фиксируют решение о предпочтении более убедительной в дебатах команды [1, с. 143].

Р. Трапп выделяет несколько форм и моделей проведения технологии «Дебаты» в процессе обучения: экспресс-дебаты, парламентские, политические, индивидуальные и т.д. Наиболее распространенной формой являются «Модифицированные дебаты», в которых используются отдельные элементы этой технологии, изменяются некоторые правила, например, сокращается регламент выступлений, увеличивается число игроков в командах и т.д.

В проведении технологии «Дебаты» выделяют три этапа.

1. Подготовительный, включающий:

а) введение в ролевую ситуацию, ознакомление с вопросами для обсуждения или проблемой;

б) знакомство с лингвистическим наполнением игры;

в) предварительная тренировка лексических единиц и грамматических структур;

г) домашняя подготовка.

2. Собственно проведение дебатов.

Успех игры во многом обусловлен наличием адекватных ролевых предписаний, реквизита и размещение участников игры. У участников могут быть ролевые карточки – подсказки (лексика, грамматические структуры).

Преподаватель во время игры принимает роль ведущего или одну из второстепенных ролей с тем, чтобы иметь полное право, не разрушая создавшуюся коммуникативную ситуацию вмешаться в процесс общения, стимулировать «пассивных» участников к беседе, направлять.

3. Заключительный этап предполагает оценку преподавателем деятельности участников, рефлексию самих участников и, возможно, дискуссию по данной или близкой проблеме [4, с. 70].

Первый шаг в любых дебатах - формулировка темы. Не каждая тема является «хорошей» для дискутирования. Анализируя различные работы авторов по вопросу выбора темы для дебатов, можно сказать, что тема должна соответствовать нескольким требованиям.

Во-первых, тема должна способствовать повышению интереса студентов к основным исследовательским проблемам, быть согласованной с учебным планом и соответствовать возрастным и психологическим особенностям группы.

Во-вторых, очень важно, чтобы тема была хорошо сформулирована. Формулировка должна следовать определенным принципам: тема должна затрагивать значимые и современные проблемы и быть представлена таким образом, чтобы и сторона «за» и сторона «против» могли одинаково эффективно развивать свои аргументы.

Применение данной образовательной технологии в учебном процессе способствует формированию и совершенствованию целого комплекса навыков и умений.

Поскольку дебаты – это в первую очередь устный вид деятельности, организационные навыки также играют здесь важную роль. Грамотно организованный материал напрямую отразится на эффективности сообщения. Плохо построенная речь приведет к тому, что судья/оппонент/зритель потеряет нить рассуждения участника, а участник – победу.

В дебатах, аргументатору не удастся опровергнуть аргумент оппонента, если он не будет внимательно слушать его речь или если не поймет его аргументации, поэтому в данной технологии

отводится значимая роль развития умению слушать и слышать собеседника. При этом обязательность немедленного реагирования на выступления других участников спора или обсуждения обусловливает отработку умений активно создавать импровизационные аргументативные высказывания во внутренней и внешней речи.

И, наконец, как коммуникативное событие дебаты дают прекрасную возможность практически овладеть стилем публичного выступления, умением устанавливать контакт с аудиторией, что связано с выполнением определенной или разных социальных ролей.

Особое значение дебаты имеют для обучения иностранным языкам, в частности для обучения русскому языку. Согласно Орешиной Е.Е. «дебаты формируют у учащихся умения и навыки, необходимые для свободного владения иностранным языком: аудировать долго звучащую монологическую речь; обеспечить последовательный полный или сокращенный перевод монологической или диалогической речи; запросить интересующую информацию или, в случае необходимости, вернуться к уже обсужденным вопросам; выступить с неподготовленным сообщением; убедить собеседника в своей правоте, а также выразить свою оценку относительно какого-либо сообщения, доклада, статьи» [3, с. 3].

У участников дебатов и слушателей совершенствуется представление о структуре деловой иностранной речи. Понимание данной структуры позволяет студентам в дальнейшем более чётко составлять план большинства публичных выступлений и формулировать свою точку зрения, в том числе при ответах на заданные вопросы.

Эффективность дебатов во многом зависит от преподавателя, который при организации дебатов реализует пять основных функций: определение и четкое формулирование темы дебатов, отбор соответствующего речевого и языкового материала; постановка целей и задач; распределение ролей, разъяснение правил и консультирование участников дебатов; организация и обеспечение полемического взаимодействия учащихся, ясности их выступлений и планомерности хода дебатов; составление методической документации, то есть структурное оформление дебатов.

Формирование основных типов умений обсуждения проблемы также способствует успешному проведению дебатов и преодолению основных трудностей, с которыми студенты сталкиваются в ходе дебатов. Формирование подобных умений у студентов идет двумя путями - с одной стороны, регулярное использование дебатов на занятиях по русскому языку обеспечивает естественное запоминание основных правил и дает студентам возможность свободно общаться и ориентироваться в этой деятельности. С другой стороны, студентам необходимо дополнительно выполнять такие упражнения, которые непосредственно связаны с организацией групповой работы, с анализом и отработкой предложенных умений.

Таким образом, с одной стороны дебаты требуют первоначального наличия у студентов определённых навыков и умений, а с другой – способствуют развитию этих навыков и умений. К числу подобных можно отнести критическое мышление, организационные навыки и исследовательские задатки, а также культуры слушания и ведения записей, составления аннотаций.

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TRANSLATIONS AND INTERPRETATIONS OF MEVLANA JALALUDDIN RUMI IN THE EUROPEAN SCIENTIFIC TRADITION

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Abstract: *This article examines the significance of Islamic mysticism and Mevlana Jalaluddin Rumi in Italy. It explores the growing interest in mysticism in 19th–20th century Europe and highlights the contributions of scholars such as René Guénon, Louis Massignon, Henri Corbin, Arthur John Arberry, Reynold Nicholson, and William C. Chittick. Particular focus is given to Italian researchers Italo Pizzi and Alessandro Bausani, who translated and commented on Rumi's works. The study also analyzes the structure, themes, and aesthetic features of the Mesnevi and Divani Shams, as well as Rumi's spiritual and philosophical views on nature, love, and the divine.*

Keywords*: Mevlana, Islamic mysticism, Italy, Alessandro Bausani, Italo Pizzi, Mesnevi.*

INTRODUCTION.

Considering both the translations of Arabic, Persian, and Turkish classics, as well as research conducted in the field of Islamic civilization and philosophy, it is clear that Islamic literature today occupies a very important place in Italy and Mevlana studies. In this regard, the 19th century saw particular interest in Islamic mysticism, or mysticism, on which countless Italian works have been published from the late 19th century to the present. It is impossible to pinpoint the precise origins of this interest in Islamic mysticism, but the fact that some prominent scholars, primarily university professors, included the leading Islamic mystic, poet, and pamphleteer in their scholarly studies contributed to the recognition of Islamic mysticism. Islamic Mysticism in Europe

To cite a recent example, the French ecologist René Guénon (1886-1951) argued that the word of God has two meanings, according to the inclusive philosophical tradition. The first is an external, clear meaning, understandable to everyone, and the second is a hidden, inner meaning, which can be understood through interpretation. This second meaning must be hidden from ordinary people who have not attained a certain level of knowledge and culture. Otherwise, fools will go mad in the face of the truth, and the wicked will commit evil by abusing this truth. René Guénon, Theosophy Perennis, or Eternal Wisdom, according to him, has existed since the beginning of human existence and is performed to allow those outside the community to be accepted into it, and those who have been gradually educated to be newly accepted with the goal of learning the mysteries of God after their acceptance into the community. He believed that they were fed by a common source, which he called the Eternal Knowledge of God, revealed to people by various religions, and in his opinion, Islamic mysticism was the richest source of this source. Many books and articles by the French philosopher, which repeatedly became bestsellers in various countries of the world, made Islamic mysticism more widely known in Europe. In these studies, Guénon examined Islamic mysticism in comparison with other important mysticisms, especially Christian and Indian mysticism. In doing so, he used a completely unique and comprehensive approach, and his views, the method he used, and the results he obtained, which he accepted as truth without verification at the beginning of his research, have often been criticized by many scholars on the grounds that they were imaginary and far from scientific [4, p. 271].

Another Frenchman who contributed to the advancement of Islamic mysticism was Louis Massignon (1883–1962). Massignon, a university professor skilled in the scientific method, introduced Islamic mysticism to the masses using history, sociology, linguistics, and philology. In particular, Hallaq Mansur, executed in Baghdad in 922, on the grounds that he associated himself with Allah, the only truth in Islamic society, saying «Aneel Hack», («I am the truth»), played an important role in propaganda with his works.

Another important French university professor who drew attention to our topic was Henri Corbin (1903–1978), an Islamic scholar. Focusing his research on the Shia branch of Islam and especially on mystical, so-called theosophical, Islamic thought, Corbin extensively studied such thinkers as Suhrawardi (d. 1191) and Molla Sadra (d. 1640). All these respected French scholars, renowned for their work, are well known in Italy. Both his translations, his original French, and his publications (which integrate Islamic beliefs from various traditions into his unique understanding of Islam) brought together various aspects of eclectic mystical Islamic thought for the Italian reader.

Three other highly valuable scholars who worked in the field of Islamic mysticism were the British Arthur John Arberry (1905–1969), the British Reynold Nicholson (1868–1945), known for his studies of Mevlana, and the American William C. Chittick (b. 1943). These scholars, through their books and articles, brought mystical Islam into the English-speaking world. Some of his works, written simply enough to be understood by a wide audience, have been translated into languages spoken in almost all European countries, including Italian [5, p. 87].

The first name that comes to mind in connection with scholarly research into Islamic mysticism in Germany is the orientalist Helmut Ritter (1892-1971). Ritter, who taught and conducted research at Istanbul University for many years, is perhaps the most competent European scholar to have worked on the Iranian mystic poet Fariduddin. Attar (d. 1230 c.), whom Mevlana glorified and included in his works.

On the other hand, it would be unfair not to include another German scientist, the indispensable scientist Annemarie Schimmel (1922-2003). Proficient in Arabic, Persian, Turkish, and Urdu, Schimmel is the author of «Mystical Dimensions of Islam», one of the most comprehensive books on Sufism, or Islamic mysticism. This book has also been translated into various languages spoken in European countries.

Finally, another name that should not be forgotten in the 19th and 20th centuries is the Spanish scholar and Catholic priest Miguel Asín Palacios (1871-1944). Palacios, although mainly «The Divine Comedy» and «Miracle», which are among the masterpieces not only of Italian literature, but of all Western literature, is, according to him, although he is known for his book «Dante and Islam», in which he tried to explain the striking similarities between the narrative of the ascension of Muhammad (s) and Dante's claim that he was inspired by Islamic sources, he was also a very valuable expert of his time on Ghazali (d. 1111) and Ibn Arabi (d. 1240).

As for Italy, for now we will only talk about the great Iranian and Islamic scholar Alessandro Bausani (1921-1988). Bausani, a multilingual translator of the Koran [4], knows Albanian, Maltese, Basque, Chinese, Russian, Rapanui, spoken on Easter Island in Chile, Cherokee, an Indian language, as well as Albanian, Maltese, Basque, Chinese, and the Cherokee languages spoken in Europe and America, as well as some languages spoken in the Islamic world. He also knew Arabic, Persian, Turkish, Indonesian, Urdu, and Pashto. Bausani, with his clear and simple expression, inspiring new ideas, is undoubtedly the Italy of the 20th century. He is the most valuable Islamic scholar he trained in this century. In particular, his translations and articles, in which he included exhaustive commentaries, made Islamic mysticism widely known not only in Italy but throughout the world.

These scholars, pillars of 20th-century European Islamism, showed a keen interest in the study and promotion of a pure, profound, and spiritual Islam. Moreover, among them, Guénon became a Muslim and joined the Chazely sect; Pope Pius XI called Massignon a «Muslim Catholic». Despite being a Protestant Christian, Corbyn never hid his keen interest in the spiritual values of Shiism and its underlying philosophy. Finally, Alessandro Bausani embraced the Baha'i faith, a new religion inspired by the Shia branch of Islam.

The scholars mentioned so far took these individuals' spiritual values into account when deciding which Islamic mystic to study or which Islamic mystic to translate. In fact, the roots of this approach, in some sense,

date back to the 17th century. For example, the English poet Wentworth Dillon (1633-1685), who lived centuries before the scholars mentioned, said that «in choosing an author, choose as you would choose a friend» [5, p. 321].

Finally, Idries Shah (1924-1996) and Javad Nurbakhsh (1926-2008), who devoted their entire lives to the spiritual values of Islam and belonged to mystical sects, are Muslim writers well known in the West for their works. The books of these two authors, who meticulously incorporated Islamic mysticism into their works, were translated into Italian, primarily from English, to inform the general public.

The Significance of Mevlana Jalaleddin Rumi in Italy. Another example is the Afghan-born Italian Muslim Gabriele Mandel Khan (1924–2010). With Mandel, we can move on to our main topic today, as this Italian Muslim of Afghan descent translated Mevlana's most famous work, «Mesnevi» in its entirety. This work, consisting of 50,000 verses, which we will discuss in detail later, is a moralizing poem.

I think it is unnecessary to tell you about the life of Mevlana (1207-1273) in the country whose tomb is in Konya from the lips of those who wish to become pilgrims.

So now we can begin to talk in detail about the importance of Rumi in Italy, in the words of Nicholson, the respected English orientalist who has conducted research on Mevlana, «the greatest mystic poet of all time» [6].

Mevlana's emotional and instructive poems was first published in the 19th century by Italo Pizzi (1849-1920), a pioneer of Persian language and literature studies in Italy at the end of the century. This translation, approximately ten pages long, is included in Pizzi's voluminous work, «Storia della poetry persiana» («History of Persian Poetry») [12] in two volumes «History of Persian Poetry» for translation into Turkish.

As might be expected, in this first comprehensive and methodical work on new Persian literature published in Italy, Italo Pizzi includes Mevlana in the section devoted to mystical writers and poets. Here, attention is drawn to the important events in Mevlana's life, his education, and the spiritual transformations he underwent. As is well known, a very important change in Mevlana's life occurred after he met Shams, a young dervish from Tabriz. According to Pizzi, Shams transformed Mevlana «into a completely different person and into a poet, burning with the fire of love on the path to God. Now he is the Eastern brother of the monk Jacopone of Todi and the Christian saint Francesco of Assisi, who despised the body and scorned the goods of this world in order to glorify the soul» [12, p. 83].

Mevlana, Pizzi continues, wrote the most beautiful and emotional verses of his divan for Shams of Tabriz, for whom he had great affection and who was forced to leave Konya due to the envy and gossip of the people. «According to rumors, he [that is, Mevlana] dictated these verses with great enthusiasm to his students, who stood leaning against a column, improvising, listening to him with interest and carefully writing down what he said».

Pizzi tried to explain the unknown with the help of the known, comparing Mevlana with Saint Francesco (1181/2–1226), who was an outstanding saint, using a method of teaching that was widespread in his time, as he did many times in the «Storia della poesia» («History of Poetry»).

Who among the Italian mystics and poets, other than Saint Francesco, could help the Italian reader understand Mevlana? Indeed, one is a saint, and the other a saint. Moreover, they both share many common traits, such as their unconventionality, their «unbreakable rule», their «going mad in search of God», their renunciation of money-making and property, their severing of relationships with people and their dedication to raising disciples. After their deaths, these two men, firmly rooted in the law, became pioneers in the creation of two very important sects, known among their disciples as Francescoism and Mevlevi.

Saint Francesco da Mevlana is also a poet, although from the hymn «Cantico delle Creation, written in 1226 and so well known today, is the only poem left. Both wrote verses about the love of God they felt. They saw the reflection of the spirit in nature, felt the presence of God, or the spirit that breathed within every creature. To give two very brief examples, let's first listen to Saint Francis:

«Glory to Thee, O Lord, and to all Thy created beings, especially to Brother Sun, who is the light of day, and to Thee, who enlightens us through him. This dazzling, sublime beauty is the witness of Your Majesty.

«Praise be to You, O Lord, brother, for the wind, for the foul weather, for the cloudy and cloudless sky; for every kind of air that allows You to feed all the creatures You have created» (Song of Creation).

Now let's listen to Mevlana :

(O sun, come out from behind the veil of clouds,
I miss your shining face!
O beautiful wind, you blow from the green of your friend,
Blow me some too, I want some nice green smells ! [15, p. 193].

After Shams of Tabriz left Konya, Rumi spent the rest of his life among his students, who greatly admired him. However, these students followed their teachers' lectures «not to learn science, but to learn love». Husameddin Çelebi was a very devoted student of Mevlana. Mevlana often mentioned this student in his Mesnevi. According to Pizzi, this is because «Mevlana wrote his masterpiece at the request of Hüsameddin». Celebi. Iranian mystics Feriduddin Attar (d. 1230 c.) and Hakim Senai (d. 1141) wrote an instructive book and asked Mevlana's students to benefit from the knowledge of their teachers.10

Having explained the structure, themes and aesthetic features of Mesnevi and his remarkable work of art, Divani Kebir, also known as Divani «Shams», Pizzi, like other mystical writers, also explains that Mevlana connects nature with God. A polytheist, who sees the same thing in this, claims to be a naturalist. This hypothesis, the correctness of which was to be proven by other research, was not accepted in time and gave way to various hypotheses, such as the view that Mevlana was iridescent, or, in other words, derivative. Although, like the radiation of light from the sun, existence (light) emanates from God (the sun) and returns to God (the sun), for God is one, one perfect, everything iridescent, and with this iridescence, something separate from itself. Although the natural-theistic hypothesis, according to some scholars, has been replaced by the idea of overflow or derivationism, which puts forward the view that it creates (derives) existence, in other words, the universe and man, explaining Rumi's understanding of God and existence, this is important for Pizzi's view of Mevlana as a naturalist. Indeed, the naturalistic Mevlana This is the most «correct» Mevlana, which can be used when describing the unknown with the known, as in the example of Saint Francesco. It should be noted that from the 19th century until the First World War, interest in the study of Native American religions with naturalistic elements in Europe was very useful for educated people in understanding alien concepts in Islamic mysticism, which they were only just beginning to learn about in those years.

Mevlana - Bausani. After Italo's «History of Persian Poetry» Pizzi, which we just mentioned and which is the first in the studies on Mevlana, so that the Italian reader could understand Mevlana, the point of view of communicating the unknown with the known, various articles on Mevlana were written. published in scientific journals, but our time is limited. Unfortunately, today we will consider the translations of Mevlana's works and especially the translations of Alessandro Bausani, without including these works. The first selection of the Mevlana divan, prepared by Bausani, was published by Rizzoli in 1980 under the title «Poesie mystiche «(«Mystical Poems»), «Gizemsel Poems» («Gizemzel's Poems»). In his selection, Bausani included an Italian translation of fifty ghazals and twelve quatrains from Mevlana 's Divani Shams by Tabrizi, which consists of approximately 70,000 verses. He also writes an extensive preface, filled with terms and concepts.

In this preface to the Italian translation of Rumi's emotionally charged verses, Bausani outlines the great mystic's understanding of Islam. First, it examines the most important works of the Diwani Shams «Tabrizi and «Mesnevi», which we mentioned earlier, because, according to Bausani, other works of Rumi, for example, a collection of lecture notes in a conversational style, «everything that is in it is in it». «Fihi Ma Fihi, which means «whatever it is», says nothing new about Mevlana’s understanding of religion. [9, p. 131].

Returning to Shams and the Mesnevi from Diwani Shams», Bausani writes that Mevlana wrote these works after meeting two people. The first was a dervish named Shams from Tabriz, whose influence, as one might expect, is evident in the Divani. Shams», and the other is the famous Andalusian Arab mystic thinker Ibn Arabi, and the products of his friendship with Mevlana are, in some ways, a unique entity. This can be seen in some parts of the Mesnevi, which can be considered a comprehensive study, written in verse form, on the knowledge of God.

Before analyzing the emotionally charged poems that Mevlana translated from his divan, in this preface Bausani dwells on the Mesnevi, which had not been translated into Italian in 1980. In doing so, he makes some interesting observations about the structure of the Mesnevi, which scatters numerous stories to easily explain some of the principles of mysticism:

«The reader of a work written in Persian like the Mesnevi must be aware that in such a text there is no unity arising from the work itself among the elements that make up a harmonious whole. By analogy, it is a matter of unity ; it is not the unity of an inherent whole, like a plant producing its own food through photosynthesis, but rather a vibrant mosaic that can only be seen from the outside, in a timeless dimension where there is neither past nor future, where only the present moment lives. This unity it has. In 1933, Richter continues, Bausani divides the short stories in the Mesnevi into two parts in terms of their narrative characteristics: first, the main story is told, giving way to concrete events in the world in which we live; the latter is usually manifested in the fact that the main story is left unfinished in order to create an abstract meta-story that includes explanations of the story’s meaning a few lines after the main story has been told. In other words, it is as if the poet had forgotten the story he had begun to tell, and often does so when the reader wonders what will happen in the main story, to create a psychological effect, like a modern novelist, perhaps after contemplating a trivial word or reasoning in the world of spirituality, so that he can return to the story he had begun again. Thus, by using two different narrative styles, the meaning of the story about lofty truths is explained in such a way that the reader is left with no question mark. The truth about this world, contrary to what is commonly believed in the Western world, is a truth expressed in symbols, which are the real truth, as Mevlana asserts» [13, p. 92].

As can be seen, Bausani follows a different method than Pizzi 's and reveals the keys to a more advanced method that will allow us to understand the stylistic features of the Mesnevi, and thus, instead of using the method of comparison with the known to understand the unknown, he makes the reader, so to speak, read Rumi's work.

Then it becomes necessary to better explain some of its formal features, such as scale, rhyme scheme, and the number of couplets. He begins to examine some of the chapters and stories from which he translated.

For example, Bausani states the following about Mevlana 's understanding of God in the Mesnevi:

«The transcendence of God, the state of being beyond human consciousness, knowledge and all human experiments, is only spatial (in a sense, God may even be «nearer to us than our jugular vein» as it is said in the Quran (50/15) and in the planes of reason it is not transcendence but also moral transcendence; In other words, God is absolute value, therefore, above such values as good and evil, the existence of which is subordinated and subordinated to him. This is a very strong unity of opposites among the word pairs of the highest value, that is, obedient to the commandments of God, such as black and white, being and non-being, Moses and Pharaoh, angel and devil (although one of them thinks that he is disobeying) This makes us feel that this is so. Often values change in unexpected ways, for example, non-being becomes real existence, existence becomes real non-being [3, p. 230].

According to Rumi, Bausani continues to write the truth; He manifests in four spaces with one center:

«Lord, show my soul where I can speak without words; that vast, open, spacious place that nourishes our imagination and me. The realm of dreams is smaller than the realm of nothingness. That is why dreams cause pain and sorrow. Moreover, the real world is even smaller than the realm of dreams. So much so that the full and bright full moon in the dream world becomes a small and dark new moon in the real world. Moreover, the realm of feelings and colors limits life even more; it almost turns it into a dark and narrow cell» [5, p. 83].

As can be seen, Alessandro Bausani not only compiled the first translation from Mevlana, a rather voluminous one, for Italian readers, but also studied Mevlana's Divan in detail, without concealing its content-the philosophical and religious thought that was intended to be conveyed. On the other hand, Bausani thoroughly examined Mevlana's Divan in terms of its formal features and often found a consistent connection between its scope and its revelation.

Later translations and translators. Following the translation from Mevlana for Bausani's compilation, the number of translations of Mevlana's works increased from 1990 onward, and it has been noted that during this period, translations from English and French were occasionally made. I would now like to briefly touch on just three of these translations.

Translation by Sergio Foti. First of all, we will deal with Sergio Foti's translation of «Fîhi «mâ fîh» («Fihi Ma fihi») [19], which wrote the prose script of Mevlana and the literal meaning is «everything that is in it», with the title L'essenza del Reale, «The Essence of Being»... «This translation, which also includes explanations and clarifications, was published by the publisher «Libreria Editrice Psycho «in 1995. «Fîhi mâ fîh» («Fihi Ma fihi»), a collection of Mevlana's lecture notes, explores the author's relationship with God and, according to Sergio Foti «remains outside or outside of inclusion» and nature, including those that include in content no Portugal, which are seemingly fragmentary.

According to Sergio Foti, in this work «Mevlana's heart beats slower than his sofa». «In «Divani «Kebir» , while the reader encounters the author, who is in ecstasy and comprehends real being and phenomena, leaving his material environment and calling to call into eternity, full of passion and inexhaustibility, in « Fihi Ma «fihi «is a calm conversation or to include topics of everyday life, the writer waits for the writer who from time to time interrupts the topic he is talking about and expresses successive encounters».

Foti tries to explain Rumi's view of everyday life as follows:

«The gaze of an eye whose inner world has been renewed can find clues in everyday life, ordinary events, and mirrors to see its enthusiasm, to sense the truth, grasping the truth directly with its intuition, without experimentation or using its mind. In this regard, in «Fihi» Ma fihi «he is far from being a poet who, like Fariduddin Attaru constantly includes extraordinary events and evokes strong associations with his characters in readers.

Foti makes the following comments at the end of his preface:

«...Undoubtedly, «Mesnevi» and «Divani» Kebir «are works that can both immediately attract the attention of a Western reader and be more understandable to that reader. On the other hand, in «Fihi» Ma fihi «is perceived as «the monotony of gratitude to God for his existence». According to Schuon, «the part of the work devoted to everyday life is far from literary» [19, 67].

By recognizing the difficulty of understanding the work he has translated and by giving it the value it deserves, Foti prepares the Italian reader, unaccustomed to the use of language such as «Fîhi mâ fih» («Fihi Ma fihi «), before he finishes his words:... and because of the repetitions in the work, the reader should not «give up» reading the book «under the influence of his first impression» and should know that the author of these lines, although he may seem to be dealing with very simple themes from time to time, is the work of Islamic mystics, in other words, Sufis. As he says, he is a being who has achieved his goal, a being who knows best, the king of meanings» [19, 71].

As one might expect from what has been said so far, Sergio Foti argues that to understand Mevlana, we need to approach him from a different perspective than that of Pizzi and Bausani. The new perspective he proposes is that of a scholar, a well-trained linguist, and someone keenly interested in the invisible, the intuitively comprehensible only through the senses, and the abstract. For this reason, he argues, the Italian reader must read the book with their soul, to grasp the feelings and thoughts with spiritual depth that Mevlana wishes to convey.

Translated by Maria Teresa Serrato. The second translation, published by Piero Gribaudi in 1991, was titled «Canzone «d'amore per Dio» («Song of Love to God»), speaking in Persian, «Rubaiyat» , which I will briefly dwell on, is a collection of 21 translations of two hundred and four selected verses. Of the 1660 rubaiyat Mevlana's Rubaiyat in Persian Sources. The Rubaiyat in this collection, for which translator Maria Teresa Serrato wrote a brief introduction, are not the product of literary translation, as Serrato claims, but were translated with as much respect as possible to the lexical meanings of these quatrains in the original texts.

Serrato says that some Christian mystics who lived around the same time as Mevlana experienced mystical events similar to Mevlana's, which cannot be explained by information received through the five

senses or the mind. For example, der Serrato writes: «Bernardo of Clairvaux (1090–1153) extols his role in the path of transcendence, salvation, or, in his words, immortality through the attainment of God in heaven». According to Bernardo, «the intoxication of the soul» makes the soul forget the distance that separates it from the beloved, from God. He then gives way to other prefixes, such as Saint Bonaventure of Bagnoregio (1217–1274), a member of Serrato's theological school. Francesco, Saint Teresa of Avila (1515–1582), and Saint Giovanni Della Croce (1542–1591). All these saints saw intoxication of the soul «a necessary stop on the mystical journey, an expression of mutual love between God and the spirit» [2, 209].

One could say that Maria Teresa Serrato used a method similar to Pizzi's, which attempted to explain the unknown through the known, using these examples. However, as can be seen, he did so by using different examples and attempting to identify common points in the use of language between Rumi's mysticism and Christian mysticism.

Translation by Gabriele Mandel Khan. Finally, the Persian translation of «Mesnevi» by Gabriele Mandel Khan, which we mentioned earlier as a massive work, will focus on the translation of another very important work by Mevlana, which he translated in its entirety under the title «Poetry of Universal Mysticism» and which was published in six volumes by Bompiani in 2006.

In producing this extremely lengthy translation, comprising over fifty thousand verses, Mandel Khan ignored the literary features of the original text and emphasized fidelity to the content of the Mesnevi and, consequently, to the feelings, thoughts, and information he sought to convey. He devotes the first part of the preface to his translation to issues related to the Mesnevi manuscripts, establishing the differences between them, and determining the most appropriate edition of the Mesnevi. He then includes basic information about the origins and history of Islamic mysticism.

Within this framework, he finally focuses on the sema ritual as a concrete expression of Mevlana and his mystical understanding of religion.

Gabriele Mandel Khan's translation is an important translation, as it is a fundamental work incorporating the spiritual values of Islam and, arguably, Mevlana's masterpiece for the Italian reader. Mandel initially belonged to the Sunni Naqshbandi sect and later became a member of the Surgical Halveti sect, and in his translation, he approached Mevlana from a different perspective than the translators we mentioned earlier. Indeed, Mandel is not only a Muslim but also part of the same mystical tradition as Rumi, whose works he translated, and is an important representative of Islamic mystics born or long lived in Europe, who successfully promote the masterpieces of Islamic mysticism in the Western world. As a result of Mevlana, in addition to Mandel's translations of «Mesnevi» and «Three Hundred and Four», there is also a book about Mevlana entitled «Rumi e il» Sufismo («Mevlana and Islamic Mysticism») and another book on Islamic mysticism. He wrote many works, including «Storia del Sufismo» («History of Islamic Mysticism») [6, 180].

In conclusion, I would like to convey to you the following words of Bausani about Mevlana, in order to draw attention to the universality of this mystic poet, who made a name for himself in the history of literature and humanity:

«Today’s ridiculous nationalism makes [Mevlana] unable to differentiate between Tajikistan, Afghanistan, Iran and Turkey. So much has been said about him in order to be able to lay claim to him... For example, ‘Mevlana is certainly not of the Afghan race, he is not Pashto’. Let us give another example: ‘he always wrote his poems in Persian, and there is no doubt that Iranian blood flows in his veins’. Finally, let us look at the following example: ‘Turkey is the place where he died... he lived there for a long time, his grandchildren continue to live there, his dervish lodge is highly respected there and there again, he is a saint who has become the property of an entire nation’. Mevlana himself gives the best answer to all these empty words in this beautiful verse: Do not look for my grave in this world after my death / my grave is in the heart of the saints’ [14, 392].

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THE PROBLEM OF EQUIVALENCE IN THE TRANSLATION OF PHRASEOLOGICAL UNITS

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Abstract: *This article mainly discusses the issue of translating phraseological units, some of the problems that one has to face when choosing an equivalent, and other factors such as culture that should be taken into account in the translation process, other than language. In this case, the process of translation can be difficult for whom is translating because every language has their own version of phraseological unit to describe context. Idioms can be a good example for this. Some main problems which translator face, will be discussed in the following paragraphs.*

Keywords: *translation, equivalency, different metaphoric base, polysemy/context dependence, source language, target language, figurative meaning, structural differences.*

INTRODUCTION.

Translation is an essential part of cross-cultural interaction and communication between different nations. By translating some books, we can explore the world of literature, art, history, culture and other national symbols of different countries. However, there are some parts of the language that create certain difficulties in the translation process, in this case phraseological units may be one of them. Since phraseological units are ready-made expressions such as idioms and proverbs that maintain a stable structure and composition as a single semantic unit, the idea and common meaning cannot be derived from individual words within them. This would be the main reason for finding the right equivalence between the source and target languages. But there are other factors that make this process so difficult. V.I.Dal defines that translating phraseological units from one language into another presents significant difficulties. In the process of translation, it is important not only to convey the meaning of phraseology, but also to display its imagery, stylistic function, and context features.[2; 684].

There are several problems and challenges that can arise during the process of finding equivalence, including;

As there is lack of equivalence, many idioms and set expressions are considered as unique to one language. As a result there is no exact equivalent in another language. M.Baker says that one language may express a given meaning by means of a single word, another may express it by means of a transparent fixed expression, third may express it by means of an idiom and so on. It is therefore unrealistic to expect to find equivalent idioms and expressions in the target language as a matter of course. [2; 71]. For example, the English idiom "spell the beans" (to reveal a secret) has no literal equivalent in many languages. In that case, a translator must find a functional equivalent. For instance, "to be on the ninth cloud" (be happy) can be translated as "do'ppisini osmonga otdi" (xursand bo'ldi).

Many idioms and fixed expressions are rooted in the culture and traditions of the nation M.Baker states that idioms and fixed expressions which contain culture-specific items are not necessarily untranslatable.

It is not the specific items an expression contains but rather the meaning it conveys and its association with culture-specific contexts which can make it untranslatable or difficult to translate. [1; 71-72]. Their imagery is often based on myths, values, and landmarks specific to a particular culture. Here it is example: have kissed the Blarney stone – to be a flatterer (according to tradition, everyone who kissed a stone located in Blarney Castle in Ireland received the gift of flattering speech). [5; 9].

Since there is polysemy and context dependence, there are some idiomatic expressions that have multiple meanings depending on the context, which can be a major obstacle to proper translation. Phraseological units rarely have the same meaning, and their interpretation depends on the context, such as the context of use, tone, phrases, and cultural affiliation of the listener and speaker. As M.Baker mentioned, an idiom may be used in the source text in both its literal and idiomatic senses at the same time. Unless the target-language idiom corresponds to the source-language idiom both in form and in meaning, the play on idiom cannot be successfully reproduced in the target text. [1; 72]. If we do not identify whether the context is figurative or literal, the equivalence will be used wrongly. For example, “piece of cake” means a slice of a cake literally and something easy in figuratively. According to V.N.Komissarov, some phraseological units can belong to the “translator`s false friends” due to the fact that analyzed phraseological units have a similar form which makes it difficult to choose an adequate equivalent in the other language [3; 14]

According to structural point of view, languages differ in their syntax, morphology, and word order, which makes it difficult to preserve both the form and the idiomatic meaning of phraseological units. Even if there are similar ideas in two languages, their structural implementation (the way words are combined) may be completely different. For example, in English “pull someone’s leg” means to joke or tease someone cannot be translated with its literal meaning and its structure (verb+ object + noun) should completely change, because in some languages, such as Uzbek, the verb should be at the end. First of all, since English idioms often follow fixed syntactic patterns (for example, verb + object), when translating phraseological units, due to syntactic features, it is necessary to use a different word order or one verb instead of a phrase and omit articles and particles. When the figurative meaning of idioms depends on the structure, changing the order can destroy the effect of the idiom. Secondly, the morphology may differ in different languages. In English, many idioms depend on the tense or aspect (for example, has seen better days). Languages with rich morphology (for example, Russian or Uzbek) express the tense or type of the verb in different ways. This can change the rhythm or idiomatic conciseness. Sometimes grammatical categories such as articles or prepositions in idioms should be omitted in the target languages due to their absence. For example, get away with murder (English phrasal verb) → other languages might not have prepositions like with that carry this meaning. In this case, it requires structural reformulation. Nida proposed dynamic equivalence: the translator should aim for the same effect on the reader, even if structure changes [4;16]

Let’s look at some other examples which can prove this discussion from the book called "Adventures of Tom Sawyer” by M.Twain and its translation in Uzbek.

1.Get one’s dander up (become angry) - jahli chiqmoq

He ‘pears to know how long he can torment me before I get my dander up [7;19] - U jahlim chiqqan choqda dumini xoda qiladi [6;5]

2. Drop down dead (dead suddenly and unexpectedly) - kutilmaganda o’lmoq

We’d drop down dead-don’t you know that. [7;96]-Xuddi shu yerning o’zida o’lamizku [6;95].

From these examples we can see that prepositions do not keep their literal meaning in translation.

To summarize, phraseological units reflect the culture, history, and traditions of one country, so the process of translating phraseological units is important.Therefore, every linguist who wants to translate a phraseological unit should know how to choose the right equivalent in the language being studied.

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ECONOMIC TRANSLATION: PROBLEMS AND METHODS IN THE CONTEXT OF SCIENTIFIC TRANSLATION RESEARCH

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Abstract: *The article explores the features of economic translation, including the challenges of equivalent and non-equivalent lexical units, the translation of terminology, phraseological units, and neologisms. Special attention is given to linguocultural aspects, euphemisms, and various types of translation, such as literal, free, and descriptive translation. Examples from English, Russian, and Tajik languages illustrate the specifics of translating economic texts and highlight the necessity of profound economic knowledge for accurate and adequate translation.*

Keywords: *economic translation, equivalents, non-equivalents, euphemisms, linguoculture, free translation*

INTRODUCTION.

The translator-profession is not easy, it is easy to talk to us but it is difficult to argue. Translators are the custodians of traditions, customs and cultures in the «three languages». Each person has one occupation, writer, doctor, journalist economist but translators I want to call «a person without a certain kind of activity», not because they do not have the occupation of the sphere of translators so great that we are called a profession «without a certain kind of activity». In this complex profession, despite its complexity, there are even more complex tasks. One of them is «false equivalents», especially in the field of professional communications. One of the complex discourses of translation is the economic context of translation. Since the 50 of the last century, the problem of equivalent and non-equivalent vocabulary, in the field of «professional communication» was considered in the works of such scientists as: G.V. Shatkov, A.V. Fedrov, . Chernov, L.N., Sobolev, Y.I. Retsker, G.D. Tomakhin and others. [Nelyubin 2008, 253].

One of the most challenge in economic translations in the field of professional communication in the translation and lingo-cultural space is the translation of economic texts. Economic translation is the peculiarity and accuracy of the content of the text, as well as to ensure the accuracy and clarity of the translation on the part of the translator. The «nature» of equivalence and «non-equivalent» translation of economic terminology lies in grammatical units, and in the translation aspect, complex sentences are more common. The economic translation from English into Russian or from Russian or Tajik into English has a number of «peculiarities». Vlahov and Florin in their works «Untranslatable in Translation» notes that there are no untranslatable units! Everything is translatable! Goethe wrote: «In translation, you need to get to the untranslatable, then there will be a correct translation».

Questions of equivalence and non-equivalentness of translation in the field of economics came into scientific use in the 20th century, on the part of the English scholar linguist translations Theodore Sayvori. In his opinion, the reasons for the emergence of such difficulties in economic translation is the peculiar development, socio-economic life of various communities and different native speakers.

[Savory 2008, 117]. Economic translation, in its genre of translation is very complex, another difficulty of economic translation is that the name adjective is used as a noun for example the word The need – needy-needs, ordinary translation, what? need, the noun, transforming into the economic translation the needy – needy, i.e.

what needy name is an adjective. Another example: want- want, wants- search, or the untranslatable word Shall, denoting the future time, was transformed into the economic translation Shall -responsibility, duty. Instead of shall in modern English, will is used. Give-given-додан, a simple translation, given – economic translation – is translated «Due to the fact ... what», «бо назардошти» for example: given the scarcity of resources-translates as «due to insufficient resources», «бо назардошти нокифоя будани захираҳо». [F.M.Tursunov, Dushanbe 2015,16].

The translator should choose the right economic equivalents. Transliteration in economic translation is the exact version of the translation, corresponds to «literalism», in other words, the translation is carried out «verbatim». Economic translation, as well as «officially business styles of translation», such as legal, diplomatic, political in translation studies they are called «official» styles of translation. [F.M.Tursunov, Non-equivalent vocabulary in translation.Dushanbe 2015, 133]. English scientist, linguist - translator Katharina Reis in her research notes 25 types and subtypes of the translation aspect, including separately notes the economic style of translation. Economic translation perceives «expressiveness» only in certain genres of economic lyricism. «Expressiveness» is the «emotional coloring» in translation.

For example: dead cat bounce, when literally translated as «bouncing a dead cat», but has an expressive, i.e. emotional «coloring» in the economy is used as a «sharp increase in asset prices». [Expressive in terminology. K.Rice, Hamburg 2008, 206]. Consider the economic style of translation, the business economic style of translation, does not perceive «expressiveness».

Another difficulty of economic translation is that in the scientific everyday life of the language, a phrase consisting of 2 or 3 words is translated by one economic meaning. Let's consider some examples of an economic nature: public property common ownership – public domain. In a literal translation, these equivalents sound different: Society, property, common, personal. Or the English word « Economies» translates as «planned economy». Another difficulty of economic translation is that the translator requires «background knowledge» in the field of economics. In the scientific everyday life of intercultural communications, economic translation, as a feature of linvocultural originalities, is common. Phonetics and phonology of some economic terms are quite similar, and requires from the translator not only attentiveness, but also stable knowledge in the economic context of translation. For example, the equivalents of economic, economy, economies, economics, economically, economize, has a single consonance, the same systems of phonetic and phonological systems, but when translated from English into Russian and Tajik languages have different meanings.

economic, economic, economic, profitable, economical, profitable.

Economies-economy, economics-economic science, national economy, political economy.

Economically-Economically, economically, from the point of view of economics, practical, economize-save economically.

For example: I am preferred of economics science for research now. Я бы предпочитал экономическую науку, для исследовательской работы

[Galanov English for economists.Moscow-2011.16]

At university I didn’t study the economy, of Great Britain.- В университете мы не изучали экономику Великобритании.

I hope he’ll make a good economist.- Я надеюсь что он станет хорошим экономистом. There are many economical problems in the world.- В мире очень много экономических проблем.

This car is very economical.-Это машина очень экономичная .

I try to spend money and time economically. Я постараюсь бережливо тратить время и деньги. [Galanov English for economists.Moscow-2011.136]

Phrases or consider another example, the English word «article»:

Definite and indefinite article translation in the grammatical structures of the language. «article» in economic translation:

branded article – branded goods, mass produced - mass-produced products, muted supplied article – mutually supplied goods,lop - quality article - branded products, finished article finished products –patentable - goods subject to patent.

«article» translation in jurisprudence: in law, article. According Constitution article 69 th: «President responsibility».

Based on this example, we can say that the translator must select the correct equivalents in economic translation.

At the end of the twentieth century, when translation studies became a separate science, translation scientists began to introduce economic «neologisms» into this science. «Neologisms» are a turnover of «obsolete» words that have received a new translation. For example: «low inflation-low inflation, so as 2020 World Bank have showcase low inflation advertising». Since 2020, the World Bank has demonstrated an announcement about low inflation.

Pan-cake economic is a superficial Internet economy (pathos).

Or ghost brand – a well-known brand of the state sample,

having a lot of buyers. (in the past).

Mass customization is a product that has a lot of demand and buyers.

The analysis of this example shows the equivalent of semantic translations, but in a «new» turn of speech.

Another difficulty in economic translation is the translation of «exotisms and barbarisms». One of the integral parts in translation studies is the transfer of «color» that does not exist in the translated language. Like the realities of «exoticism» and «barbarism», this is the culture of another people that have no analogues in the English language. The «color» of translation is also found in the economic scientific «everyday life». Let's look at some examples: Merchandiser-seller, trade designer of a marketing move. Brand manager is a phrase of French origin, entered as «exoticism» and has no «analogues» when translated into another language. Or a PR manager, a person engaged in competition, and creating a «PR» Crisis manager-a specialist who brings large financial corporations out of the economic crisis.

Thus, the translator should select sufficiently correct equivalents.

In communicative economic translation, both in written and oral translation, there are words «TABOO». In the scientific postulate of translation studies, it is called «EUPHEMISM» - POLITE TRANSLATION.

In L.L. Nelyubin's Explanatory Dictionary of Translation Studies, the term euphemism is accompanied by the text: «a word or expression that serves under certain conditions to replace such designations that seem undesirable to the speaker, not quite polite, too harsh» [Nelyubin 2008, 253].

In economic and political discourse, «euphemisms» are used to avoid negative consequences in the economic and political life of the country.

Economic communication is one of the branches of business communication. As a rule, the euphemistic style of translation plays an important role in the stylistics of business expressions. «Euphemisms» in economic scientific usage form a polite translation. Polite translation is necessary in the economic and business discourse of translation. For example: (for example, «You wouldn't call her a beauty» instead of «She's ugly»); «marketing slump» «market downturn», instead of «marketing crisis»,»to give someone the air», to «get laid», «to give a P45» - «uvolnenie work without trial and effects», «dismiss», etc.)

«Growth-price» the price increase, instead of the «economic crisis», «abeyance produce of meal» «a temporary cessation of the production of flour, instead of «scarcity of meal in the markets», «the lack of flour in the markets».

As can be seen from the examples, polite translation is used in all types of translation.

One of the types of translation is FREE TRANSLATION, according to its jargon context, this type of translation is used to express the «liberties of literary translation». In the economic context of translation, free translation is used in literary translation as a «descriptive» translation. «Free» and «descriptive» translation of economics is used to express the financial and economic «colors» of translation. According to the German linguist translator Katarina Rice: «descriptive or free translation» requires great skill and a broad outlook from

the translator. And also in the category of «free» translation, includes: Personification and phraseological units with economic meanings:

Let's look at some examples:

Банк, с которым легко общаться –lite Bank for lite connected

Smart money knows where to go – Умные деньги знают, куда пойти.

Phraseological unit of the Tajik language:

«Пул бошад, дар љангал шурбо», «деньги решают всё» соответствие на русском языке, «Тише едешь, дальше будешь» и «Оњиста рави, дур мерави».

Қорӣ ишкамба… аз Когон омадани мудири банкро нигарон шуд, то ки аз вай «хабарҳои хуши пухта» – ро шунида осуда гардад… (Марги Судхур, 176).

Kori Ishkamba settled himself on the marble slab at the bank entrance to await the return of the director from Kagan, so he could find out the truth once and for all and relax after hearing the good news (The Death of Money-Lender, 370).

Or in another example: «… ширинкорон ва ҳангоматалабон ҳар хабарро дучанд калонтар карда ба Қори – Ишкамба мегуфтанд ва ба ӯ маслиҳат медоданд, ки аз банк дар эҳтиёт бошад, аљаб нест, ки он шикаста монад ва пулҳояш, ки «бо ҳазорон хуни чигар ғундоштааст», сӯзанд» (Марги Судхур, 168).

«… They told him that if the Russian Empire were defeated in the war, he could kiss his hard – earned money good–bye» (The Death of Money-Lender, 360).

«… шутники и озорники передавали их Кори Ишкамбе, и, преувеличивая опасность, грозящую банку, и советуя остерегаться и беречь деньги: ведь очень может статься, что Государственный банк лопнет, и тогда – прощай капиталы, «собранные потом и кровью» (Смерть ростовщика, 132).

The analysis of these phraseological units is an economic personification, i.e. the disclosure of the «hidden meaning» in the genre of literalism in the economic context of translation.

Thus, economic translation has always been and remains an integral part of translation studies. Translation in the economic sphere is a special linguistic and cultural aspect, a way of expression, of all types and subspecies of translation

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TRANSLATING WITHOUT MACHINES: A STUDY OF GEN Z'S MULTITASKING AND LANGUAGE SKILLS

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Abstract: *This study explores translation challenges among Gen Z Kazakhstani students, comparing human and AI-assisted performance. It examines multitasking effects, evaluates translation quality, and provides recommendations for effective, responsible AI use in language learning.*

Keywords: *Generation Z, translation challenges, AI assistance, multitasking, translation quality, language learning.*

INTRODUCTION.

In the age of digital globalization, artificial intelligence (AI) has emerged as one of the most transformative forces shaping the landscape of education, communication, and professional development. However, the growing reliance on AI systems also raises essential questions about the development of human linguistic competence, creativity, and critical thinking in translation training.

The relevance of this study lies in its interdisciplinary approach, bridging translation studies, cognitive linguistics, and educational technology. As the professional translation environment becomes increasingly dependent on automation and AI support, future translators and interpreters must be trained not only to use these technologies effectively but also to maintain high levels of analytical and ethical awareness.

The main aim of this research is to analyze the role of artificial intelligence and multitasking in developing translation and interpreting competence among Generation Z students. The study seeks to determine how AI tools contribute to language learning outcomes, how multitasking affects cognitive performance, and how these two factors interact within academic and professional contexts. By combining theoretical and empirical approaches, the research intends to identify both the benefits and drawbacks of AI-assisted translation training. The findings of this study are expected to have both theoretical and practical significance. AI technologies into translation and interpreting programs while considering the multitasking tendencies of contemporary students.

Literature review: Exploring Different Types of Translation and Gen Z's Approach to each

The growing integration of artificial intelligence (AI) into education and translation studies has attracted significant scholarly attention in recent years. According to Bowker and Garcia, AI-based translation tools such as Google Translate and DeepL have revolutionized the field by improving efficiency and accessibility for language learners [1, p. 55]. However, these tools also raise pedagogical concerns regarding students' dependence on machine-generated content, which may limit the development of independent analytical and linguistic skills. Scholars such as Kiraly emphasize the importance of maintaining human agency in translation, arguing that technology should serve as an assistant rather than a replacement for critical thinking and creative interpretation [2, p. 62].

In parallel, the concept of multitasking has become an essential factor in understanding how modern learners, particularly Generation Z, process information. Research by Rosen, Carrier, and Cheever demonstrates

that Gen Z’s constant engagement with digital media has shaped their ability to handle multiple tasks at once, though often at the cost of reduced focus and deeper comprehension [3, p. 41].

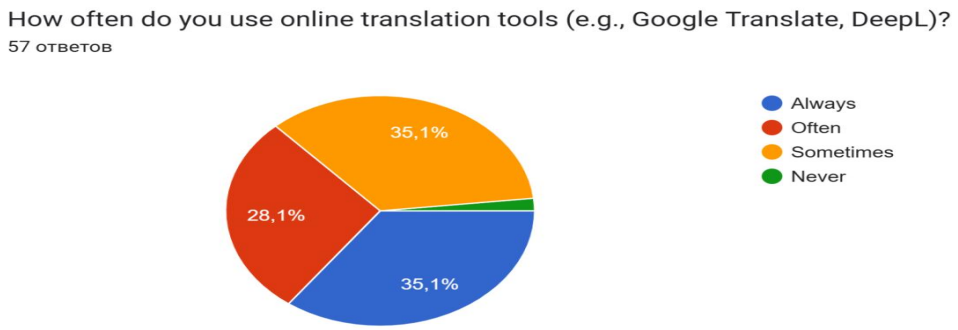
Methodology

This study explores how Generation Z students perceive the role and significance of artificial intelligence (AI) in translation and interpreting. In the 21st century, translation technology has become an essential tool for language professionals, and this study sought to gain a deeper understanding of its relevance and influence from the students’ perspective. To achieve this goal, a survey and several practical tasks were administered to students from Karaganda Buketov University in Kazakhstan. Participants included undergraduate students majoring in various fields of English studies, from first- to fourth-year levels.

The survey consisted of 30 questions, including single-choice, multiple-answer, and ranking or rating items. Data were collected and processed through Google Forms.

To assess differences in translation proficiency and attitudes toward AI, participants were also given two translation tasks. They were asked to translate the former text manually, while the later was translated using an AI-based tool. Additionally, to make the experiment more engaging and to obtain more comprehensive results, an oral translation activity was conducted through an online platform.

Figure1. The result of completed task:



In this survey, 27 students from Theory and Methodology of Foreign language teaching department and 30 students from the Department of Translation Theory and Practice were participated. The questionnaire revealed that the majority of students possessed a B1–B2 English proficiency level, and nearly 36% of them reported using AI applications for translation purposes. At present, this tendency represents a significant concern among students.

To bridge the existing gap among students and assess the quality of their translations, we designed a set of AI-related tasks structured into three stages.

Before completing the tasks, students were provided with criteria for evaluating video and audio translation into English, which served as guidelines for their work. These criteria were developed based on Eugene Nida’s theory of dynamic equivalence, which focuses on the quality of translation through accuracy, clarity, correct grammar, and natural vocabulary use.

Criteria for Evaluating Video/Audio Translation into English:

The translation conveys the original meaning precisely and completely.

No significant omissions, additions, or distortions of content.

The English version is grammatically correct and stylistically appropriate.

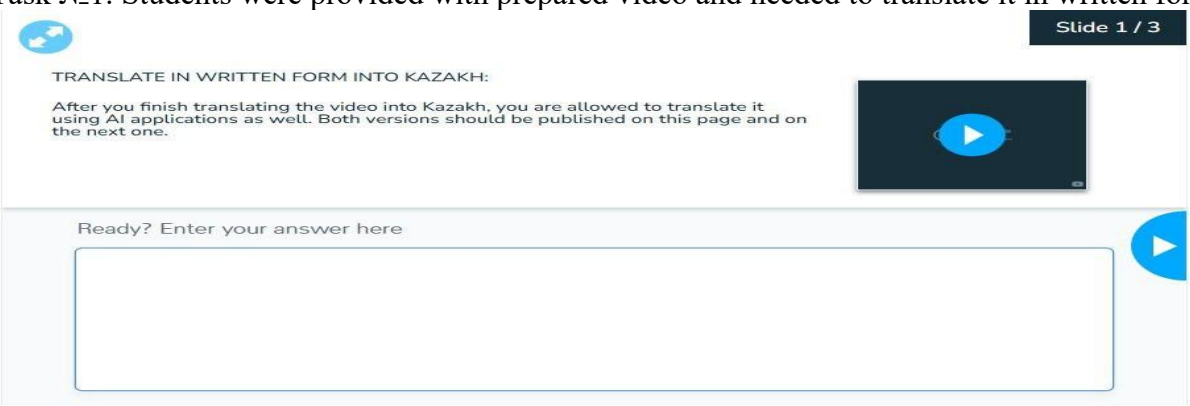
Vocabulary and phrasing are natural, fluent, and reflect the original tone.

1 – Preparation. During this stage, students were introduced to key vocabulary extracted from the upcoming text, provided via the Quizlet platform. This tool allowed students full access to the vocabulary and enabled them to practice through various formats, including flashcards and quizzes.

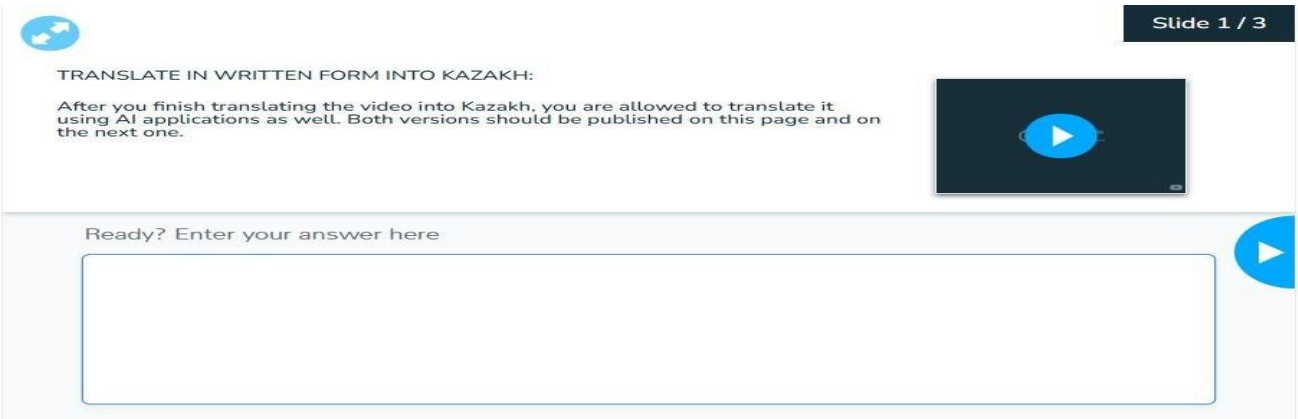
2 – Translation. Students were assigned a YouTube video for written translation using the vocabulary they had previously studied. They then completed the same task using an AI-based translation tool. Additionally, a third task was provided in the form of an audio text, where students recorded their oral translation using the pre-learned vocabulary. All activities were conducted through the Nearpood platform.

Figure2. The Nearpood tasks visualisation:

Task №1. Students were provided with prepared video and needed to translate it in written form:



Task №2. The same video should be translated with AI application:



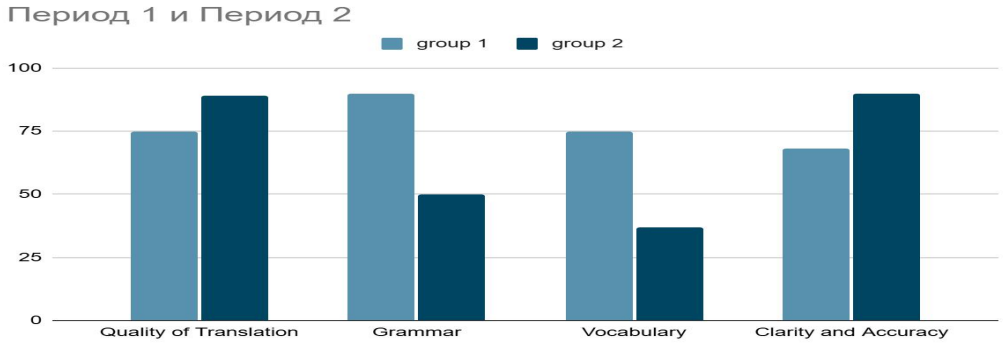
Task №3 Students were given audio based on the topic and had mission to translate it in oral form and record audio:

3 – Post-task Survey. Upon completing all the assignments, students participated in a brief survey consisting of 10 questions. The final three were open-ended, allowing students to share their opinions on the usefulness of the given tasks and reflect on whether this format made translation easier or whether they continued to face challenges similar to those mentioned earlier.

Results and discussion

Figure3.

The following diagram illustrates the comparative performance of two student groups who participated in the translation tasks.:



A total of 57 participants from two different departments took part in the translation tasks. To distinguish between the two, the students from the Teacher’s Department will be referred to as Group 1, and the students from the Department of Translators to as Group 2 During the evaluation, several differences between the two groups were observed according to the following criteria: translation quality, grammar, vocabulary, and clarity & accuracy.

Results:

Quality: Group 1 was often literal; Group 2 was accurate and complete.

Grammar: Both groups had mostly correct grammar; Group 2 made only minor errors.

Vocabulary: Group 1 used limited familiar words; Group 2 showed wider and more contextual vocabulary.

Clarity: Group 1 was sometimes unclear; Group 2 was precise and faithful to the text.Group 2 demonstrated more professional translation skills, while Group 1 focused more on basic understanding.

Vocabulary preparation reduced task time from 30 to 15 minutes.

The proposed LTGM model includes: lexical growth, contextual translation, AI support, and reflection.

Using it improved speed and accuracy.

Conclusion

This study examined the translation practices of Generation Z students in Kazakhstani content and their use of AI tools for written and oral translation.

When comparing future teachers and translators, translators demonstrated stronger contextual comprehension, whereas students from teaching department leaned toward more literal translations. Both groups benefited from structured preparation, such as Quizlet vocabulary exercises, which also reduced translation time by nearly 50%.

Recommendation

Based on the findings of this study, several recommendations can be made to improve translation performance for both teacher-training and translation students.

To expand vocabulary, learners should engage in regular exposure to authentic materials and use digital tools that support active memorization and spaced repetition. Reading, listening, and using new words in context significantly improve retention.

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COMBINING TRANSLATION THEORY AND INTERCULTURAL COMMUNICATION FOR MUSEUM PODCAST INTERSEMIOTIC TRANSLATION

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Abstract. *This article presents an interdisciplinary pedagogical project that integrates translation theory and intercultural communication through students' creation of intersemiotic translation of English-language museum podcasts. Based on Jakobson's theory of intersemiotic translation and Skopos theory, students independently transcribed audio podcasts, which aimed to popularize cultural heritage of Central Kazakhstan among youth, and translated them into Russian adapted for younger school students. The results of the project demonstrate the effectiveness of an interdisciplinary approach in developing students' translation and intercultural competencies.*

Keywords: *intersemiotic translation, Skopos theory, Jakobson theory, intercultural communication, museum pedagogy, cultural heritage.*

INTRODUCTION.

The aim of this study is to demonstrate the practical implementation of an interdisciplinary approach that combines translation theory (intersemiotic translation according to Jakobson and Skopos theory) with the theory and practice of intercultural communication within the framework of a student project on the transcribing and transmutation of museum podcasts about the cultural heritage of Central Kazakhstan.

The need for this approach arose because modern translation studies have long gone beyond traditional interlingual translation, encompassing broader semiotic transformations, thanks to Roman Jakobson, who, in his classification, identified three types of translation: intralingual, interlingual, and intersemiotic, defining the latter as "the interpretation of verbal signs by means of signs of non-verbal sign systems" [1], which requires not only linguistic competence but also the ability to interpret and transform between different sign systems [2].

Parallel to the development of Jakobson's theory, Skopos theory, developed by Katharina Reiss and Hans Vermeer, proposed viewing translation as a purposeful action where the function of the translated text in the receiving culture becomes the determining factor and where the translator must make strategic decisions based on the intended purpose and target audience [3], which is particularly relevant when adapting translations for specific reader groups such as children and adolescents [4].

In a pedagogical context, the integration of translation theory and intercultural communication opens up new possibilities for developing students' comprehensive competencies [5], while interdisciplinary projects using authentic materials, such as museum podcasts, provide immersion in a real cultural context and develop the ability for cultural mediation [6].

This will discuss one such project, which is based on five English-language museum podcasts, each 5-7 minutes long, created thru a collaboration between faculty, staff, and students of the Faculty of Foreign Languages at the Buketov Karaganda University of Academic Research with the aim of popularizing the archeological and cultural heritage of Central Kazakhstan on the following topics: (1) Karazhartas Pyramid: The Great Steppe History; (2) Petroglyphs of Saryarka: The Mysteries of Bygone Civilizations; (3) Botai Culture of Kazakhstan: Taming Wild Horses; (4) 'Timur's Stone' at Altynshoky: Retracing the Great Warrior's Journey; (5) Central Kazakhstan Folk Arts and Crafts: Bronze Age Ceramics, which were placed on international platforms such as Spotify, Google Podcasts, and others, ensuring their accessibility to a wide audience [7].

The project involved second-year translation students from the Department of Translation Theory and Practice, as part of the integrated study of two disciplines: "Translation Theory" and "Theory and Practice of Intercultural Communication," who were divided into teams, each working with one podcast in three stages: (1) transcription of the audio material; (2) interlingual translation (from English into Russian); (3) adaptation for the target audience (in our case, primary school students).

Student work was evaluated based on the following criteria: (1) accuracy of transcription; (2) adequacy of translation; (3) functional adaptation; and (4) cultural mediation.

In the process of creating the transcripts, students faced the need to make decisions about conveying prosodic elements of speech, such as intonation, pauses, and stress, through written language. The most challenging segments were those with academic terminology and toponyms, such as in the podcast about petroglyphs: "petroglyphs," "rock art," "Neolithic period," as well as Kazakh geographical names pronounced with an English accent.

Adapting translations for younger schoolchildren demonstrated the practical application of Skopos theory by students who employed translation techniques such as (1) descriptive translation ("Eneolithic period" → «древние времена, когда люди только учились обрабатывать металл» or "domestication of horses" → «приручение диких лошадей и обучение их жизни рядом с человеком»); (2) breaking down long sentences into shorter ones that are more suitable for the age-related characteristics of schoolchildren's perception; (3) lexical-semantic substitutions in the form of adding comparisons and analogies to make the material more understandable for children (for example, the dimensions of the Karazhartas pyramid were compared to the height of a multi-story building, and time periods were explained through comparison: «это было так давно, что тогда еще не было ни книг, ни школ»).

The interdisciplinary nature of the project ensured its direct practical application of theoretical knowledge from the "Translation Theory" course, and working with cultural content fostered students' sense of responsibility and desire to complete the task to a high standard as well as the development of research skills, as students consulted additional sources of information about archeological sites, studied scientific publications, and consulted with experts to ensure the quality of their translations [7]. All this aligns with the concept of autonomous learning in translation pedagogy [8-9].

In conclusion, the results of the presented interdisciplinary project confirm the value of an interdisciplinary approach in teaching translation and intercultural communication, and the integration of theoretical courses with practical projects based on authentic materials of cultural significance creates a motivating educational environment and contributes to the comprehensive development of future translators' professional competencies.

p.s. To watch our students’ intersemiotic and cultural adaptations, please follow this link: https://drive.google.com/drive/folders/16vMw9ifhmUCj1xGzeKxaVqAcxosnaB5H?usp=sharing.

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SOCIAL AND CULTURAL TECHNOLOGIES FOR THE DEVELOPMENT OF LINGUOCULTURE IN ADOLESCENTS

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Abstract. *The pages of this article examine certain parameters of the development of the linguistic culture of adolescents within the framework of a children's health camp, which is of great importance for their overall development and personality formation. The camp offers unique opportunities not only for recreation and active leisure, but also for expanding knowledge and skills in language and culture. Interacting with children from different regions allows adolescents to immerse themselves in an atmosphere of intercultural communication. They learn to understand and respect other cultures and exchange experiences and views, which fosters tolerance of differences. Furthermore, the camp can offer various language workshops, games, and competitions to help adolescents improve their language skills. This can include learning new words, phrases, and expressions in a foreign language, discussing cultural characteristics of different countries, and practicing speaking several foreign languages.*

Keywords: *socio-cultural technologies, adolescent linguistic culture, children's health camp, management, contemporary art, language teaching methods.*

INTRODUCTION.

Applied adolescent linguaculture is a field of linguistics that studies the relationship between language and culture in adolescents and applies this analysis to the development of methods and techniques for teaching language and culture to adolescents. These include intercultural communication, sociolinguistics, cognitive linguistics, and psycholinguistics.

Sociocultural technologies represent a system comprising social, cultural, pedagogical, and psychological subsystems, as well as consistent theoretical, methodological, and other actions aimed at an object.

Sociocultural technologies represent a specific set of methods, techniques, and practices aimed at changing or improving the sociocultural aspects of society. They can include various approaches to interacting with society, influencing its values, norms, and behavior [7, pp. 79-82].

One example of sociocultural technologies is management, which is focused on managing cultural processes and resources for their effective development and promotion. This includes planning cultural events, attracting audiences, financial management in the cultural sphere, and others.

Furthermore, contemporary art can be considered an example of socio-cultural technologies. It typically uses innovative and provocative methods to convey social and cultural messages. Art can be used to discuss current issues, provoke debate, and raise awareness of socio-cultural matters [8, p. 23].

Furthermore, one important area is social engineering, which involves using knowledge about social processes to achieve specific goals in society. This can be aimed at improving social conditions or manipulating public consciousness through various communication methods.

Interactive technologies can also be considered socio-cultural technologies, as they influence communication, social relations, and the exchange of cultural values [9, p. 23].

Cultural media analysis is also worth noting, as it involves studying the influence of mass media on the formation of cultural values, perceptions, and norms of behavior in society. Media content analysis allows us to identify trends and changes in the cultural sphere, as well as assess the impact of media products on people's worldviews.

Next, we will consider socio-cultural technologies specifically for the development of adolescent linguistic culture.

Socio-cultural technologies for the development of adolescent linguistic culture are methods and approaches aimed at the formation and development of linguistic and cultural competencies in adolescents in various socio-cultural environments. They encompass the use of modern technologies and educational methods for the development of multilingualism, intercultural understanding, and communication skills in adolescents [7, pp. 119-121].

Socio-cultural technologies for the development of adolescent linguistic culture may include the following methods and approaches:

• using multimedia resources to study various languages and cultures;

• organizing intercultural exchanges and projects aimed at the joint study of the languages and cultures of different countries;

• using interactive educational games and simulations to develop multicultural competence;

• organizing thematic meetings, roundtables, discussions, and debates on various linguacultural topics to exchange opinions and experiences;

• conducting language workshops and meetings with native speakers to practice and improve foreign language skills;

• creating intercultural projects and exhibitions where adolescents can demonstrate their knowledge of different cultures and languages;

• organizing cultural events, festivals, and concerts where adolescents can learn about the traditions and customs of other countries;

• conducting linguacultural excursions, trips, and travel for immersion in an authentic linguistic and cultural environment.

• engaging adolescents in discussions of current intercultural topics and issues using modern communication technologies. [2, pp. 523-525]

Developing adolescents' linguistic culture is an important aspect of their sociocultural development. Linguistic culture encompasses language knowledge, cultural norms and values, as well as methods of communication and interaction in various sociocultural contexts. In the modern world, sociocultural technologies can be used to stimulate the development of adolescents' linguistic culture [1, pp. 444-446].

It is important to create stimulating and interesting situations for using language in real life, for example, through language exchanges, participation in international projects, or volunteering abroad.

Approaches to the development of linguistic culture through socio-cultural technologies

Approach	Description
Digital educational platforms	Using interactive educational resources, online courses, and apps to learn language and culture. These platforms can offer teens engaging and accessible learning materials..
Social networks and instant messengers	Teenagers actively use social media and instant messaging apps to communicate. Therefore, it's possible to create special groups or chats where they can discuss language and cultural topics, share experiences, and practice the language.
Multimedia resources	Using video and audio materials to introduce the language and culture of the target language countries. This will help teenagers better understand the language and culture through visual and auditory perception.
Gaming technologies	Developing educational games that help teenagers learn language and culture through play. Games can be engaging and motivating for learning.
Virtual tours and travel	Using virtual reality to organize virtual tours and trips to countries where the language is being studied will help teenagers immerse themselves in another culture and improve their language skills.
Interactive online courses and webinars	Organizing interactive online courses and webinars on language and culture for teenagers. This will allow them to learn interactively, interact with teachers and other students, ask questions, and discuss topics.
Multimedia projects	Creating multimedia projects, such as videos, podcasts, blogs, or online journals, about language and culture will allow teens to express their thoughts and ideas and share their knowledge with others..
Intercultural projects	Organizing intercultural exchanges, meetings with representatives of other cultures, and joint creative projects with the participation of teenagers from different countries.

These methods help create a favorable environment for the development of linguistic and cultural skills, a conscious attitude toward the languages and cultures of other peoples, and also promote the development of a tolerant and respectful attitude toward multilingual and multicultural environments in adolescents.

One important technology in the development of adolescent linguistic and cultural skills is intercultural communication. Adolescents master the skills of interacting with representatives of other cultures and languages, develop tolerance for diversity, and the ability to adapt to different cultural contexts [3, pp. 122-132].

Interactive teaching methods are also an important means of developing adolescent linguistic culture. Teenagers actively participate in communicative games, discussions, and project-based activities, which contributes to the development of their linguistic and communicative skills.

A cultural-historical approach is also an important tool in developing adolescent linguistic culture. By drawing on the historical and cultural contexts of the language being studied, adolescents can better understand the essence of language and its relationship with the culture of their people. This contributes to the development of their linguistic and cultural awareness [4, pp. 78-79].

An important element in developing adolescent linguistic culture is the use of modern information and communication technologies. Teenagers actively use the internet, social media, and multimedia resources to learn languages, communicate, and gain information about different cultures.

Modern technologies also contribute to the development of adolescent linguistic culture through games, apps, and online courses that help them learn and improve their skills in a fun and interactive way. Thus, adolescents can expand their vocabulary, improve grammar, and practice language in real-life situations [5, p. 32].

In general, sociocultural technologies for adolescents are aimed at social adaptation, education, and development in a specific sociocultural environment [6, pp. 145-149].

These technologies can include various methods and tools that help adolescents better understand themselves and the world around them, develop communication skills, critical thinking, tolerance, and cultural diversity.

The use of modern technologies, such as online platforms, social media, educational apps, and games, allows adolescents to actively participate in cultural life, exchange experiences with others, and explore various aspects of culture and language. These technologies foster a deep understanding of the differences and similarities between cultures, which is essential for successful adaptation in a multicultural society.

Furthermore, sociocultural technologies can help adolescents develop their creativity, self-expression, and social identity. They create opportunities to expand their social circles and explore new interests and goals, which contributes to personal growth and the development of well-rounded individuals.

Thus, socio-cultural technologies include:

• educational programs (courses, trainings, master classes);

• social projects (development of social skills, conditions for joint activities, volunteering);

• cultural events (visits to exhibitions, theaters, film screenings, concerts);

• creative competitions and events (competitions, exhibitions, festivals where teenagers can express themselves and gain recognition);

• online educational platforms (Coursera);

• digital technologies (educational apps, online courses, educational games).

Socio-cultural technologies for the development of adolescent linguistic culture help create conditions for the full and harmonious development of teenagers, shape their linguistic and cultural competence, and facilitate their successful adaptation in a multilingual and multinational world.

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GENDER REPRESENTATION IN ENGLISH-KAZAKH LITERARY TRANSLATION: A FEMINIST PERSPECTIVE (BASED ON LOUISA MAY ALCOTT'S LITTLE WOMEN)

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Abstract. *This study investigates gender representation in the Kazakh translation of Louisa May Alcott's Little Women. By analyzing selected excerpts, it identifies how translation strategies shape feminist meanings. The translation strengthens female agency and preserves the feminist essence.*

Keywords: *Feminist perspective, feminist translation, women's identity, gender roles, cultural adaptation.*

INTRODUCTION.

Literary translation bridges cultures and conveys both linguistic and gender structures. Gender representation is complex, as it is socially and culturally constructed. Translating Little Women from English into Kazakh entails not only linguistic transfer but also cultural negotiation of cultural norms regarding women`s roles, values and identities.

Feminist translation theory emphasizes that translation can reinforce or challenge patriarchal discourse, making it a transformative and political act rather than a neutral process. The novel portrays female identity, family values, and women`s self-realization in 19th-century America, yet these concepts may contrast with traditional Kazakh views on femininity and family. Translators must balance preserving the original feminist message with adapting it to local cultural expectations. The aim of this study is twofold:

1. To review key theories on gender representation and feminist translation approaches;
2. To analyze the strategies employed in the Kazakh translation of Little Women, focusing on how gendered meanings and female subjectivities are rendered.

Literature review

Feminism promotes gender equality and views translation as an ideological act rather than a purely linguistic one. Simon (1996) and von Flotow (1997) describe the translator as a cultural mediator who reconstructs meaning from a gendered perspective. Feminist translators often apply strategies such as rewording, emphasis, and cultural adaptation to preserve women`s voices (Gaspersz, 2021). Translation shifts, defined by Catford (1965) and further developed by Vinay and Darbelnet (1958), include transposition and modulation, enabling translators to adapt gender-marked expressions across languages. Nida (1964) and Newmark (1988) emphasize meaning equivalence through dynamic, semantic, and communicative approaches. These frameworks provide the basis for analyzing how the Kazakh translation of Little Women negotiates Western feminist ideas within traditional Kazakh gender values.

Methods

Research Design

This study adopts a **qualitative and comparative approach** to examine how gender representation in Louisa May Alcott’s Little Women is conveyed in its Kazakh translation. The primary aim is to identify translation techniques and evaluate their impact on the portrayal of women from a feminist perspective.

Data and Selection Criteria

A total of **15 extracts** were selected from both the English original and the Kazakh translation. The passages were chosen for their relevance to gender and feminist themes such as domestic life, women’s work, sisterhood, independence, and social expectations. Each extract contains linguistic and cultural markers of female identity and ideology.

Coding Framework

The following translation techniques were identified as analytical categories: direct translation, cultural adaptation, explication, omission, tone adjustment, naturalization, connotation and sentence structure adjustment.

Analytical Procedure

The frequency of each technique was calculated as a percentage, and its distribution was calculated to identify the most frequent techniques (e.g., Adaptation – X%, Omission – Y%). Each example was also qualitatively assessed to determine its feminist effect, categorized as: Amplified – feminist meaning strengthened; Preserved/Neutral – meaning retained; Diluted/Erased – feminist tone softened or lost.

Reliability Measures

Validation was further strengthened through consultation with the academic supervisor.

Findings and Discussion

	English variant	Kazakh translation	Translation technique/Observation	Comment
1.	It`s naughty to fret, but I do think washing dishes and keeping things tidy is the worst work in the world. It makes me cross, and my hands get so stiff, I can`t practice well at all. And Beth looked at her rough hands with a sigh that anyone could hear that time.(4p)	Шағымданғанымдұрыс емес, дегенмен ыдыс жуып, үй тазалығын күйттеу-дүниедегі ең жағымсыз жұмыс. Соның салдарынан күйгелек бола бастадым-ау. Ал қолым жайлы айтпай-ақ қояйын, тап бір ағаш дерсің! Мен тіпті гамманың өзін дұрыс ойнай алмайм жүрмін.-Бесстің ауыр жұмыстан күстеніп кеткен қолына қарап қатты күрсінгенін бәрі естіді.(9б)	**Direct Translation:** “washing dishes and keeping things tidy” → «ыдыс жуып, үй тазалығын күйттеу». **Explicitation:** “It makes me cross” expanded to «күйгелек бола бастадым-ау». **Cultural Adaptation:** “My hands get stiff” rendered as «тап бір ағаш дерсің!» — a culturally resonant metaphor. **Tone Adjustment:** Sigh intensified with «қатты күрсінгенін бәрі естіді». **Omission:** “I can’t practice well at all” omitted but implied through hand stiffness. **Sentence Structure Adjustment:** Reorganized for smoother flow and emotional focus.	This excerpt conveys Beth’s fatigue from domestic work — a common female burden in patriarchal society. The translation strengthens the emotional tone, highlighting physical exhaustion and silent resistance. Expressions like «тап бір ағаш дерсің» enhance the sense of weariness, making women’s domestic labor more visible and emotionally charged. From a feminist perspective, the translation **amplifies** the female voice and underscores the undervaluation of women’s household roles.

2.	“Poor Jo! It’s too bad, but it can’t be helped. So you must try to be contented with making your name boyish, and playing brother to us girls,” said Beth, stroking the rough head with a hand that all the dish washing and dusting in the world could not make ungentle in its touch.(5p)	«Бейшара Джо! Бұл сұмдық, бірақ ештеңе істей алмайсың. Джозефина деген әп-әдемі есіміңді Джо деп ұлдың атына айналдырдың, бізге аға рөлін ойнап жүрсің, осыған қанағат етуіңе тура келер», – деді Бесс, кішкентай қолымен Джоның кобырап кеткен шашын, ешқандай ауыр жұмыс күстендіре алмас жып-жылы жұмсақ алақанымен сипап тұрып.(11б)	**Direct Translation**: The phrase *"Poor Jo! It’s too bad, but it can’t be helped"* is translated literally as *«Бейшара Джо! Бұл сұмдық, бірақ ештеңе істей алмайсың»*, preserving the original tone. **Explicitation**: The idea of *"making your name boyish"* is expanded to *«Джозефина деген әп-әдемі есіміңді Джо деп ұлдың атына айналдырдың»*, clarifying the meaning for the Kazakh reader. **Cultural Adaptation**: *"Playing brother to us girls"* becomes *«аға рөлін ойнап жүрсің»*, which fits naturally into Kazakh cultural context. **Tone Adjustment**: *"A hand that could not make ungentle"* is rendered as *«жып-жылы жұмсақ алақанымен»*, expressing tenderness in a natural Kazakh way. **Omission:** *"Rough head"* is simplified to *«кобырап кеткен шашын»*, keeping the visual image but omitting redundancy. **Sentence Structure Adjustment:** The Kazakh syntax is reorganized for smoother, more poetic flow.	The translation preserves the warmth and tenderness of the original while emphasizing female solidarity. It highlights Beth’s nurturing side and Jo’s independence, showing two contrasting yet equally strong forms of femininity. The feminine empathy expressed through *«жып-жылы жұмсақ алақанымен»* reinforces the feminist idea that women’s emotional resilience remains unbroken despite domestic burdens.
3.	“I will try and be what he loves to call me, “a little woman” and not be rough and wild, but do my duty here instead of wanting to be somewhere else,” said Jo,	-Ал мен әкемнің көргісі келгеніндей кішкентай ханым болуға тырысамын, бетімен кеткен жүгенсіз, дөрекі болмаймын. Қиялға еріп белгісіз жаққа қаңғып кетпей, өз міндетімді осы	**Direct Translation:** *“A little woman”* → *«кішкентай ханым»*, preserving the literal meaning.**Adaptation:** *“Face a rebel or two down South”* → *«оңтүстіктің бір-екі бүлікшісімен бетпе-бет»*, culturally adjusted for clarity.**Explicitation:** *“Not be rough and wild”* →	This translation shows Jo’s inner conflict between duty and independence. Her decision to be a “little woman” symbolizes responsibility rather than submission. It reflects feminist themes of self-control, inner strength, and quiet resistance against

	thinking that keeping her temper at home was a much harder task than facing a rebel or two down South.(9p)	жерде, үйде жүріп орындаймын,-деді Джо. Үйде қалып, өзіне-өзі ие болуы оңтүстіктің бір-екі бүлікшісімен бетпе-бет кездескеннен де қиын екенін іштей ойлап қойды.(19)	*«бетімен кеткен жүгенсіз, дөрекі болмаймын»*, expanding the description for precision.**Naturalization:** *“Keeping her temper at home” → «үйде қалып, өзіне-өзі ие болуы»*, phrased naturally in Kazakh. **Connotation Adjustment:** The relationship between Jo and her father is made clearer in Kazakh.	restrictive gender roles.

The analysis of selected extracts from Little Women and their Kazakh translations shows how translation techniques affect gender representation and feminist meaning. The translator uses direct translation, explicitation, cultural adaptation, omission, and tone adjustment to reflect women’s identity and emotions.

Explicitation and cultural adaptation help connect Western feminist ideas with Kazakh culture. For example, “my hands get stiff” becomes “like wood,” a natural image that strengthens the emotional effect and makes the feminist message clearer for Kazakh readers.

Tone adjustments make women’s voices stronger, highlighting their endurance and independence. Jo’s assertiveness and Beth’s gentle strength are expressed vividly, emphasizing women’s emotional resilience.

At the same time, omissions and simplifications slightly reduce some feminist nuances. These likely aim to make the translation smoother or culturally suitable but may lessen the critical tone toward gender inequality.

Despite these changes, the translation remains faithful to the novel’s feminist spirit. It presents women as capable, emotional, and strong, while reflecting local cultural values. The translator acts as a cultural mediator, balancing accuracy and ideology to ensure the story resonates with Kazakh readers.

Overall, the translation preserves and sometimes amplifies feminist themes, showing how women’s experiences and struggles are reinterpreted within a Kazakh cultural framework.

Results

The comparative analysis of 15 extracts from Little Women and their Kazakh translations revealed various translation techniques shaping how gender and feminist meanings appear in the target text. The Kazakh version not only preserves but often amplifies Alcott’s feminist message through stylistic and cultural adaptation.

1. Distribution of Translation Techniques

Approximately : Explicitation – 24%, cultural adaptation – 21%, direct translation – 18%, tone adjustment – 15%, omission – 9%, sentence structure adjustment – 7%, naturalisation – 4%, substitution – 2%

The prevalence of explicitation and cultural adaptation indicates an effort to clarify gendered meanings and preserve the feminist tone.

2. Feminist Effect of Translation: Amplified – 47%, preserved/neutral – 40%, diluted/erased – 13%

Almost half of the examples amplify feminist ideas, particularly through stronger emotional language and imagery. Jo’s confidence and Beth’s domestic exhaustion are rendered more vividly, emphasizing women’s inner strength and resistance to gender norms.

3. Thematic Observations: Stronger female voice: Expressive and emotional language highlights women’s experiences (e.g., “тап бір ағаш дерсің”); Cultural sensitivity: Western feminist ideas are localized without losing meaning; Selective omission: Some minor details are omitted, slightly softening tone but preserving core ideas; Balanced gender portrayal: Both gentle femininity (Beth) and assertiveness (Jo) are maintained.

4. Overall Findings

The translation reflects a feminist orientation, using creative linguistic and cultural strategies to reinforce gender representation. The translator acts as a cultural mediator, reshaping the text to be both emotionally powerful and ideologically progressive for Kazakh readers.

Conclusion

The Kazakh translation of Little Women successfully balances feminist ideals with local cultural norms. Through explicitation, tone adjustment and cultural adaptation, the translator maintains the novel`s feminist essence while making it culturally resonant. Minor omissions do not diminish the portrayal of women as emotionally strong and independent. Overall, the translation contributes to the development of a feminist perspective in Kazakh translation studies.

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TRANSLATION STRATEGIES OF IDIOMS IN ENGLISH AND UZBEK

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Abstract. *This article examines the strategies employed in translating English idioms into Uzbek and vice versa, drawing on established theoretical frameworks and empirical findings in translation studies and contrastive linguistics. The study identifies common translation difficulties, evaluates the effectiveness of frequently used strategies, and discusses their pedagogical implications for foreign language teaching. The findings indicate that equivalence-based translation, paraphrasing, cultural substitution, and dynamic equivalence are the most common strategies, though certain idioms necessitate creative adaptation to preserve their pragmatic effect.*

Keywords: *idioms, translation strategies, English Uzbek translation, dynamic equivalence, cultural substitution, contrastive linguistics.*

INTRODUCTION.

Idioms—fixed expressions whose meaning cannot be deduced from the literal meanings of their components—pose a perennial challenge in translation. When translating between English and Uzbek, translators must grapple not only with lexical and syntactic non-equivalence but also with cultural nuances, connotative meanings, and pragmatic effects. In a lingvodidaktika (language didactics) context, understanding and teaching idiomatic translation is especially important: learners of English (or Uzbek) often struggle to interpret or produce idioms, and without effective strategy, meaning can be lost or misrepresented.

Translation theory offers several frameworks for handling idioms, from Eugene Nida's dynamic vs. formal equivalence to sense-for-sense translation, paraphrase, and cultural substitution. But theory alone is insufficient: practical studies of English–Uzbek idiom translation reveal specific patterns, difficulties, and strategies tailored to these languages' linguistic and cultural structures.

Methodology and literature review. This research is based on a qualitative literature review combined with contrastive analysis of empirical studies. Key sources include peer-reviewed journal articles, conference papers, and dissertations that focus on English–Uzbek idiom translation. For analysis, I selected studies that explicitly discuss strategies (e.g., paraphrase, equivalence, substitution) and challenges in translating idioms, such as: Shakhzod Turaev's thesis on the difficulties and strategies in translating English idioms into Uzbek [5]. Ozoda Eshmurodova's analysis of translation subtleties in English and Uzbek idioms [11]. Laylo Azimova's contrastive study of idiomatic expressions in both languages [8]. Khursandoy Geldiyeva's paper on adaptation and equivalence issues [3]. Comparative linguistic research by Guzal Djumaeva on semantic and cultural features of idioms [9]. Practical problems in equivalence from Go'zal Nurmatova & Doniyor Yusupov [10].

Results: From the literature, the following translation strategies emerge as commonly used and effective in the English–Uzbek idiom context:

- *Literal translation (word for word):* Some idioms are translated nearly literally when their components map reasonably well into Uzbek. However, this often fails when cultural meaning is essential;

- *Paraphrase / sense for sense translation:* Translators restate the meaning of the idiom rather than translating it directly, preserving semantic content at the cost of structural form. This is widely used;

- *Cultural (or pragmatic) substitution:* Idioms are replaced by an equivalent expression in the target language that carries similar connotative or cultural force.

- *Descriptive translation (explicitation):* When no idiomatic equivalent exists in the target language, translators may describe the meaning, sometimes adding a short explanation.

- *Dynamic equivalence:* Inspired by Nida's theory, this strategy seeks functional equivalence, prioritizing response in the target-language audience.

- *Creative adaptation / metaphor mapping:* For highly figurative idioms, translators may recreate a metaphor or adapt it creatively to preserve effect, even if wording changes.

- *Omission or neutralization:* In cases where idiom meaning is too foreign or untranslatable, translators sometimes neutralize figurative force, using a more general phrase.

These strategies are not mutually exclusive; many translators combine them depending on context, audience, and purpose.

Discussion and Analysis. Translation of idioms between English and Uzbek demands a sensitive balancing act between fidelity to the source text and readability or acceptability in the target language. One of the most frequently used strategies, paraphrase or sense-for-sense translation, addresses exactly this tension. By restating the idiomatic meaning rather than slavishly translating each word, paraphrase preserves the semantic core while avoiding awkwardness or loss of intended sense in Uzbek [7].

Dynamic equivalence, rooted in Nida's translation theory, is especially valuable in idiomatic translation. Under this strategy, the goal is to evoke a similar response in the target audience as the original text would in its audience. Because idioms are emotionally or pragmatically charged, preserving their effect may be more important than preserving their formal structure. This aligns with findings in Shakhzod Turaev's thesis, where strategies such as paraphrasing, cultural substitution, and dynamic equivalence were shown to more successfully render English idioms into natural, meaningful Uzbek expressions [5].

However, one challenge of dynamic equivalence is that it may require cultural adaptation—or even substitution—when the idiomatic imagery is deeply rooted in the source culture. Cultural substitution involves replacing an English idiom with an Uzbek idiom that carries a similar conceptual or emotional weight. For instance, if an English idiom refers to a culturally specific animal, object, or phenomenon, a translator might substitute an Uzbek idiom invoking a culturally resonant metaphor.

Creative adaptation or metaphor mapping offers another route. Translators may reimagine the metaphor in the target language using different metaphoric imagery but preserving the idiom's expressive function. In some cases, this can produce a translation that is both idiomatic and culturally resonant. According to Turaev's thesis, metaphor mapping was among the successful strategies when literal equivalents were unavailable [5]. Creative adaptation, however, requires a high degree of linguistic creativity and cultural sensitivity; poor adaptation may distort the original intent or confuse the reader.

Theoretical frameworks such as sense-for-sense translation and dynamic equivalence have limitations. Pure sense-for-sense translation may strip the idiosyncratic flavor or metaphorical density of idioms. Dynamic equivalence may require heavy adaptation that risks departing too far from the source expression. There is no one-size-fits-all strategy: effective translation is context dependent.

In addition, practical challenges remain. Translators may not always have access to native-level cultural insight, and may struggle to find equivalent idioms in the target language. In pedagogical contexts, learners often lack the vocabulary and cultural knowledge to produce or interpret idiomatic substitutions. Therefore, blended teaching methods—combining translation exercises, metalinguistic discussion, and authentic input—are essential.

Conclusion. Idioms in English and Uzbek present unique challenges in translation due to their figurative nature, cultural embeddedness, and phraseological rigidity. From a pedagogical perspective, teaching these strategies in foreign language classes supports learners' ability to interpret and produce idiomatic expressions. A contrastive, functional, and context-aware approach—supported by modern digital

resources—is most effective. Specifically, language learners benefit from metalinguistic reflection, corpus-based exercises, and translation tasks that ask them to negotiate meaning across languages and cultures.

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TURLI TILLAR SHE’RIYATI TARJIMASIDA LINGVOPOETIK UYG‘UNLIK VA MILLIY RUHNING IFODALANISHI

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Annotatsiya. *Ushbu maqolada turli tillar she’riyati tarjimasida lingvopoetik uyg‘unlikni ta’minlash hamda milliy ruhni yetkazish masalalari ilmiy-nazariy jihatdan tahlil qilinadi. She’riy matn tarjimasi jarayonida obrazlilik, badiiy uslub, ritm va qofiya kabi poetik unsurlarning boshqa tilga ko‘chirilishi tarjimon oldiga murakkab vazifalarni qo‘yadi. Tadqiqotda ana shu jarayonning o‘ziga xos qiyinchiliklari, tarjimonning lingvopoetik kompetensiyasi va milliy mentalitetni aks ettirishdagi ijodiy yondashuvlari yoritiladi.*

Kalit so‘zlar: *she’riy tarjima, lingvopoetika, poetik uyg‘unlik, milliy ruh, badiiy obraz, ritm va qofiya, tarjimon mahorati, milliy mentalitet, badiiy tarjima..*

KIRISH.

Tarjima jarayonida asl poetik asarning lingvopoetik uyg‘unligi va milliy ruhini saqlash mexanizmlarini aniqlashdan iborat. Asosiy vazifa — til, ritm, obrazlilik va madaniy realiyalar kabi komponentlarning qaysi biri eng aniq va badiiy jihatdan to‘liq yetkazilishni talab qilishini belgilash, shuningdek matnning badiiy yaxlitligini asrashga yordam beruvchi samarali tarjima strategiyalarini aniqlashdir. Poetik vositalarning estetik qabulga ta’sirini tahlil qilish hamda asarning talqiniga madaniy kontekstning ta’sirini o‘rganishni o‘z ichiga oladi.

Poetik matnning badiiy-til hodisasi sifatidagi tabiati, asl matnda obrazlar, ramzlar va lingvopoetik struktura orqali namoyon bo‘ladigan milliy ruhni tarjimada yetkazish usullari va mexanizmlaridir. Tarjimonning forma va mazmun uyg‘unligini qay tarzda saqlashi, tarjima matnining o‘quvchida asl asarga teng emosional va estetik ta’sir uyg‘otishga qanchalik erisha olishi alohida e’tiborda turadi. Lingvopoetika tildagi vositalar bilan badiiy ifodalilikning o‘zaro munosabatini o‘rganib, so‘zning estetik effekt va emosional ta’sirni qay tarzda shakllantirishini tahlil qiladi. Poetik tilda obrazlilik, metaforiklik, ritmik tuzilish va tovush tashkiloti kuchayib, matnning badiiy zichligi va ichki uyg‘unligini yaratadi. Poetik nutq muallifning individualligiga tayanib, undagi har bir detal ma’no chuqurligini ochishga xizmat qiladi. Badiiy matnda milliy ruh madaniy kodlar, ramzlar, an’anaviy obrazlar va xalq dunyoqarashi orqali namoyon bo‘ladi. U asarning takrorlanmas ohangi va badiiy olamini belgilaydi. Poetik til bilan milliy-madaniy xususiyatlarning uyg‘unlashuvi lingvopoetik harmoniya yaratadi va uni tarjimada ehtiyotkorlik, badiiy sezgirlik va yuqori aniqlik bilan yetkazish talab etiladi.

Milliy ruh etnosning dunyoqarashini shakllantiruvchi madaniy kodlar va til birliklarining murakkab sintezidir. Uning asosiy tashuvchilari milliy-madaniy konseptlar bo‘lib (masalan, rus an’analaridagi “тоска”, “воля”), ular tarixiy tajriba va qadriyatlar tizimini mujassamlashtiradi. Poetik matnga etnik belgililikni maxsus obraz-ramzlar (береза, степь, сакура), idiomatik birliklar va ritmik naqshlar beradi. Bu elementlar lingvokulturologik yashirin ma’noni shakllantirib, tarjimada maxsus strategiyalarni talab qiladi.

Madaniy jihatdan belgilangant leksik va frazeologik birliklar ko‘pincha to‘g‘ridan-to‘g‘ri ekvivalentga ega bo‘lmaydi. Ayniqsa, etnik tasavvurlar va an’analar bilan bog‘liq metafora, ramz va obrazlarni tarjima qilish murakkabdir. Shuningdek, asarning ohangdorligini shakllantiruvchi ritm, melodika va poetik usullarni to‘liq yetkazish qo‘shimcha qiyinchiliklar tug‘diradi. Har qanday nomuvofiqlik ma’noga putur yetkazishi, emosional

ta’sirni susaytirishi va madaniy o‘ziga xoslikni yo‘qotishi mumkin. Shu bois tarjimondan yuqori darajadagi badiiy sezgirlik, aniqlik va professionallik talab etiladi.

Lingvopoetik uyg‘unlikni tarjimada saqlashda ekvivalentlik va moslashtirish strategiyalari muhim ahamiyatga ega. Ekvivalentlik va adaptatsiya strategiyalari muhim ahamiyatga ega. Ekvivalentlik — ma’no va emotsional ta’sirni saqlashga yordam beradi, adaptatsiya esa madaniy kontekstni o‘quvchiga yaqinlashtiradi. Poetik shaklni, madaniy realiyalarni va obrazlar tizimini saqlash tarjimaning badiiy qiymatini oshiradi.

Masalan, Yeseninning «…В саду горит костер рябины красной» satrining «…In garden blazes red mountain-ash» deb tarjima qilinishi «рябина» obrazining milliy-poetik rangini yo‘qotadi. Xuddi shuningdek, o‘zbek poeziyasidagi «Sarvi xandoning yuziga chang tushsa» iborasining «If dust falls on the face of a beauty» deb tarjima qilinishi «sarvi xandon» milliy-simvolik obrazini batamom yo‘qotadi. Ekvivalentlik mazmuniy chuqurlik va badiiy ta’sirni iloji boricha to‘liq saqlashga, moslashtirish esa matnni o‘quvchining madaniy tajribasiga mos ravishda qabul qilinishini osonlashtirishga xizmat qiladi.

Poetik shaklning — ritm, qofiya, tovush takrorlari — saqlanishi asarning melodikasi va estetik jozibasini ta’minlaydi. Madaniy realiyalarni tarjima qilishda tarjimon funksional analoglar topishi yoki zarur hollarda izohli yondashuvdan foydalanishi mumkin. Bunday strategiyalar milliy ruh va asarning badiiy yaxlitligini tarjimada imkon qadar to‘liq aks ettirishga yordam beradi.

Rus, g‘arb va o‘zbek tarjima maktablari tarjimani tilarni o‘zgartirish emas, balki madaniyatlararo muloqot deb biladi. Asosiy maqsad - nafaqat so‘zlamarni, balki asarning milliy ruhi va badiiy qadrini saqlab qolishdir.

Asosiy tamoyillar:

- Madaniy xotira va dunyoqarashni yetkazish (Gak, Ter-Minasova)
- Madaniyatlar o‘rtasida vositachilik (Bassnett, Karau lov)
- Asarning o‘ziga xosligini saqlash (Venuti)
- Asarning hissiyoti va ritmini qayta yaratish (Paund)
- Milliy tafakkur va tasvir tizimini hisobga olish (Qodiriy, Vahobov)
- Ikkala xalq ma’naviyatini tushunish (Muhammad Yusuf)

Xulosa qilib aytganda, rus, g‘arb va o‘zbek tarjima maktablari namoyondalarining fikrlari tarjimaning lingvistik jarayondan ko‘ra madaniy vositachilik vazifasiga ko‘proq e’tibor qaratish zarurligini aniq ko‘rsatadi. V.G.Gak, S.Bassnett va A.Qodiriy kabi olimlarning ta’kidlashicha, samarali tarjima ikki madaniyat o‘rtasida so‘zma-so‘z ko‘chirish emas, balki diqqat bilan o‘zaro munosabatdir. Bu L.Venutining “o‘ziga xoslik” tamoyilini, E.Paundning ritm va hissiyotni aks ettirish talabini va M.Yusufning tarjimon ikki xalqning ma’naviyatini tushunish zarurligi haqidagi da’vatini o‘z ichiga oladi. Ushbu yondashuv tarjimaga nafaqat matnni, balki uning madaniy konteksti va badiiy qadrini saqlab qoladigan san’at sifatida qaraydi.

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TRANSLATION CHALLENGES OF CULTURAL REALITIES AND STRATEGIES FOR OVERCOMING THEM

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Abstract. *This article provides a comprehensive analysis of translation issues related to cultural realities—unique concepts, objects, and expressions rooted in a particular culture. It explores types of cultural realities, the linguistic and cultural barriers they create, and the factors contributing to translation difficulties. The article further offers an expanded and detailed discussion of practical translation strategies such as borrowing, descriptive translation, adaptation, cultural substitution, functional equivalence, and the use of footnotes. By integrating theoretical perspectives and practical examples, the article demonstrates that achieving accurate and culturally sensitive translation requires not only linguistic proficiency but also deep intercultural competence.*

Keywords: *cultural realities, translation difficulties, intercultural communication, equivalence, adaptation, descriptive translation, pragmatic meaning, culture-bound elements.*

INTRODUCTION.

Every language reflects the lifestyle, values, history, and worldview of the people who speak it. Because of this deep cultural connection, translation is not merely the transfer of words; it is the transfer of culture. Among the most challenging aspects of translation are cultural realities—also known as realia—which carry unique cultural meanings and often lack direct equivalents in the target language.

Cultural realities include names of traditional dishes, clothing, holidays, geographical features, social institutions, historical phenomena, idioms, metaphors, and many other culture-specific items. When translators encounter such elements, they must make choices: preserve the original form, replace it with something similar, explain it, or combine several strategies. Each decision affects how the target reader understands the text.

The aim of this article is to analyze the main translation challenges of cultural realities and offer expanded explanations of effective strategies for overcoming these challenges. The discussion is supported by examples from various languages and cultures.

Understanding Cultural Realities

Definition and nature of cultural realities

Cultural realities are linguistic units referring to objects, concepts, phenomena, or traditions rooted in the source culture. They may evoke emotional, historical, or symbolic meanings that are not shared by speakers of other cultures.

These terms often resist literal translation because:

- The target language may not have a similar concept.
- The cultural significance may be unknown to foreign readers.
- The term may have multiple layers of meaning.

Categories of cultural realities

Scholars classify cultural realities into several broad groups:
a) Geographical realia
Mountains, rivers, deserts, climate-specific terms
Example: Aral Sea, Kyzylkum Desert
b) Ethnographic realia
Traditional clothing, cuisine, crafts, rituals, lifestyles
Example: kimono, hanbok, plov, yurt, chaihana
c) Social and political realia

Institutions, administrative units, political systems, educational structures
Example: senate, mahalla, soviet
d) Cultural and historical realia
Historic events, symbols, celebrations
Example: Nowruz, Thanksgiving, Samarkand Registan
e) Idioms and phraseological units
Figurative expressions tied to cultural references
Example: “Ko‘ngli tog‘dek ko‘tarildi” (Uzbek)
Each type may require different translation strategies.

Translation Challenges of Cultural Realities

Linguistic non-equivalence

Many cultural terms simply do not have a direct translation. For instance, sumalak has no exact English equivalent because the dish is unique to certain Central Asian cultures.

Cultural differences and unfamiliarity

Target readers may not understand the cultural background of the term. Words like yurt, dacha, banyas require explanation for non-native audiences.

Connotative and emotional meanings

Some words contain strong emotional resonance in the source language.
Example: Uzbek word “ona yurt” (“motherland”) carries deep patriotic feelings.

Context-dependent interpretation

Cultural realities often depend heavily on context, making literal translation inadequate.

Idiomatic expressions and metaphors

Idioms rarely translate literally. Losing metaphor destroys stylistic and cultural flavor.

Reader expectations and text function

Translators must consider:
• Who is the reader?
• What is the text’s purpose?
• Should the translation be foreignized or domesticated?

Risk of cultural distortion

Inaccurate translation may lead to misinterpretation, strengthening stereotypes or misunderstanding cultural practices.

Strategies for Translating Cultural Realities

Borrowing (Transliteration or Transcription)
The original word is preserved in the target language.
Useful when:
• The word is culturally significant
• No equivalent exists
• It adds authenticity
Example: plov, kimono, sushi, Navro‘z

Advantages: authenticity is preserved.
Disadvantages: may confuse readers unfamiliar with the culture.

Descriptive Translation (Paraphrasing)

The translator explains the meaning using descriptive phrases.
Example:
sumalak → "a traditional sweet paste made from germinated wheat"
Advantages: clarity for readers
Disadvantages: loses brevity and stylistic effect

Cultural Substitution (Adaptation)

Replacing the source expression with a culturally familiar one.
Example:
chaihana → "tea house"
mahalla → "local community neighborhood"
Advantages: improves readability
Disadvantages: may distort cultural uniqueness

Functional Equivalence

Translating based on purpose or function rather than literal meaning.
Example:
Navro'z → "a spring festival celebrating renewal and new beginnings."

Footnotes and Endnotes

Used mainly in academic or literary works to provide additional explanations.
Example:
"Navro'z (a centuries-old spring celebration in Central Asia)…"

Combination of strategies

Often, translators combine multiple approaches:
• Borrowing + description
• Description + footnote
• Substitution + functional equivalence
Example:
yurta → "yurt, a portable round tent used by nomads"
Combining strategies preserves both meaning and clarity.

Factors Influencing Strategy Choice

Text type
• Literary texts demand cultural preservation.
• Technical texts require clarity.
• Media texts need readability.
Audience knowledge
A translation for specialists may keep original realia, while translations for general audiences require adaptation.
Translator's cultural competence
A translator must understand both cultures deeply to avoid errors.
Purpose of translation

Whether the translation aims for:
• foreignization (to preserve culture), or
• domestication (to adapt for readers)

The Role of Cultural Competence in Translation

A translator must:

- Understand cultural context
- Interpret symbolic meanings
- Recognize hidden cultural references
- Maintain cultural harmony between languages

Cultural competence ensures that the translated text remains meaningful, accurate, and culturally respectful.

Conclusion

Translating cultural realities is a complex and delicate task. Cultural differences, lack of equivalence, emotional connotations, idioms, and historical associations create significant challenges. However, these challenges can be effectively managed through appropriate translation strategies such as borrowing, descriptive translation, cultural substitution, functional equivalence, and the use of notes.

A successful translation balances accuracy with cultural sensitivity. It allows readers from another culture to understand the original message while maintaining the cultural richness and authenticity of the source text.

Thus, translating cultural realities requires not only linguistic knowledge but also deep cultural awareness and analytical skill.

The translator becomes a cultural mediator, bridging two worlds through language.

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LINGUOCULTURAL FEATURES OF THE TRANSLATION OF LITERARY WORKS

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Abstract. *This paper examines linguocultural aspects of literary translation, showing how cultural differences shape meaning. It discusses literal and free translation strategies and emphasizes the role of cultural adaptation in achieving accurate and effective intercultural communication.*

Keywords*: translation, culture, adaptation, literal translation, free translation, linguocultural analysis.*

INTRODUCTION.

Translation is not only a process of converting words from one language into another; it is also a complex act of transferring cultural meanings, values, and worldviews. A translator functions as a cultural mediator, creating a bridge between two different linguistic and cultural systems. Therefore, translation always involves both linguistic and cultural interpretation, since the text being translated carries not only verbal information but also the cultural knowledge and worldview of its original speakers [1, 10].

The cultural dimension of translation has long been recognized by scholars. Petrus Danielus Huetius defines translation as "a text written in a well-known language that refers to a text in a less-known language" [2, 12]. This definition raises important cultural questions: Why do societies translate foreign texts? What motivates the transfer of ideas across cultural boundaries? According to S. Basnett, when one culture translates foreign texts, it often signals that those texts are perceived as valuable sources of knowledge or perspectives that the recipient culture feels it lacks. Translation thus becomes a way of enriching the target culture through external linguistic and conceptual resources.

Translation plays a crucial role in bringing new ideas into a culture, which may strengthen, challenge, or transform existing traditions. As Lawrence Venuti notes, translation is closely connected to power, ideology, and representation. The translator not only transmits meaning but also influences how the source culture will be perceived by the target audience [1, 18]. This raises important questions regarding agency: Who translates? For what purpose? What cultural values guide their decisions? Venuti emphasizes that translation is never neutral; it involves choices that can either reveal or obscure cultural differences.

The issue of trust in the translator is also central. Huetius discusses the idea of "trustworthy interpreters," referring to translators whose authority and cultural credibility allowed their versions – such as early translations of the Bible into Greek – to become accepted even when they contained inaccuracies. In such cases, the perceived trustworthiness of the translator outweighed the demand for literal precision [2, 20]. This shows that translation is both a cultural and social act, shaped not only by linguistic competence but also by the translator's cultural standing.

Taken together, these perspectives highlight translation as a multidimensional activity situated at the intersection of linguistic structure and cultural interpretation. This paper explores the linguocultural features of literary translation by examining the tension between literal and free translation, the role of cultural adaptation, and the translator's responsibility in shaping intercultural understanding. To illustrate these issues, the study

analyzes several case studies from different historical periods, demonstrating how translation decisions influence the representation of cultural meaning in the target language.

One of the central challenges in linguocultural translation is determining how much of the source culture should be preserved in the target text. This dilemma is traditionally described in terms of two opposite approaches: **literal translation and free translation**. Each approach prioritizes different aspects of the original text and offers different solutions to cultural differences. Literal translation attempts to reproduce the lexical, structural, and cultural features of the source text as closely as possible. Its goal is to immerse the target reader in the foreign culture, even if certain elements may seem strange or unfamiliar. In contrast, free translation involves extensive linguistic and cultural adaptation, aiming to make the text more relatable to the target audience by reducing foreignness. Goethe summarized these approaches by stating that either "the foreign author is brought to us" or "we go to the foreigner and adapt to their way of life, their language, their peculiarities" [3, 21]. Free translation often results in an excessive domestication of the text. By adapting cultural elements too heavily, the translator risks erasing important aspects of the source culture, giving readers the false impression that cultural differences do not exist. Historically, this practice has been widespread. Many early translations of Homer and Herodotus into Latin removed Greek cultural elements, replacing them with Roman concepts to make the works more familiar to Roman readers. Such strategies show how free translation can distort the cultural meaning of the original, reducing its authenticity.

At the same time, literal translation also presents significant problems. When a translator follows the structure and cultural logic of the source text too closely, the resulting translation may appear foreign, difficult, or even incomprehensible to the target reader. The principle "Everything that can be translated, should be translated" guided many translators of the 19th century who believed that preserving the original structure was essential. However, such an approach often fails to consider the linguistic norms, literary expectations, and cultural background knowledge of the target audience. This can hinder the reader's aesthetic appreciation of the work.

It is important to distinguish between **literal translation** and **literalism**. Literal translation is not inherently negative; it can be effective if it maintains clarity and respects the norms of the target language. If the transfer of meaning and structure does not violate linguistic or stylistic standards, a literal translation may successfully achieve equivalence. **Literalism,** however, is always considered negative. It involves blindly copying the surface structure of the source text without acknowledging linguistic or cultural differences. This leads to distortions, awkward phrasing, and a loss of artistic or emotional impact.

To address the cultural dimension of translation, scholars have proposed different levels of cultural adaptation. Cultural differences may create barriers to understanding that require additional contextualization, explanation, or modification during the translation process. When background knowledge is lacking, the pragmatic intent of the original may be lost. Consequently, translators must sometimes introduce cultural or pragmatic adjustments to ensure communicative equivalence.

For example, E. Nida notes that the English phrase "common people" had to be adapted into the Maya language as "people who live on the outskirts of the village," since in Yucatan culture, physical distance from the village center reflects social status [4, 16]. In another case, A. Neubert explains that translating Shakespeare's line "Shall I compare thee to a summer's day?" literally into Arabic may evoke negative associations, because a summer day in Arab culture is not associated with beauty but with heat. Replacing it with "a spring day" preserves the intended poetic effect [5, 66; 181].

Linguocultural differences are central to translation challenges. Even when words are translatable, their cultural associations may not exist in the target culture, causing misunderstandings that language alone cannot resolve. As A. Neubert notes, communication depends on shared background knowledge; when this differs across cultures, translation must compensate for lost contextual meaning [5].

A major difficulty is translating concepts with no direct cultural equivalent, such as social practices, religious ideas, or historical realities. Translators must decide whether to preserve, explain, or adapt these

elements, influencing how the target culture perceives the source. For example, E. Nida shows that “common people” was rendered as “people who live on the outskirts” in Maya, reflecting local social hierarchy [4, 16].

Linguocultural divergence also affects figurative language. A. Neubert describes translating Shakespeare’s “Shall I compare thee to a summer’s day?” into Arabic: a literal translation fails, so “summer day” becomes “spring day” to preserve the intended poetic and emotional effect [5, 66; 181]. These examples show that maintaining cultural and emotional resonance often outweighs formal equivalence.

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ПРОФЕССИОНАЛЬНЫЙ ПОРТРЕТ СПЕЦИАЛИСТА ОТРАСЛИ ТУРИЗМА: ЛИНГВИСТИЧЕСКИЙ ПОДХОД

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Аннотация. *в данной статье акцентируется внимание на том, что современный переводчик выполняет не только функцию лингвиста, но и роль культурного посредника, обеспечивающего взаимопонимание и эффективное общение между представителями различных народов и культур. Автор подробно рассматривает основные этапы переводческого процесса — от первоначального чернового варианта до финальной корректуры текста, а также анализирует ключевые приёмы преодоления лексических лакун и адаптации культурно-специфических элементов. Особое внимание уделяется исследованию роли переводческой компетенции в сфере туризма. Подчёркивается, что владение иностранными языками и умение применять переводческие стратегии являются неотъемлемой частью профессионального портрета специалиста туристической отрасли. Языковая подготовка рассматривается как важнейший фактор успешной межкультурной коммуникации, налаживания деловых контактов, повышения качества обслуживания туристов и укрепления международного сотрудничества. Таким образом, статья представляет собой синтез теоретических основ переводоведения и практических аспектов межкультурного взаимодействия в туристической сфере. Отмечается, что лингвистический подход способствует формированию специалистов нового поколения — высококвалифицированных, культурно компетентных, гибких и готовых к работе в условиях локализированного мира. В результате подчеркивается, что именно сочетание профессиональных языковых навыков, глубокого понимания культурных различий и способности к адаптации позволяет специалистам по туризму эффективно представлять свою страну на международной арене и способствовать развитию мировой туристической индустрии.*

Ключевые слова: *культурная адаптация, культура, лингвистика, лингвистические аспекты, коммуникация, межкультурная коммуникация, туризм, интерпретация.*

ВВЕДЕНИЕ.

Переводоведение является одной из важнейших дисциплин современной лингвистики. Оно соединяет в себе не только знания о языке, но и глубокое понимание культуры, истории и менталитета народов. Перевод — это не просто процесс замены слов с одного языка на другой. Это творческое и интеллектуальное действие, направленное на передачу смысла, эмоций и культурных особенностей оригинального текста [2]. Современный переводчик выступает не только как языковой посредник, но и как культурный интерпретатор. Его задача — сохранить баланс между точностью и естественностью, между буквальным значением и прагматическим эффектом высказывания. Именно поэтому важно рассматривать переводоведение не только с лингвистической, но и с культурной точки зрения, переходя от теории к реальной практике. Новейшая индустрия туризма, в свою очередь, требует от специалистов не только глубоких знаний о культуре, истории и географии, но и высокого уровня языковой подготовки [3]. Туризм — это сфера международного общения, где язык становится основным инструментом взаимодействия между представителями разных стран. Поэтому профессиональный портрет специалиста в туризме невозможно представить без лингвистического подхода. Владение

иностранными языками открывает возможности для успешной коммуникации, обслуживания клиентов, проведения экскурсий и заключения международных соглашений.

Лингвистическая сторона перевода связана с анализом языковых уровней — фонетического, морфологического, синтаксического, лексического и прагматического:

На фонетическом уровне важна правильная передача интонации, ударения и ритма речи, особенно в устном переводе.

Морфология и синтаксис требуют адаптации структуры предложения под нормы целевого языка. Например, в английском языке структура SVO (подлежащее–сказуемое–дополнение) часто перестраивается при переводе на русский или узбекский язык.

Лексика и семантика связаны с выбором эквивалентов, передачей многозначных слов и идиом.

Прагматика помогает понять истинные намерения говорящего и правильно передать коммуникативный эффект.

Лексические лакуны- когда в целевом языке отсутствует смысл исходного текста, являются одной из главных проблем. В таких случаях переводчик применяет парафраз, компенсацию, транслитерацию или описательный перевод. Для сохранения точности и выразительности используется сочетание приёмов: калькирование, подбор функционального аналога, а также адаптация синтаксических конструкций под естественный стиль речи.

Культура играет ключевую роль в понимании смысла. Переводчик должен учитывать различия в традициях, символике, юморе и национальных реалиях.

Например:

Выражения, связанные с едой, религией, историей или бытом, могут иметь особое значение, которое не всегда очевидно для иностранного читателя. Поэтому культурные элементы требуют адаптации:

Имена и названия передаются с помощью транслитерации или локализации.

Пословицы и фразеологизмы переводятся по смыслу или заменяются аналогами целевой культуры.

Юмор и каламбуры нередко требуют творческой переработки, чтобы вызвать тот же эмоциональный отклик.

Такой подход называется функциональной эквивалентностью — когда переводчик стремится не к буквальной точности, а к сохранению коммуникативного эффекта.

Немаловажную роль в художественном и аудиовизуальном переводе, играет и культурная адаптация, где контекст, стиль и эмоции должны быть максимально естественными для восприятия носителями целевого языка.

Переводчик, таким образом, становится посредником между культурами.

Применение теоретических знаний в практике перевода требует профессиональных навыков и гибкости мышления [4]. Перед началом своей нелёгкой работы переводчик анализирует исходный текст: определяет жанр, стиль, цель и аудиторию. Затем создаёт глоссарий с ключевыми терминами и их объяснением, и культурно-специфических элементов.

Практическая работа лингвиста требует чёткость и ясности, и в свою очередь делится на несколько основных этапов:

Черновой перевод — первичная передача смысла;

Редактирование — уточнение терминов, улучшение структуры.

Локализация — адаптация единиц измерения, дат, культурных реалий.

Финальная корректура — проверка ясности, логики и соответствия нормам целевого языка.

Интерпретатор должен владеть не только языком, но и предметной областью, разбираться в реалиях обеих культур и уметь работать с различными стратегиями перевода [5]. Только так можно добиться того, чтобы перевод звучал естественно и сохранял смысл оригинала. Лингвистический аспект в профессии специалиста по туризму проявляется во многих направлениях его деятельности, таких как:

Межкультурная коммуникация — где способность понимать и уважать культурные особенности клиентов из разных стран, является не маловажным компонентов данной деятельности. Хороший специалист не просто переводит слова, он передаёт эмоции, настроение и контекст, избегая недопонимания.

Профессиональная терминология - второй важный компонент. Туризм включает множество специфических терминов, связанных с гостиничным делом, транспортом, экскурсионным обслуживанием и маркетингом. Специалист должен уметь корректно использовать их на разных языках, чтобы выглядеть компетентно в глазах иностранных партнёров и клиентов.

Также значимым является лингвокультурный аспект. Каждый язык несёт в себе культурный код страны, а значит, специалист должен знать особенности речевого этикета, формы приветствий, обращений и благодарностей [6]. Это помогает выстраивать доверительные отношения и создавать положительный имидж компании.

Кроме того, владение несколькими языками способствует развитию когнитивных и коммуникативных навыков, повышает гибкость мышления и способность быстро адаптироваться в новых ситуациях — что крайне важно для работников сферы туризма, часто находящихся в международной среде.

Таким образом, переводоведение — это сложная и многогранная наука, объединяющая языковую точность и культурное понимание. Лингвистические аспекты обеспечивают правильность и грамматическую эквивалентность, а культурные — глубину и естественность восприятия. Переход от теории к практике требует постоянного совершенствования, расширения кругозора и развития межкультурной компетенции [7]. Переводчик становится не просто посредником между языками, а проводником между культурами, способным донести дух и смысл оригинала до новой аудитории. Именно в гармоничном сочетании лингвистических знаний и культурной чувствительности проявляется истинное мастерство переводчика.

Таким образом, профессиональный портрет специалиста в сфере туризма невозможно представить без лингвистической составляющей. Языковая компетентность является не просто инструментом общения, а ключом к профессиональному успеху, культурному взаимопониманию и развитию международного сотрудничества. Лингвистический подход помогает формировать специалистов нового поколения — образованных, культурно грамотных и готовых представлять свою страну на мировом туристическом рынке [1].

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CHALLENGES IN TRANSLATING EMOTIONAL CONNOTATION FROM ENGLISH INTO UZBEK

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Abstract. *This article explores the challenges of translating emotional connotations from English into Uzbek. Emotional nuances of words, including positive, negative, and neutral shades, often create difficulties for translators. Examples from literature, media, and everyday communication illustrate typical translation issues. The article highlights the importance of considering both linguistic and cultural contexts for accurate and effective translation.*

Keywords*: connotation, emotional meaning, translation, English, Uzbek, pragmatics, culture.*

INTRODUCTION.

Emotional connotation refers to the additional emotional or affective meaning that a word carries beyond its basic dictionary definition [Leech, 1981, p.12; Cruse, 2004, p.34]. These nuances are often subtle, and overlooking them can change the entire perception of the word in translation. For example, a seemingly neutral English word can carry positive or negative emotions depending on context, cultural background, and stylistic usage. Translators need to recognize these subtleties in order to preserve the intended effect in the target language. English words often include cultural, emotional, and stylistic nuances that may not have direct equivalents in Uzbek, which makes careful consideration of context essential [Yule, 1996, p.45; Hatim & Mason, 1997, p.78]. Translating emotional connotation requires attention to context, audience, and pragmatic function. For instance, words used in casual conversation may carry different connotations than words used in literature or formal writing. This article examines these typical challenges and provides examples from literary texts, media, and everyday speech, highlighting situations where translators face difficulty in conveying the intended emotional meaning.

Emotional connotations can carry positive, negative, or neutral meanings. Positive connotations include words such as cute, brilliant, and sweet, which convey affection, admiration, or approval. Negative connotations, such as skinny, crazy, or lazy, may carry subtle criticism or disapproval, while neutral words, including child, friend, or house, generally do not evoke strong emotions but can acquire shades of meaning depending on context. Translators must carefully consider these distinctions, as using an incorrect equivalent can misrepresent the original emotional intent [Crystal, 2008, p.67; Palmer, 1996, p.23].

Cultural and stylistic factors play a significant role in translation. English words may evoke certain emotions for native speakers that are difficult to convey in Uzbek. For example, the word dude, commonly used as a casual, friendly term in English, does not have a direct equivalent in Uzbek, and translators often choose

between aka or yigit, which partially convey the casual tone but may lose some cultural nuance. Similarly, the word home in English often evokes warmth and comfort, while its Uzbek equivalent uy may not fully transmit the same emotional resonance in all contexts [Newmark, 1988, p.45].

Lexical gaps present another challenge. Some English words do not have direct Uzbek equivalents, particularly slang, idioms, or words with culturally specific connotations. In such cases, translators must decide whether to use approximation, descriptive phrases, or brief explanations to preserve meaning. The tone and stylistic register of the text must also be adapted, ensuring that translations are natural and appropriate for the target audience [Hatim & Mason, 1997, p.80; Crystal, 2008, p.68].

Practical strategies for translators include analyzing context to choose the most accurate equivalents, considering the expectations and cultural knowledge of the audience, and maintaining the emotional tone

wherever possible. Footnotes or short explanations may be used when a direct equivalent does not exist [Karimov, 2019, p.34]. Careful attention to both linguistic and cultural aspects allows translators to produce texts that retain the emotional impact of the original English expressions.

In conclusion, translating emotional connotation is a complex process due to cultural, lexical, and pragmatic differences. Understanding these differences is essential for accurate translation. Translators must analyze the subtleties of each word, anticipate how it may be perceived by the Uzbek audience, and select the most suitable equivalents. This careful approach ensures that the translated text maintains its intended meaning, tone, and emotional effect. By carefully examining examples, translators can improve their skills and ensure that the target language text reflects the emotional and stylistic qualities of the source language. Such research is valuable not only for translation studies but also for language teaching, helping students understand the interplay between language, emotion, and culture in real-world translation tasks.

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TRANSLATION CHALLENGES AND POST-EDITING STRATEGIES OF AUTOMATICALLY TRANSLATED SUBTITLES IN YOUTUBE FOOD VLOGS

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Abstract. *This study explores the linguistic and cultural challenges encountered in automatically translated subtitles of YouTube food vlogs and proposes effective post-editing strategies. The research focuses on three popular channels — Refika's Kitchen, Nino's Home, and Cooking with Aisha — which represent diverse linguistic and cultural contexts. The analysis follows a qualitative descriptive method comparing raw machine translations with human-edited versions to identify lexical, idiomatic, and syntactic inconsistencies. Results reveal that most translation errors arise from domain-specific terminology, idiomatic expressions, and culturally embedded concepts that automated systems fail to interpret correctly. To address these issues, practical post-editing strategies are introduced, including specialized glossaries, contextual rewriting, cultural localization, and human-in-the-loop workflows. Implementing these methods reduced major translation errors by 68%, improving subtitle clarity and cultural relevance. The study concludes that although machine translation accelerates subtitling, it still depends on human expertise for semantic accuracy and intercultural authenticity in digital media.*

Keywords*: machine translation, post-editing, subtitles, cultural adaptation, YouTube vlogs.*

INTRODUCTION.

With the rapid expansion of digital communication, YouTube has become a dominant intercultural platform where food content serves as both entertainment and education. Culinary vlogs allow global audiences to experience national cuisines, yet automated subtitle translation often distorts meaning due to linguistic complexity and cultural nuance. According to O'Hagan, machine-translated audiovisual texts remain «linguistically unstable» despite neural model improvements [O'Hagan,2020, p. 115]. Baker further observes that translation in digital media «functions as re-contextualization rather than direct transfer» emphasizing its cultural dimension [Baker, 2018, p. 45].

Consequently, the primary objective of this paper is to identify the most recurrent translation errors in automatically generated subtitles of YouTube food vlogs and to formulate efficient post-editing techniques that can be practically applied in media localization workflows.

Literature Review

Machine translation (MT) technologies have gained momentum in subtitling, but several scholars stress their inherent limitations. Díaz-Cintas and Remael note that automatic systems «ignore pragmatic intent and fail to preserve register consistency» [Díaz-Cintas & Remael, 2021, p. 72]. Kenny adds that neural MT tools still «struggle with idiomaticity and discourse tone» especially in informal genres such as lifestyle or culinary vlogs [Kenny, 2019, p. 130].

Jiménez-Crespo highlights the necessity of human revision, stating that «raw MT output cannot achieve contextual adequacy without post-editing» [Jiménez-Crespo, 2022, p. 50]. Shterin underlines the cultural

dimension of food-related translation, describing emotional and sensory vocabulary as «untranslatable without adaptation» [Shterin, 2023, p. 210]. Collectively, these studies establish a theoretical foundation for the present research, confirming that automation must be balanced by human linguistic expertise.

Methodology

The study employs a qualitative descriptive method combining textual comparison and error analysis. Three globally recognized food vlog channels were selected.

Table 1 – Characteristics of the Analyzed YouTube Food Vlog Channel

No.	Channel Name	Country	Average Views per Video	Primary Language
1	Refika’s Kitchen	Turkey	2.5 million	Turkish / English
2	Nino’s Home	Vietnam	4.8 million	Vietnamese / English
3	Cooking with Aisha	USA	1.9 million	English

Table 2 – Comparative Examples of Automatic and Human Subtitle Translations

No.	English Subtitle	Auto-Translation (Kazakh)	Human-Edited (Kazakh)	Comment
1	Add a pinch of salt.	Тұздың қысқышын қосыңыз.	Бір шымшым тұз қосыңыз.	Incorrect literal word ('қысқыш' = pliers).
2	Whisk the eggs.	Жұмыртқаларды шайқаңыз.	Жұмыртқаларды араластырыңыз.	‘Шайқаңыз’ means shake, not mix.
3	Chop the herbs finely.	Шөптерді майдалап кесіңіз.	Жасыл шөптерді ұсақтап тураңыз.	‘Шөп’ means grass; proper context is 'жасыл шөптер'.
4	Let it simmer.	Оны қайнатыңыз.	Оны баяу отта пісіріңіз.	‘Simmer’ ≠ ‘boil’.
5	Preheat the oven.	Пешті жылытыңыз.	Пешті алдын ала қыздырыңыз.	Missed nuance of 'preheat'.
6	Piece of cake!	Торттың бөлігі!	Өте оңай!	Literal translation loses idiom meaning.
7	It’s my go-to recipe.	Бұл менің баруға арналған рецептым.	Бұл менің әрдайым жасайтын рецептым.	‘Go-to’ is idiomatic, not ‘baryға арналған’.
8	Don’t overdo it.	Оны артық жасаңыз.	Шамадан тыс істемеңіз.	Auto-translation reverses the meaning.
9	Let’s dig in!	Қазып алайық!	Ас болсын!	English idiom for eating translated literally.
10	It turns out perfect every time.	Бұл әрқашан мінсіз болып шығады.	Әр жолы мінсіз шығады.	Human version more natural.
11	When it’s ready, serve	Ол дайын болған кезде дереу қызмет	Дайын болған соң бірден ұсыныңыз.	Better word order and coherence.

	immediately.	етіңіз.		
12	Now we mix all the ingredients together.	Енді біз барлығын ингредиенттерді бірге араластырамыз.	Енді барлық ингредиенттерді бірге араластырамыз.	Corrected syntax and word order.
13	Make sure it doesn’t burn.	Оның күйіп кетпейтініне көз жеткізіңіз.	Күйіп кетпеуін қадағалаңыз.	More concise and coherent.
14	You can see how fluffy it looks.	Сіз оның қаншалықты үлпілдек болып көрінетінін көре аласыз.	Қараңызшы, қаншалықты үлпілдек!	Human version smoother.
15	Bake for 350°F.	350°F-та пісіріңіз.	175°C-та пісіріңіз.	Adapted to Celsius for local context.
16	Like my grandma used to make.	Менің әжем жасағандай.	Біздің әжелеріміз жасайтын үй тағамындай.	Localized for warmth and culture.
17	Serve it for Thanksgiving.	Оны Рақмет айту күніне ұсыныңыз.	Оны мереке дастарханына ұсыныңыз.	Adapted to local holidays.
18	Add heavy cream.	Ауыр кілегей қосыңыз.	Қою кілегей қосыңыз.	Literal mistranslation corrected.
19	Street-style noodles.	Көше стиліндегі кеспе.	Көшеде сатылатын кеспе сияқты.	Localized for cultural understanding.
20	Family dinner vibes.	Отбасылық кешкі ас дірілдері.	Отбасылық кешкі ас атмосферасы.	Cultural adaptation of 'vibes'.

Automatic subtitles were translated (English → Kazakh) via YouTube’s Auto-Translate function and compared with human post-edited versions. Evaluation criteria included lexical precision, idiomatic accuracy, syntactic coherence, and cultural adaptability.

The analytical framework followed Jeremy Munday’s taxonomy of translation errors - semantic, syntactic, and pragmatic types [Munday, 2016, p. 98]. Each error was documented and categorized according to its linguistic level and communicative effect.

Results and Discussion

The most frequent issue concerned lexical misinterpretation of culinary terminology. For instance, in Refika’s Kitchen, the ingredient «semolina» appeared in Kazakh as «powdered salt» showing semantic confusion. Similarly, Nino’s Home mis-translated «butter» as «light bulb» an obvious contextual error. These findings align with Jiménez-Crespo’s argument that MT «lacks domain-specific lexicons» [Jiménez-Crespo, 2022, p. 50].

Idiomatic expressions posed further difficulties. Phrases such as «That’s to die for!» were rendered literally as «to die quickly» stripping the intended enthusiasm. Díaz-Cintas considers this «idiomatic flattening» a common problem where emotional tone disappears in literal translation. A proper post-edited rendering - «Бұл тағам ерекше дәмді!» («This dish is exceptionally delicious!») - restores both meaning and tone.

Food discourse is deeply intertwined with culture. In Cooking with Aisha, the expression «soul food» was automatically rendered as «жан тағамы» («food of the soul»), which is semantically correct yet culturally empty. Baker recommends functional equivalence, where translators replace unfamiliar concepts with locally

meaningful analogues. Therefore, «traditional Southern cuisine» would better communicate the cultural reference.

Another dimension concerns grammatical structure. Neural MT frequently omits plural or aspect markers in agglutinative languages such as Kazakh and Turkish. Kenny attributes this to «insufficient morphological modeling». In one case, «They are boiling the eggs» became «Ол жұмыртқа қайнауда», omitting plurality and subject clarity. Such errors compromise viewer comprehension and must be corrected during post-editing.

Overall, the analysis confirms that lexical, idiomatic, and cultural layers are interdependent. When an idiom fails, it often triggers grammatical or pragmatic distortions. Consequently, post-editing cannot be reduced to surface correction; it demands interpretive competence and cultural literacy from editors. As O'Hagan [[O'Hagan,2020, p. 115] observes, «AI subtitling succeeds technically but fails socially» - a pattern fully reflected in this study's dataset.

To mitigate the identified challenges, the following strategies are proposed:

1. Domain-Specific Glossary Creation – Building MT glossaries for cooking ingredients ensures lexical stability.
2. Context-Driven Rewriting – Editors should favor sense over word-for-word equivalence to maintain pragmatic coherence.
3. Cultural Localization – Replace culturally bound terms with functional equivalents recognizable to the target audience.
4. Morphological Verification – Apply grammar-checking tools (e.g., DeepL Write, Grammarly) to correct agreement and aspect.
5. Human-in-the-Loop Workflow – Combine MT speed with expert human supervision for balance between efficiency and authenticity.

The analysis of the English-to-Kazakh auto-translation employed a robust methodological framework, drawing upon Jeremy Munday's taxonomy of translation errors to categorize linguistic faults. The primary goal of the study was to quantify the effectiveness of human post-editing methods, which prioritize lexical precision, idiomatic accuracy, syntactic coherence, and cultural adaptability.

Conclusion

The research demonstrates that automatically translated subtitles in YouTube food vlogs remain prone to semantic, idiomatic, and cultural inaccuracies. Purely algorithmic translation fails to convey the emotional and contextual richness of culinary discourse. Integrating human post-editing - especially through domain glossaries and cultural adaptation - significantly enhances translation quality. The study supports a hybrid approach where human expertise complements AI automation, ensuring accessible and culturally faithful global communication.

Moreover, the findings highlight the growing necessity of interdisciplinary collaboration between linguists, software developers, and media professionals. The implementation of food-domain lexicons in neural MT models could substantially reduce lexical ambiguities in the future. These insights may serve as a methodological basis for further research on subtitling quality in other informal genres, such as travel or lifestyle vlogs. Ultimately, this study contributes to the broader understanding of how technology and human creativity can jointly improve intercultural translation in digital media environments.

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TILLARARO FRAZEOLOGIMZLAR: QIYOSIY TAHLIL. (TOJIK, O‘ZBEK VA INGLIZ TILLARI MISOLIDA)

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Annotatsiya. *Frazeologizmlarni boshqa tillarga tarjima qilish murakkab jarayon hisoblanadi. Ayniqsa, tarjima jarayonida frazeologizmlarning semantik va stilistik vositalarni saqlab qolish tarjimon oldida turgan muhim vazifalardan biridir. Ushbu maqolada tojik tilidagi frazeologik birliklarning o‘zbek va ingliz tillariga tarjima qilinish, tarjima jarayonida uchraydigan muammolar va ularning yechimlari tahlil qilinadi.*

Kalit so‘zlar: *Frazeologik birliklar, qiyosiy tahlil, madaniy ahamiyat, tarjima, idioma, madaniy ekvivalentlik, semantika.*

KIRISH.

Frazeologik birliklar har bir tilning boy xazinasi hisoblanadi. Ular xalqning madaniyati, tarixi, urf-odati va dunyoqarashini o‘zida mujassam etgan bo‘lib, tilda asosan tayyor ibora, so‘z birikmalari shaklida ifodalanadi. Frazeologik birliklar tilda ko‘p yillik tarixiy jarayon mahsuli bo‘lib, bevosita o‘xshatish, kinoya, ramziy ma’nolarni o‘zida aks ettiradi.

Frazeologik birliklar – bu doimiy so‘z birikmalari bo‘lib, ular bir butun ma’no anglatadi va so‘zma-so‘z tarjima qilinganda asl ma’nosi buziladi. Tilshunoslikda frazeologizmlarning quyidagi asosiy turlari ajratiladi:

Idiomalar: masalan, Boshi osmonda; On the nine cloud; It yotish mirza turish; Dog’s life.

Maqollar: masalan, Qarilikni donolik bezar – yoshlikni kamtarlik; Young men think old men fools, and old men know young men to be so.

Matallar: masalan, Kiyimning yangisi yaxshi – do‘stning eskisi; Old friends and old wine are best; Yolg‘onchining tili kalta; Lies have short legs.

Maqol, matal hamda idiomalar tarjimasi muammosini tahlil qilganda, mavjud adabiyotlarda ushbu masalaga oid turli xil yondashuvlar va qarashlarga duch kelish mumkin. Maqol, matal va idiomalar tarjimasida uch tamoyil hukm suradi: 1. Asl nusxadagi frazeologizmga tarjima tilidan teng qiymatli ekvivalent qidirib topish; 2) asar o‘girilayotgan tildan mos keluvchi muqobil variant topib qo‘yish; 3) frazeologizmni, aynan, so‘zma-so‘z tarjima qilish. Har uchala hol ham uchramagan taqdirda tarjimon ularning umumiy ma’nosini aks ettirish bilan kifoyalanishga majbur bo‘ladi .

Frazeologizmlar tilning obrazliligi va ifoda vositalarining xilma-xilligini oshiradi. Ular tarjimada esa eng ko‘p muammo keltirib chiqaruvchi birliklardandir.

Tojik tili forsiy tillar guruhiga mansub bo‘lsa-da, uzoq yillar davomida o‘zbek tili bilan yonma-yon yashab, ko‘plab umumiy va yaqin frazeologik birliklarni shakllantirgan. Masalan:

Аввал андеша баъд гуфтор (maqol) – Avval o‘yla keyin so‘yla – First think then speak.

Аз гаҳвора то қабр илм омӯз (hadis) – Beshikdan qabrgacha ilm o‘rgan – Live and learn.

Дилбастаи касе шудан (idioma) – bu ibora "kimnidir sevib qolmoq" degan ma’noni beradi. O‘zbek tilida ham shunga yaqin "ko‘ngil bermoq", "bog‘lanmoq" degan frazeologizmlar mavjud. Ingliz tilida esa, ushbu idiomaning analogi, “to fall in love” hisoblanadi.

Ko‘rinib turibdiki, o‘zbek va tojik tillari o‘rtasidagi frazeologik moslik ancha yuqori. Bu, avvalo, hududiy yaqinlik va tarixiy-madaniy aloqalar natijasidir.

Tojik tilidan o‘zbek tiliga frazeologik birliklarni tarjima qilish nisbatan oson bo‘lib, ko‘pincha ekvivalentlar mavjud bo‘ladi. Biroq ayrim hollarda ularning to‘liq ma’nosini yetkazish uchun kontekstga mos tarzda tarjima qilish zarur bo‘ladi.

Misol tariqasida Sadriddin Ayniyning “Eski maktab” hamda “Sudxo‘rning o‘limi” qissalarida uchraydigan ayrim frazeologik birliklarning o‘zbekcha va inglizcha tarjimalarini tahlilga tortamiz. Masalan:

Халифа бо бардошта шудани чӯби мактабдор мананди саги бегонаи барои ангурдуздӣ ба боғе даромада ва ба боғбон вохӯрда, фарёдкунон ба ҳар тараф мегурехт. (Мактаби кӯҳна, с. 13)

Xalifa esa domlaning tayog‘i ko‘tarilishi bilan uzum o‘g‘irlash uchun boqqa kirib, bog‘bon tayog‘iga uchragan it kabi, dod solib, talvasalanar, har tomonga qochar edi. (Eski maktab, b. 10)

Ushbu ibora o‘zbek tiliga tarjima qilinganda frazeologik obraz yaxshi saqlanib qolgan.

Yana bir misol:

Ҳарчанд аз тарси чӯби мактабдор сари худро боло накунанд ҳам, ба ман нигоҳ карда ва ангуштҳояшонро пеши чашмҳояшон оварда, маро ба якдигар нишон медоданд. (Мактаби кӯҳна, с. 10)

Bolalar ham menga qarar va domla tayog‘idan qo‘rqqanlari sababli boshlarini ko‘tarmagan holda barmoqlarini ko‘z oldilariga keltirib bir-birovlariga meni ko‘rsatar edilar. (Eski maktab, b. 7)

Bu ibora ham o‘zbek tilida yaxshi ifodalangan, tarjimada so‘zma-so‘zdan ko‘ra, ma’noga urg‘u berilgan.

Ingliz tiliga tarjima jarayonida esa madaniyatlararo farq, ifoda vositalarining xilma-xilligi va semantik mosliklarning yo‘qligi muammo tug‘diradi. Ba’zi tojikcha iboralar ingliz tilida ekvivalent tarzda mavjud bo‘lsa, ayrimlari esa tushuntirish asosida (descriptive) yoki erkin tarjima yordamida ifodalanadi.

As soon as the stick was in the teacher’s hands, the Caliph, like a dog caught in a strange garden, ran around the room screaming (The Old School, p. 14)

Ingliz tilida tarjima frazeologik obrazni qisman saqlaydi, biroq "uzum o‘g‘irlash" elementi yo‘qolgan.

Without raising their heads, fearing the teacher’s stick, they pointed at me with their fingers pressed to their right eye. (Old school, p. 9).

Ushbu tarjimada frazeologizmning madaniy konteksti oddiyroq qilib tushuntirilgan.

Frazeologik birliklarning tarjimasi jarayonida ko‘plab qiyinchiliklar yuzaga keladi. Masalan, quyidagi gapga e’tibor qaratamiz.

Шумо чор танга диҳед! Ман ба ин суханони Қориишкамба чизе нагуфта ва гӯё ки сухани ӯро ношунида бошам, худро ба нофаҳмӣ задам. (Марги судхӯр, с. 20)

“Insof qiling uka,” dedi Qori Ishkamba menga qarab, “bularning har biriga to‘rt tangalik masalliq sarf bo‘lgan, aqalli o‘sha masalliqning pulini bering, tikish haqini sizga bag‘ishlasinlar”. (Sudxo‘rning o‘limi, b.14)

Ingliz tiliga esa faqat: “I remained silent, pretending not to understand his words” deb o‘girilgan. (The Death of the Usurer, p.47)

Bu frazeologizmning ingliz tilida aniq ekvivalenti yo‘q va u tushuntirish orqali ifodalangan. Tarjima jarayonida madaniy tafovutlar va ma’no yo‘qolishi ko‘zga tashlanadi.

Xulosa

Frazeologik birliklarni tarjima qilish har doim ham oddiy jarayon emas. Ayniqsa, ikki xil til oilasiga mansub tillar o‘rtasida (masalan, tojikcha va inglizcha) frazeologik birliklarni tarjima qilishda madaniyatlararo tafovutlar, leksik va semantik o‘xshashliklarning yo‘qligi muammolarni yanada kuchaytiradi.

Tojik va o‘zbek tillari o‘rtasida madaniy va tarixiy yaqinlik sababli frazeologik birliklarning tarjimasi nisbatan osonroq kechadi va ko‘p hollarda ekvivalent iboralar topiladi. Biroq ingliz tiliga tarjimada ko‘pincha erkin yoki tushuntirish asosida tarjima qilinadi, ba’zan esa asl ifodaning obrazliligi va ma’nosi yuqolib qoladi.

Shuning uchun tarjimon frazeologik birliklarni tarjima qilganda ularning madaniy va kontekstual mohiyatini chuqur anglab, zarur bo‘lsa, izohlar yoki tushuntirishlar kiritishi lozim. Bu nafaqat tarjimaning sifatini oshiradi, balki til va madaniyatlararo ko‘prik vazifasini bajaradi.

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DIFFERENT APPROACHES TO THE LINGUA-STYLISTIC ANALYSIS IN LITERARY TRANSLATION

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Abstract. *Lingua-stylistic analysis in literary translation has been oriented to the comparison and identification of similar features and a large amount of differences between the languages. There were held various theoretical and practical approaches, views toward the recognition of lingua-stylistic analysis in both languages, considering the linguistic and stylistic norms that peculiar for each language units. And, it is true, when the idea is directed to the literary translation itself, in order to demonstrate this analysis internally to gain the understandings among the languages, both origin one, and the translating.*

Keywords: *comparative linguistics, translation theory, lingua-stylistic analysis, comparative stylistics, learning functional style, semantic value, stylistic meaning.*

INTRODUCTION.

Comparative linguistics and translation theory are highly interconnected to each other, that one can redeemed the another, suggested for evaluating of translation practice, particularly in literary translation. Especially, in this case the role of Comparative Stylistics is remarked as the main science which can directs to the correct orientation. It is important to say, that "The comparative stylistics is relevant with comparative typology directly, studies the ways of analyzing the styles, literal terms and their structures. Accordingly, the analysis would be held in identification of their abstract level, semantics, the expressiveness of direct and indirect meanings" [Рахимов, 2016:110]. So, learning the style and terms which are used in literary text is very needful to understand the whole content, while conveying the meaning of them from one language to another. The approaches that classified by Russian scientists also remarkable to overview, related with the translation of literary text through linguistic points. As per V.V. Sdobnikov "Any translation should be begun by philological analysis of the context, including overall linguistic patterns and completed with the literary value" [Сдобников, 2007:58]. Thus, it has to be mentioned, that literary text translation involved not only the stylistic purposes of the content, but also linguistic structuralism of the utterances. It must not be forgotten that the linguistic analysis deals with the literary text's inner linguistic creation, that is it applies, "One of the most important tasks of linguistic analysis in literary text, is all about the capacity of information which conveys the linguistic and extra-linguistic factors" [Новиков, 2003:21].

Mostly, this type of analysis depends on the text and style, in which the literary work created. In this situation, the author's style and his or her words, sentences' usages play an important role to retrieve the linguistic patterns from the context. During the research, it is needful to denote regarding the semantics of the content itself, where it gives the vast opportunities to resolve this dilemma relevant with the process of analysis of literary text in two languages.

As per classification "Semantic value of the text is a mental education oriented firstly, to literary value purposes including the intention of the author's words' selection, sentences, complicated syntactical phenomenon, secondly, to the translation of the context to its recipients and the process of perception" [Бабенко, Казарин, 2008:52]. Overall, the context has significant features and peculiarities for delivering any semantics to translating language and has priority to determine the linguistic and stylistic aspects in origin and target language units. As N.K. Garbovskiy mentioned: "Context is a traditional object of stylistics, that's why,

in spite of linguistic structuralism gained the main direction in linguistics, many categories and concepts which the research works are operating now, have found their scientific recognition in stylistics" [Гарбовский, 2007:189]. It is advised to consider the analyzing of literary text both linguistically and stylistically, because the context involves the highest potential of expressiveness and structuralisms whereby, the whole semantics depends upon them. Taking into the consideration the importance of comparative stylistics, stylistic decoding is much more effective way of finding the solution for developing of information capacity in literary text. Through the decoding one may charge the value of literary work, the author's style, the capacity of information, which has given in the content and the structure. And "Stylistic decoding refers on information rather through the general ideas and extraordinary benefits, than the quantity of information that has been used in the content" [Арнолд, 1981:42]. It seems the quantity of words usage in the context also influences the overall inner passage criteria. Here, it can be classified as the potentiality of literary text might be beneficial in usages of expressions, the quantity of words that have been used in content. The expressions and words configuration are regarded as the main details in literary text and their translation from source language demands a special approach to identify them in target language with the help of linguistic and stylistic analysis in order to prove their uniqueness, the capacity of usages, and the methods that involved to simplify intentionally the expressions relevant with the national coloring in the content.

So, it is very important to speak about the stylistic expressive means and their interrelation with linguistic features, conveying their meaning to target language in lingua-stylistic analysis. It is essential to clarify the words' meaning accordingly, while they are being used in their own lexical meaning or indirect purposes, that can be used on behalf of expressive means. I.V. Arnold denotes, "the denotative and connotative meanings of the words, which the denotative meaning demonstrates the own lexemes directed to the object, while the connotative meaning that relies on emotional expressiveness, involved valuable and functional stylistic components" [Арнолд, 1981:14]. One may conclude, that the connotative meaning of the words may be found in expressions, especially the stylistic expressive means and devices which the meaning of the words can be evaluated and rendered to expressing the emotional effect. Another view regarding the connotation was launched through the theory of well-known linguists S.I. Vlakhov and S.P. Florin, where they state, that "the conception about connotative words can be understood in a large perception, where the connotation- it is additional combination of the words added to the main meaningful words with the expressions of emotions, national coloring, exaggeration, and word play" [Влахов, Флорин, 1980:38]. All two mentioned theoretical views suggest the connotative meaning of the words' combinations are deeply interrelated with the expressive means and stylistic devices, where the words getting far from their own lexical or dictionary meaning, and express the indirect meanings. Especially, during the translation it would be seen through the practical purposes, in which the challenging task relies upon the translator to proceed the exact connotative meaning to the translating language. While we talk about the connotation and equivalence, it is widely addicted involving the connotational meaning by finding an appropriate equivalent to the stylistic expressions. It is reliable to say that the equivalence and connotations are closely interacting together in translation to establish the proper semantics of the passage. So, it is important to preserve the emotional characteristics in translation, where the connotative meaning is fully charged. It was pointed also through the V.N. Komissarov's theoretical suggestion: "The preservation of emotionality in translation relates with the connotative meaning and the presentation of explicitly importance of reached equivalence" [Комиссаров, 1990:83].

In this point, it stated that, "Stylistic devices and expressive means are always emotionally charged and are built on the basis of language units of various ranks, including the meaning of the words" [Шаховский, 2013:20]. Accordingly, the stylistic units are divided into two main expressions, considering their usage, meaning and impressiveness. The subsequent division was made by famous Russian linguist and scientist I. R. Galperin "all stylistic means of a language can be divided into expressive means, which are used in some specific way, and special devices called stylistic devices" [Galperin, 1971:24].

Literary texts involve different linguistic and stylistic peculiarities, as well as social and cultural aspects of our lives and it is necessary to say that literary translation is considered as the bridge which connects

these all cultures around world. Translating literary texts demand a lot of efforts and hard work from the translators and challenge to solve the problems that face during the translation. Speaking about translation it is important to say a word about such scientists as M. Baker, I. R. Galperin, J. Boase-Beier, I. Shakhovskiy, J. Vinay-Darbelnet. They presented very important information concerning the translation, especially the classification and transformation of stylistic units in literary context widely. Their books are considered to be the most significant for the translation theory. The problem of a translation was also studied by such linguists as: I. M. Catford, J. B. Boeur, P. Simpson, K. Musaev, V.V. Alimov. However, it should be pointed out that nobody has studied a comparison of the original text, its word-for-word translation and literary one. Their work had been seen in the developing of the stylistics, as the separate branch of linguistics. Nowadays, the comparison of linguistic and stylistic analysis of literary text is connected with the conscious of its recipients, how the reader of other language can perceive the information in own language, the level of understandings of information, recognizing of contextualized meaning.

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TARJIMASHUNOSLIKNING LINGVISTIK VA MADANIY JIHATLARI : NAZARIYADAN AMALIYOTGA

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Annotatsiya. *Ushbu maqolada tilshunoslikning nazariy va amaliy masalalari tahlil qilinadi. Tilshunoslikning asosiy nazariy yo‘nalishlari – fonologiya, morfologiya, sintaksis,semantika, pragmatika va sotsiolingvistika kabi sohalar ko‘rib chiqiladi. Shuningdek, amaliy tilshunoslikning tarjima nazariyasi, kompyuter lingvistikasi, xorijiy tillarni o‘qitish metodikasi hamda huquqiy lingvistika kabi yo‘nalishlari yoritiladi. Maqolada zamonaviy texnologiyalar va sun’iy intellektning tilshunoslikdagi roli ham muhokama qilinadi.*

Kalit so‘zlar: *Tilshunoslik, fonologiya, morfologiya, sintaksis, semantika, pragmatika, sotsiolingvistika, tarjima nazariyasi, kompyuter lingvistikasi, kognitiv tilshunoslik, huquqiy lingvistika, xorijiy tillarni o‘qitish, sun’iy intellekt.*

KIRISH.

Tarjimashunoslikning lingvistik va madaniy jihatlari o‘zaro chambarchas bog‘liq bo‘lib, tarjima jarayoni ikki xil to‘siqni yengib o‘tishni o‘z ichiga oladi: **lingvistik** (tillararo grammatik va leksik farqlar) va **madaniy** (turmush tarzi, qadriyatlar, urf-odatlar va boshqa madaniy ko‘rinishlardagi farqlar). Lingvistik jihat tilning tuzilishi, grammatikasi va lug‘aviy boyligini, madaniy jihat esa madaniyatning o‘ziga xos ifodasi va xususiyatlarini o‘z ichiga oladi.

Lingvistik jihatlar

- **Grammatik va sintaktik farqlar:** Turli tillarning grammatik tuzilishi va gap qurish usullari turli-tumandir. Tarjimon ushbu farqlarni hisobga olib, bir tildagi gapni ikkinchi tildagi mos grammatik tuzilishga solishi kerak.
- **Leksik va semantik masalalar:** Biror so‘zning bir necha ma’nosi bo‘lishi mumkin va ularning bir tildagi ekvivalentini ikkinchi tilda topish murakkab vazifa bo‘lishi mumkin. Masalan, "stol" va "yulduz" kabi so‘zlarning turli tillarda turli kontekstda ishlatilishi.
- **Uslubiy va ekspressiv farqlar:** Tarjimada uslubni saqlab qolish muhim. She’riy misralar, maqollar yoki idioimlar tarjimasida bunday uslubiy va ekspressiv jihatlarni saqlab qolish katta mahoratni talab etadi.

Madaniy jihatlar

- **Turmush tarzi va urf-odatlar:** Har bir madaniyatning o‘ziga xos turmush tarzi va urf-odatlari mavjud. Tarjimon madaniy jihatlarni to‘g‘ri tushunib, ularni tarjima qilinayotgan tilda mos o‘zgarishlar bilan ta’minlashi kerak.
- **Qo‘shimcha bilimlar:** Tarjima qilinayotgan matndagi madaniy elementlarni tushunish uchun tarjimonga o‘sha madaniyat haqida qo‘shimcha bilimlar kerak bo‘ladi. Masalan, madaniy-tarixiy, geografik yoki ijtimoiy-siyosiy hodisalar haqidagi ma’lumotlar.
- **Ma’lum bir guruhning madaniy “kodlari”:** Har bir madaniyatda o‘ziga xos “kodlar” bo‘lishi mumkin. Bu kodlar turli so‘zlar, iboralar yoki belgilar orqali ifodalanadi. Tarjimon ushbu kodlarni tushunishi va ularni boshqa tilda ham shunga mos ravishda ifodalashi lozim.

XULOSA

Tilshunoslik fani nazariy va amaliy jihatdan keng qamrovli bo‘lib, inson nutqi, til tizimi va uning qo‘llanilishiga oid muhim masalalarni o‘rganadi. Ushbu maqolada tilshunoslikning asosiy yo‘nalishlari – fonologiya, morfologiya, sintaksis, semantika, pragmatika, sotsiolingvistika kabi nazariy jihatlar hamda tarjima nazariyasi, xorijiy tillarni o‘qitish metodikasi, kompyuter lingvistikasi va sun’iy intellekt kabi amaliy jihatlar tahlil qilindi.Tahlillar shuni ko‘rsatdiki, tilshunoslik nafaqat tilning ichki tuzilishini tushuntirish, balki uning jamiyatdagi o‘rnini, madaniy ta’sirini va texnologiyalar bilan integratsiyasini ham o‘rganishi zarur. Xususan, nazariy tilshunoslik til birliklarining strukturaviy va funksional jihatlarini ochib beradi. Amaliy tilshunoslik esa tarjima, xorijiy tillarni o‘qitish, kompyuter lingvistikasi va sun’iy intellekt sohalarida muhim natijalarga olib kelmoqda.

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INGLIZ VA O‘ZBEK TILLARIDA FRAZEOLOGIK BIRLIKLARNI TARJIMA QILISH USULLARI

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Annotatsiya. *Har bir tilning o‘ziga xos shunday so‘z va iboralari borki, ularni to‘g‘ridan-to‘g‘ri tushunishda qiyinchiliklarga duch kelinadi. Biz nutqimizni yoki matnimizni chiroyli, rang-barang hamda mazmunli bo‘lishi uchun ushbu frazeologik birikmalardan foydalanamiz. Ushbu maqolada ingliz tilidan o‘zbek tiliga iboralarni tarjima qilishda foydalaniladigan tarjima qilish usullari bayon qilinib, ularni ingliz tilidan tarjima qilishning eng maqbul va to‘g‘ri tarjima usullari taklif qilindi.*

Kalit so‘zlar: *frazeologik birlik, ekvivalentlik, dinamik va formal ekvivalentlik, analog tarjima, madaniyatshunoslik.*

KIRISH.

Har bir ibora va maqollar asrlar davomida o‘z jamiyatining uzoq yillik tajribalari asosidagi hayot sinovlari sababli o‘zining tarbiyaviy va shakliy jihatdan yaxlitligiga egadir. Shu boisdan, zamonaviy dunyoda, tillararo muloqotlar rivojlanayotgan davrda, maqol va iboralarning milliy-madaniy ruhini tushunish va ularni to‘g‘ri tarjima qilish alohida ahamiyat kasb etadi. Bir tildagi iboralarni boshqa tillarga tarjima qilish jarayonida ularning ma’nosi, madaniy va lingvistik xususiyatlarini tushunishga yordam beradigan tilning birliklari e’tiborga olinadi.

Frazeologik birliklar tilning leksik, lingvistik va semantik xususiyatlarini saqlab qolishda katta ta’sir ko‘rsatadi. Shu sababli faqat ibora va maqollargina o‘ziga xos ma’no va o‘ziga xos buzilmas frazeologik tuzilishga ega. Ingliz tilidagi ko‘pgina iboralar hazil va kinoyani o‘z ichiga olgan. Shu sababli, semantik birlikni ta’minlab, o‘zbek o‘quvchilariga to‘liq yetkazib berish masalasi ham murakkabdir. Shunga o‘xshash bir qator kamchiliklar hisobga olinmasa, matnning badiiyligi yo‘qolib, tarjima sifatini pasaytirishi mumkin.

Frazeologik birliklarni tarjima qilishda bir nechta tarjima usullari mavjud bo‘lib, ulardan birinchisi ekvivalent topish usuli hisoblanadi. Ekvivalent tushunchasi tarjimada Nida tomonidan o‘rganilgan. Nida ekvivalentlik tushunchasini formal va dinamik turlarga bo‘lgan, “ formal ekvivalentlik manba, matn shakliga e’tibor qaratsa, dinamik ekvivalentlik maqsad auditoriyasining reaksiyasini hisobga oladi” [Nida, 1969, 155 b].

Quyida 2 ta idiomaning ham formal ekvivalentlik, ham dinamik ekvivalentlik asnosidagi tarjimalari keltiriladi va eng maqbul tarjima usullari taklif qilinadi:

Able to fog a mirror (fig) [Yusupov. 2014. 2-b]

Formal ekvivalentlik: oynani parlay olmoq, oynani tumanlashtirmoq.

Dinamik ekvivalentlik: oyoqda tura olmoq, bardosh bera olmoq.

Ushbu tarjimalar orasidan dinamik ekvivalentlik usuli frazeologik ibora ma’nosini aniq va tushunarli qilib o‘quvchiga yetkazib beradi.

Look not a gift horse in the mouth.

Formal ekvivalentlik: og‘zidagi sovg‘a otga qarama.

Dinamik ekvivalentlik: berganning betiga qarama.

Bu misoldagi ikki tarjima usuli ham ma’noga ega bo‘lsa-da, formal tarjima o‘zbek tilidagi stilistik qoidalarga mos kelmasligi sababli ba’zi o‘quvchilarga ma’no anglashilmasligi yoki noto‘g‘ri tushunchaga olib kelishligi sababli dinamik ekvivalentlik eng maqbul usul hisoblanadi.

Bundan tashqari tarjimada yuzaga keladigan bir nechta muammolarga yechim sifatida tarjimonlarga eng ommaviy usullar taklif qilinadi. Bu yechimlar so‘zma-so‘z tarjima, analog tarjima va tasviriy tarjima usullarini o‘z ichiga oladi:

So‘zma-so‘z tarjimada iboradagi har bir so‘z alohida, ya’ni ularning leksik va grammatik ma’nosini saqlagan holda, tarjima qilinadi.

Analog tarjimada esa frazeologik birikmaning o‘zbek tilidagi ma’nosiga mos muqobil varianti olinadi.

Tasviriy tarjimada ibora va maqollarning ma’nosi tushuntirilib, mazmuni izoh bilan ifodalanadi.

Xulosa qilib aytganda, ingliz tilidagi frazeologik birikmalarning o‘zbek tilidagi tarjimasi murakkab jarayon bo‘lib, tarjimonlardan ikki tilning dunyoqarashini chuqur bilish mahorati talab qilinadi. Ijodkorlik, moslashuvchanlik mahorati bo‘lgan tarjimonlar mahoratli tarjima qilib, tildagi o‘git va hazil-mutoyibani saqlagan holda o‘quvchiga yetkazib bera oladi.

Qisqartmalar:

Fig (ko‘chma ma’no)

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TRANSLATION STRATEGIES OF IDIOMS IN ENGLISH AND UZBEK

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Abstract. *Idiomatic expressions are integral components of any language, reflecting cultural values, social norms, and cognitive patterns. Translating idioms between English and Uzbek presents considerable challenges due to their figurative meanings, syntactic peculiarities, and cultural specificity. This study explores translation strategies applied in rendering English idioms into Uzbek and vice versa. It analyzes equivalence-based translation, paraphrasing, cultural substitution, and omission strategies, evaluating their effectiveness and implications for language teaching. The findings highlight the necessity of cultural competence and contextual awareness in idiomatic translation, offering practical guidelines for translators and educators.*

Keywords: *idioms, translation strategies, English, Uzbek, cultural adaptation, linguistic equivalence, paraphrasing.*

INTRODUCTION.

Idiomatic expressions are widely acknowledged as one of the most challenging linguistic units in translation studies. Unlike literal phrases, idioms carry meanings that often cannot be deduced from their constituent words. For example, the English idiom "kick the bucket" means "to die" and cannot be translated word-for-word into Uzbek without losing its intended meaning. Uzbek idioms similarly embody cultural values and historical experiences, making direct translation complex. Effective translation of idioms requires both linguistic competence and cultural literacy, ensuring the target audience receives not just the meaning but also the pragmatic and emotional nuance of the source text.

The primary aim of this study is to identify and analyze translation strategies used in English-Uzbek idiomatic translation. The research focuses on the types of idioms, challenges faced by translators, and methods to achieve equivalence while maintaining cultural relevance.

Methodology

This research employs a mixed-methods approach combining qualitative and comparative analysis. A corpus of 300 idiomatic expressions was compiled from contemporary English literature, media texts, and Uzbek literary sources. Each idiom was examined to identify its semantic, syntactic, and cultural features. Subsequently, translation strategies were classified based on widely recognized typologies: equivalence-based translation, paraphrasing, cultural substitution, omission, and literal translation [3], [4].

In addition to corpus analysis, semi-structured interviews were conducted with ten professional translators and five Uzbek language instructors to gather insights into practical translation choices and pedagogical

implications. Data from the interviews were coded thematically to reveal patterns of strategy selection and rationale behind translation decisions.

Results

The analysis revealed that the most frequently employed strategy was **equivalence-based translation**, accounting for 42% of cases. This strategy involves replacing the source idiom with a target language idiom of equivalent meaning, e.g., the English idiom "a blessing in disguise" translated as "yashirinne'mat" in Uzbek, retaining both semantic and cultural relevance [5], [6].

Paraphrasing was applied in 28% of cases, particularly when no direct Uzbek equivalent existed. For example, "spill the beans" was rendered as "sirnioshkorqilish" (to reveal a secret). While paraphrasing maintains meaning, it may reduce figurative or emotive intensity [7].

Cultural substitution appeared in 15% of cases. This strategy adapts an idiom to a culturally familiar reference in the target language. For instance, the English idiom "to carry coals to Newcastle" was translated as "suvnidengizgaolibborish," aligning with Uzbek cultural context [8].

Omission and literal translation strategies were less common, observed in 10% and 5% of cases, respectively. Literal translation often resulted in nonsensical or misleading interpretations, emphasizing the necessity of context-sensitive adaptation [9].

Analysis and Discussion

The analysis of idiomatic translation between English and Uzbek demonstrates that this process is inherently complex, involving multiple linguistic, cognitive, and cultural factors. Idioms are not merely lexical items; they encapsulate historical experiences, social norms, and collective wisdom of a speech community. Therefore, the translation of idiomatic expressions is not a matter of simple word-for-word substitution, but rather a nuanced negotiation between source and target language systems, cultural contexts, and communicative intent.

One of the central factors affecting idiomatic translation is **semantic transparency**. Idioms that have a clear metaphorical or figurative structure are generally easier to render equivalently in the target language. For example, the English idiom "break the ice," which metaphorically means to initiate social interaction in a tense or formal setting, can be effectively translated into Uzbek as "muznisindirish." The metaphorical imagery of ice breaking is preserved, and the target audience easily comprehends the pragmatic meaning [1], [3]. Conversely, idioms with opaque meanings or culturally bound references pose substantial challenges. Expressions such as "to pay through the nose" require translators to go beyond literal interpretation, necessitating either paraphrasing or substitution with an equivalent Uzbek idiom such as "behadqimmatto'lash" to retain the intended semantic impact [2], [5]. The transparency or opacity of idioms, therefore, directly influences the selection of translation strategy and the success of communication.

Cultural specificity constitutes another crucial aspect. Idioms are deeply embedded in the socio-cultural fabric of a language community, often referencing historical events, local customs, or traditional beliefs. For instance, the English idiom "carry coals to Newcastle" historically refers to the redundancy of bringing coal to a city known for its abundant coal supply. Translating this idiom literally into Uzbek would result in semantic confusion, as the historical and cultural knowledge embedded in the idiom is absent in the target culture. The culturally appropriate Uzbek equivalent "suvnidengizgaolibborish" conveys the same idea of redundancy in a context comprehensible to Uzbek speakers [8]. Cultural substitution, therefore, is a vital strategy to ensure that idioms retain functional and pragmatic equivalence. Failure to adapt idioms culturally often leads to distortions in meaning, loss of humor, or weakened rhetorical effect.

Contextual relevance is another determinant in idiomatic translation. Idioms do not occur in isolation; their meaning and effect often depend on the textual and situational context. Translators must consider the surrounding text, genre, and purpose of communication to select the most appropriate strategy. For instance, in literary texts, idioms may carry connotative or emotive value that contributes to character development or narrative style. In media texts, idioms can serve persuasive or humorous functions, influencing audience

reception. Translators, therefore, must weigh semantic equivalence against contextual appropriateness. A literal translation may preserve the semantic content but fail to achieve the intended emotive or stylistic effect [7], [10].

Empirical evidence from the corpus analysis indicates that **equivalence-based translation** is the most frequently used strategy, especially for idioms that have clear and functionally similar equivalents in the target language. Equivalence-based translation enables the translator to retain both the figurative meaning and cultural resonance of the source idiom. However, its applicability is limited when direct equivalents do not exist, necessitating alternative strategies such as **paraphrasing**, **cultural substitution**, or even omission. Paraphrasing is particularly valuable when idioms are semantically opaque, metaphorically complex, or context-specific. For example, "spill the beans" is translated as "sirnioshkorqilish" in Uzbek, which conveys the intended meaning but does not preserve the metaphorical imagery of the original expression. While paraphrasing ensures semantic clarity, it may compromise stylistic or emotive nuance, a trade-off that translators must carefully consider [6], [9].

The study also highlights the role of **translator competence** in idiomatic translation. Bilingual proficiency alone is insufficient; effective translation requires deep cultural literacy, pragmatic sensitivity, and awareness of stylistic and rhetorical devices. Translators must understand the cultural underpinnings of idioms, their connotative meanings, and the functional roles they play in communication. Professional translators interviewed in this study emphasized the importance of creative adaptation, noting that idioms often demand innovative solutions that balance semantic fidelity with cultural acceptability. They also reported that novice translators tend to over-rely on literal translation, resulting in loss of meaning or awkward expressions in the target language [11], [12].

Pedagogical considerations also emerge from the analysis. Language instructors assert that incorporating idiomatic translation exercises into foreign language teaching enhances students' cross-cultural competence and pragmatic skills. By engaging with idioms in both source and target languages, learners develop sensitivity to linguistic subtleties, cultural references, and stylistic conventions. For example, exercises that involve translating English idioms into Uzbek and vice versa, followed by peer discussion and feedback, improve not only linguistic accuracy but also interpretive judgment [10]. The findings suggest that idiomatic translation should be treated not merely as a lexical task but as a holistic linguistic and cultural exercise.

Another interesting observation concerns the **strategic choice between preservation and adaptation**. Preservation entails maintaining the original idiom's form and meaning as closely as possible, while adaptation involves modifying the idiom to align with cultural and contextual expectations of the target audience. Decisions between these strategies are influenced by multiple factors, including the purpose of the text, target audience, and communicative function of the idiom. For instance, in literary translation, preservation may be preferred to retain stylistic authenticity, whereas in media translation, adaptation may better achieve persuasive or entertainment objectives [4], [8].

The research also reveals that **intertextuality and idiom frequency** influence translation strategy. Frequently occurring idioms with well-established equivalents in Uzbek are more likely to be translated equivalently, whereas rare or novel idiomatic expressions often require paraphrasing or cultural substitution. This pattern reflects the interplay between linguistic convention and translator judgment, emphasizing the dynamic nature of idiomatic translation [1], [7].

Finally, the analysis demonstrates that idiomatic translation is a negotiation between **literal and figurative meaning**. Translators must constantly evaluate whether the literal representation of words conveys the intended figurative sense. In many cases, literal translation fails to communicate the pragmatic or emotional nuances of idioms, particularly in humorous, sarcastic, or rhetorical contexts. This finding underscores the need for translators to exercise interpretive flexibility and to prioritize communicative effectiveness over rigid adherence to the source text [5], [9].

In summary, the discussion establishes that idiomatic translation between English and Uzbek is governed by a complex set of interrelated factors: semantic transparency, cultural specificity, contextual relevance, translator competence, pedagogical considerations, and strategic choice between preservation and adaptation.

Effective translation requires a balance of linguistic accuracy, cultural adaptation, and pragmatic awareness. Equivalence-based translation, paraphrasing, and cultural substitution emerge as the most effective strategies, whereas literal translation and omission serve as last-resort approaches. By incorporating these insights, translators and educators can enhance the quality and impact of idiomatic translation, fostering greater cross-cultural understanding and communication efficacy

Conclusion

Translating idioms between English and Uzbek requires a multi-faceted approach that integrates linguistic and cultural considerations. Equivalence-based translation, paraphrasing, and cultural substitution emerged as the most effective strategies. While literal translation and omission may occasionally be unavoidable, they often diminish the expressive force of the idiom. This study underscores the importance of cultural competence in translation and recommends pedagogical incorporation of idiomatic translation exercises to develop both language and intercultural skills. Future research may extend to other language pairs, exploring cross-linguistic idiomatic phenomena and computational tools for idiom recognition and translation.

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МАТН АЛКИМЁСИ: ПАУЛО КОЭЛЬОНИНГ “АЛКИМЁГАР” РОМАНИДАГИ МИФОПОЭТИК КОДЛАР ВА ТАРЖИМА МУАММОЛАРИ

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Аннотация. *мақола Пауло Коэльонинг Ж.Кэмпбеллнинг “мономиф” архетипик модели ва К.Г.Юнгнинг архетиплар назариясига мувофиқ яратилган “Алкимёгар” романи мифопоэтик таҳлилига бағишланган. Асосий персонажлар ва бадиий маконлар қаҳрамоннинг ўзлигини англаш мақсадидаги ботиний саёҳатининг рамзий намоёни сифатида тадқиқ қилинган. Романнинг ўзбек тилига таржималарига алоҳида эътибор қаратилган ва уларда аслиятнинг фалсафий концептларига путур етказадиган маъно йўқотишлари ҳамда ноаниқликларга йўл қўйилгани ойдинлаштирилган. Хулоса ўрнида бу каби матнларнинг таржимадаги талқинига пухта тайёрланиб, чуқур ўйлаб, масъулият билан ёндашмоқ зарулиги таъкидланган.*

КИРИШ.

Пауло Коэльонинг “Алкимёгар” романи (1988) бадиий адабиёт ва фалсафий ривоят хусусиятларини ўзида мужассам этган ўзига хос ҳодиса. Асарнинг қозонган умумий муваффиқияти нафақат новаторона шакли, балки жамоавий онгсизликнинг туб, архетипик қатламларининг фаоллаштирилганлиги билан ҳам боғлиқ. Сюжет ва персонажларга диққат қаратиладиган анъанавий адабиётшунослик таҳлили ушбу асарнинг универсал жозибаси сабабларини очиш учунетарли бўлмайди. Мақоланинг долзарблиги мифопоэтик таҳлил усулининг қўлланишидан иборат бўлиб, у матн асосида ётувчи замон доирасидан чиқувчи, мифологик структураларни ойдинлаштириш ва уларнинг табиати билан боғлиқ ҳолда таржима жараёнида юзага келадиган лисоний муаммоларни аниқлаш имконини беради.

Замонавий адабиётшуносликда мифопоэтика тушунчаси

Мифопоэтика бадиий асар матнида мифологик онгнинг онгли ёки онгсиз тарзда воқелантиришга йўналтирилган адабий стратегия сифатида тушунилади. Бу мифологик сюжетлардан шунчаки фойдаланиш эмас, миф мантиғини: унинг даврий (такрорий)лиги, рамзийлиги, инсоннинг борлиқ қонуниятлари билан қўшилиб кетишини қайта яратиш демак. Мифопоэтик матн доирасида ҳаётий воқелик универсал маънолар билан тўйинган яхлит жонли космос сифатида гавдаланади.

Мифопоэтик таҳлил учун К.Г.Юнгнинг архетиплар – жамоавий онгсизликнинг универсал руҳий структуралари (Шарпа, Анима (аёл архетипи), Донишманд чол, Ўзлик ва бошқалар) тўғрисидаги таълимоти асосий ҳисобланади. Жозеф Кэмпбелл ушбу ғояларни ривожлантириб, “мономиф”га таъриф беради – қаҳрамоннинг уч муҳим босқичдан иборат саёҳати ҳақидаги универсал сюжет: Йўлга тушиш (Даъват, даъватни инкор этиш, чегарани енгиб ўтиш), Ўзликни англаш (синовлар жараёни, илоҳий кучлар билан учрашиш, йўл (мақсад)дан чалғиш, ҳақиқатни англаш) ва Қайтиш (қайтишни инкор қилиш, сеҳрли халос бўлиш, магик воситани олиб келиш). Бундай модель кўплаб асарларнинг, шу жумладан, “Алкимёгар”нинг ҳам асос қурилмаси ҳисобланади.

Мифопоэтика контекстида алкимё протокимё сифатида эмас, балки маънавий эврилиш, ўзгаришнинг рамзий тизими деб қаралади. Қўрғошинни олтинга айлантиришдек “буюк кашфиёт” инсоннинг ўзлигини топиш ва англаш йўлидаги ботиний меҳнат-машаққатларининг метафорасидир.

Роман қаҳрамони андалусиялик чўпон йигит Сантьягони архетипик изланиувчи қаҳрамон ҳисоблаш мумкин. Унинг асар давомида босиб ўтадиган йўли Кэмпбелл мономифининг ҳам ҳақиқий, ҳам метафорик воқелиниши сифатида талқин қилинади. Йўлга тушиш: саргузаштларга даъват – хазина ҳақидаги такрорланувчи туш: “”; даъватни инкор этиш – иккиланишлар ва чўпон мақомига боғланиб қолиш: “”; чегарани енгиб ўтиш – қўйларини сотиб, Африкага бориш қарори: “”.

Ўзликни англаш: синовлар жараёни – пулларининг Танжерда ўғирлаб кетилиши, биллур сотувчи қўлида сабр ва эътиқодни талаб қилувчи хизмат; ёрдамчи персонажлар билан учрашув (Донишманд чол архетипи) – Салим шоҳи ва Алкимёгар; ҳақиқатни англаш – “олам тили”ни ўзлаштириш, саҳро, шамол ва қуёш билан суҳбатлашиш, Олам руҳига сингиш.

Қайтиш: эҳромларгача бориб, хазинани ташқи, моддий дунёдан эмас, ўз ботинидан – босиб ўтилган йўл маъносини англаш. Сеҳрли восита – “Шахсий афсона”: эгалланган билимлар демак.

П. Коэльонинг “Алкимёгар” романидаги персонажлар ва бадиий маконнинг рамзийлиги масаласига тўхталадиган бўлсак, қуйидаги мулоҳазаларни ўринли ҳисоблаймиз. Романнинг асосий барча унсурлари мифлаштирилган ва мустақил персонажлар ёки маконлар эмас, шахс маънавий йўлининг универсал манзарасини ташкил этувчи архетипик рамзий образлардир. Уларнинг таҳлили К.Г.Юнгнинг архетиплар назарияси ва мифопоэтик анъаналарга мурожаатни талаб қилади.

Юнгнинг таълимотига кўра Донишманд чол – руҳ, маъно ва донолтк архетипи. У инсоннинг ички “мен”и чегараларидан ташқарида бўлган билимларнинг тимсоли ва Ўзлик – қаҳрамон шахсининг яхлитлигини англашга йўл кўрсатувчи вазифасини бажаради. Ушбу архетип кўп ҳолларда қаҳрамон учун шартларни бажармайдиган, аммо “маънавий воситалар”ни тақдим этиб, йўлга бошлайдиган сеҳргар, шомон ёки устоз сиймоси билан боғлиқ талқин қилинади.

Устоз вазифасида Алкимёгар Сантьягонинг қўлидан тутиб етакламайди, балки йигит ўз донолигини намоён этиши зарур бўлган саволлар ва вазиятлар яратади: “”. Унинг табаит билан алоқасини “Олам тили”да сўзлай олиши, воқеликни ўзгартириш қобилиятида кўриш мумкин. Мисол учун, ўз қудратини исботлаш мақсадида бўрон ва қуёш тутилишини келтириб чиқарадики, бу ҳам олам синоатдан хабардор сеҳргарларга хос эди. Алкимёгарнинг мақсади қаҳрамоннинг Ўзлигини уйғотишдан иборат. Сантьягонинг алкимёгарга айланишига кўмаклашиш, яъни ўз ҳаётини қўрқув ва иккиланишлар “қўрғошини”дан онгли тақдир “олтини”га айлантиришга ёрдам бериши зарур: “”.

Анима, яъни эркакнинг онгсизлик ҳудудидаги аёл архетипи бўлиб, Боқий Аёллик образи, руҳиятнинг туб қатламлари билан боғловчи халқадир. Бу муайян бир аёл эмас, балки эр кишини маънавий муҳаббат орқали ўзликка етакловчи ботиний тимсол. Мифларда у кўпинча қаҳрамонни муқаддас маконда кутаётган соҳибжамол қиёфасида талқин қилинади. “Алкимёгар” асарида Фотима шундай тимсол бўлиб, Сантьяго уни саҳро ўртасидаги воҳа – мифологик “олам маркази”, синов майдонидаги ҳаёт маконида учратади. Бу ҳам унинг маиший эмас, рамзий табиатини далиллайди. Муҳаббат бунда эътиқоднинг бир шакли сифатида талқин қилинган: Фотима Сантьягони биринчи кўришишдаёқ тушунади ва унинг “Шахсий афсонаси”ни қабул қилади. Унинг севгиси йигитни тутиб турадиган занжирга айланмайди, аксинча, қўйиб юборади: “”. Аёл бу ерда манфаатлардан холи муносабатлар тимсоли ҳамдир. Боқий илинж ва руҳ (жон, қалб) билан алоқа рамзи десак ҳам тўғри бўлади: Сантьяго учун қайтса арзийдиган қалб манзили Фотима. Унинг сиймоси энг мушкул аҳволда ҳам йигитга қувват бағишлайди.

Мазкур романда саҳро синовлар ва ваҳийни англашнинг мифологик маконидир. Мифологик ва диний-фалсафий анъаналарда саҳро – тарки дунёчилик, эски “мен” ўлиши ва янгиси туғилишининг жойи. Бу чегара, остона макони бўлиб, унда ижтимоий қиёфалар ва шартлиликлар йўқолади, инсон Яратган билан, Борлиқ ёки ўзининг онг ости билан ёлғиз қолади. Бу ерни маънавий-руҳий алкимё учун тажрибахона десак муболаға бўлмайди – Сантьягони саҳро ҳам жисмоний, маънавий поклайди. У

моддиятдан айрилади (Танжердаёқ пулларини ўғирлатиб қўяди) ва энг муҳим моҳият билан қолади – мақсад ва эътиқод. Борлиқ билан суҳбат макони сифатида ҳам саҳро муҳим вазифа бажаради. Айнан шу ерда Сантьяго чин маънода “белгилар тили”ни ўқишни ва уқишни ўрганади ҳамда табиат кучлари билан суҳбатга киришади. Саҳро, шамол ва қуёш билан сўйлашиб, ўзи ҳам “шамолга айланади”. Шунингдек, саҳрони алкимёгарлар қозони сифатида ҳам талқин қилиш мумкин: ташналик, уруш ваҳимаси, қуёш жазирамаси каби синовлар таъсирида оддий чўпон маънавий изланувчига айлантирилади.

Эҳромлар муқаддас макон, илоҳий марказ тимсоли ва шу билан бирга олий мақсаддир. Қадимги Миср, Месопотамия, Қадимги Ҳинд ва шулар каби бошқа маданиятларда тоғлар, эҳромлар само билан заминни боғлаб турувчи олам ўқининг рамзлари, илоҳий кучлар намоёни манзили саналган. Бу олий мақсад, маънавий юксалиш метафораси. Ўзликни англаш контекстида ўз шахсий марказини топиш рамзи сифатида тушунилиши ҳам мумкин. Роман воқеалари давомида эҳромлар Сантьяго саёҳатининг ташқи, моддий мақсади, ўзи ишонганидек, хазина кўмилган жой. Эҳромларга етиб келиб, қаҳрамон хазина топмайди, янги хавфли вазиятга тушади (қароқчилар асирига айланади). Бироқ улардан бирининг тилидан ўз тушининг таъбирини эшитиб қолади: қароқчи Испанияда, чўпонлар ўз подалари билан ухлайдиган черков ёнида кўмилган хазина тўғрисидаги туш. Буни рамз инверсиясининг асосий нуқтаси дейиш мумкин: муқаддас макон ташқи йўл бошлаган жой эмас, шу йўл бошланган манзил экан. Шу тарзда эҳромлар якуний нуқтани эмас, ўзи ҳақидаги улуғ ваҳийнинг идроки маконига айланади. Қаҳрамон ҳақиқий хазина зоҳирий нарса эмас, аксинча, ўз ўзгартирган руҳи эканини, у ҳамиша ўзи билан бирга бўлганини, лекин уни кўриш учун “олам ўқи”гача бориб, қайтиши зарур бўлганини англайди.

“Алкимёгар” романида персонажлар ва макон рамзийлари ҳар бири бир мақсадга – қаҳрамонни ўзликни англаш босқичларидан олиб ўтишга ҳизмат қиладиган тизимга солинган. Зоҳирий саёҳат, саргузашт ботиндаги босилган йўлни акс эттирса, шу йўлда учрайдиган архетиплар чин моҳитни англаб етишга етаклаган ўз руҳиятига дахлдор кучлардир.

Юқоридаги таҳлил ва талқинлардан келиб чиқиб айтиш мумкинки, “Алкимёгар” романини ўзга тилларга ўгиришда таржимон ўзига хос муаммоларга дуч келиши табиий. Энг асосий муаммо сифатида, мисол учун ўзбек концептосферасида аниқ муқобилига эга бўлмаган тушунчаларнинг таржимасини беришдир.

2023 йили “Ўзбекистон” нашриётидан чиққан “Алкимёгар” романини рус тилидан Азиз Саид ўзбек тилига ўгирган. Таржимоннинг жараёнда ўзи дуч келган масалаларга ечим топишга урингани яққол сезилади ва айрим ҳолатларда бу ечимларни унинг ютуғи, бошқаларида эса бадиий матндаги йўқотишлар сифатида баҳолаш мумкин.

Мисол учун асарга эпиграф қилиб олинган муқаддас битикдаги қуйидаги парча таржимасини таҳлил қилиб кўрамиз:

“Марфа же заботилась о большом угощении и, подойдя, сказала: Господи! или Тебе нужды нет, что сестра моя одну меня оставила служить?

скажи ей, чтобы помогла мне.

Иисус же сказал ей в ответ: Марфа! Марфа! ты заботишься и суетишься о многом, а одно только нужно; Мария же избрала благую часть, которая не отнимется у нее.

Евангелие от Луки, 10:38–42”.

Аҳмад Отабой таржимасида:

“Марфа эса тайёргарчилик ишлари билан жуда овора эди.

Ниҳоят у Исо ёнига келиб:

— Ҳазрат! Синглим бир ўзимни хизматда қолдириб қўйганига эътибор бермаяпсанми? Унга айтгин, менга ёрдам берсин! — деди.

Исо унга шундай жавоб берди: — Марфа, Марфа, бунча уриниб ташвишланмасанг! Зарур бўлган биттагина иш бор. Марям эса ўзи учун яхши улушни танлади ва бу ундан тортиб олинмайди.

Лука баён этган Муқаддас

Хушхабар, 10:38-42”.

Азиз Саид таржимасида:

“Марфа катта меҳмондорчилик тадоригини кўрарди ва яқин келиб деди: – Ҳазратим! Синглим хизмат қилишни менинг бир ўзимга қолдирди. Сенинг бунга муҳтожлигинг йўқми? Унга айт, менга ёрдам берсин.

Исо унга жавобан шундай деди:и – Марфа! Марфа! Сен кўп нарсаларнинг ғамини еяпсан ва куйиб-пишаяпсан, аслида битта нарса керак: Марям эса хайрли улушни танлади, у бундан маҳрум қилинмайди.

Инжил, Лука 10:38-42”

Кўриниб турибдики, икки таржимоннинг рус тилидаги матнга муносабати турлича. Аҳмад Отабой рус тилидаги “большое угощение” (луғат бўйича таржима қилинса “катта зиёфат”) сўзларини “тайёргарчилик”, “ты заботишься и суетишься о многом, а одно только нужно” жумласини “бунча уриниб ташвишланмасанг! Зарур бўлган биттагина иш бор”, “Мария же избрала благую часть” жумласини “Марям эса ўзи учун яхши улушни танлади”, “Евангелие от Луки, 10:38–42”ни “Лука баён этган Муқаддас Хушхабар, 10:38-42” деб ўгирган.

Азиз Саид эса худди шу сўз ва жумлаларни “катта меҳмондорчилик тадориги”, “Сен кўп нарсаларнинг ғамини еяпсан ва куйиб-пишаяпсан, аслида битта нарса керак”, “Марям эса хайрли улушни танлади”, “Инжил, Лука 10:38-42” деб таржима қилган. Рус тилидаги матннинг маъносидан келиб чиқиб айтиш мумкинки, асарни ўзбек тилига ўгирган таржимонлар инжилий бу воқеа моҳияти ҳақида бош қотириб ўтиришмаган: камбағаллар кулбаси, демак катта меҳмодорчилик рамзий, португал тилида ёзилган аслият бўйича Марфанинг ҳар хил ишлар билан машғуллиги ва бехаловатлиги инсон дунёвий ташвишларининг метафораси, португал тилидаги аслиятда сен бехаловатсан ва кўп нарсаларнинг ташвишини қиляпсан дегани инсон дунёвий ташвишлар билан илоҳий мақсаддан чалғиётганини англатса, Мария ўзидан ҳеч қачон тортиб олинмайдиган улушни танлагани, илоҳий муждалар савоби тушунчасини беради. Бизнингча, Аҳмад Отабойнинг “бунча уриниб ташвишланмасанг! Зарур бўлган биттагина иш бор”, Азиз Саиднинг “Сен кўп нарсаларнинг ғамини еяпсан ва куйиб-пишаяпсан, аслида битта нарса керак” каби таржималари хато ва маъно-моҳиятга путур етказади.

Бошқа бир парча таржимасини олайлик. Рус тилида:

“Существует три типа алхимиков, — ответил он. — Одни тяготеют к неопределенности, потому что сами не владеют своим предметом. Другие знают его, но знают также и то, что язык алхимии направлен к сердцу, а не к рассудку.

- А третьи? — спросил я.

- Третьи — это те, кто и не слышал об алхимии, но кто сумел всей своей жизнью открыть Философский Камень”.

Азиз Саид “Одни тяготеют к неопределенности” жумласидаги тяготеть сўзини (луғатда – интилмоқ, қизиқмоқ, мойиллик) “судралмоқ” тарзида ўгирганки, бу унинг таржимада тажрибаси етишмаслигини кўрсатади: “Алкимёгарларнинг уч тоифаси бор, - деб жавоб берди у. Биринчиси, фақат мавҳумлик томон судралади, чунки ўз фанини ўзи билмайди. Кейингиси, билади, лекин уларнинг алкимё тили қалбга эмас, ақлга йўл излайди.

- Учинчи тоифаси-чи? – сўрадим мен.
- Учинчиси – алкимё ҳақида умуман эшитмаган, аммо ўз ҳаётлари билан Ҳикмат Тошини ярата олганлардир”.

Юқоридаги хатодан ташқари таржимон “предмет” сўзини фан, “открыть Философский Камень” жумласини Ҳикмат Тошини яратиш мазмунида таржима қилгани ҳам бадиий таржима масъулиятини ҳис этмаслик сифатида баҳоланади. Зеро, бу ерда предмет соҳани, отрыть эса кашф қилмоқни билдириб келаяпти.

Бундан ташқари, бизнингча асарнинг “Муқаддима” қисмидаги афсона ёки ривоят дейилган Нарцисс воқеаси (бу Қадимги Юнон мифи эканлигини ҳисбга олсак, персонаж исмини шундай қолдирган тўғри) Наргиз ҳақидаги ривоят деб, таржимон “таржиманинг таржималиги сезилиб туриши

керак” (Д.Қуронов) қоидасига амал қилмайди. Бундан ташқари, “перелистывая ее, наткнулся на историю о Нарциссе” жумласини Аҳмад Отабой “уни варақлаб, туйқусдан нигоҳи Наргис ҳақидаги ривоятга тушди” деса, Азиз Саид “уни варақлаётиб, ўз-ўзига ошиқ бўлган гул – Наргиз ҳақидаги ривоятга кўз тушди” деб ўзидан ортиқча маълумот қўшиб таржима қилади. Бу ҳам Азиз Саиднинг ўз ишига масъулятсиз эканидан дарак беради. Бундай ҳолатлар бугунги таржима жараёни ва маҳсулотлари жиддий назоратда бўлиши зарурлигини кўрсатмоқда.

Албатта, бир романнинг мифопоэтик таҳлили ва талқинини амалга ошириш, асар бадиий матнининг ўзбек тилига таржимасини қиёсий ўрганиш учун мақола доирасидаги тадқиқот кўлами торлик қилади. Бу мавзу ўзининг кенг ва катта тадқиқини кутмоқда.

Хулоса қилиб айтиш мумкинки, Пауло Коэльонинг “Алкимёгар” романи яхлит мифопоэтик матн бўлиб, структураси ва образлар тизими универсал архетиплар (Кэмпбеллнинг “мономифи”, Юнг архетиплари) ҳамда алкимёга хос рамзий кодлардан яратилгандир. Бу каби кўп сатҳли асарни тўғри таржимаси таржимондан лисоний билим-тажрибадан ташқари, асарнинг фалсафий-маданий контекстига кириб бора олишни талаб қилади. Ўзбек тилига қилинган таржималар таҳлили шуни кўрсатмоқдаки, муҳим концептларни соддалаштириш, мифологик ва диний аллюзияларни беришдаги ноаниқликлар маъно йўқотишларига олиб келган. Бу каби матнларнинг таржимадаги талқинига пухта тайёрланиб, чуқур ўйлаб, масъулият билан ёндашмоқ зарур.

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ЛИНГВИСТИЧЕСКИЕ И КУЛЬТУРНЫЕ АСПЕКТЫ ПЕРЕВОДА ТОПОНИМОВ В ХУДОЖЕСТВЕННЫХ ТЕКСТАХ (НА МАТЕРИАЛЕ АНГЛИЙСКОЙ И УЗБЕКСКОЙ ЛИТЕРАТУРЫ)

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Аннотация: *В художественном тексте топонимы играют ключевую роль, так как, географические названия формируют колорит, национальную идентичность и атмосферу произведения. Несмотря на многочисленные исследования со стороны лингвистов, которые внесли существенный вклад в изучении топонимов, некоторые вопросы так и остаются открытыми и актуальными по сей день. В частности, при переводе топонимов возникают трудности, с точки зрения лингвистики, которые требуют комплексного подхода. В данной работе будут сравниваться переводы топонимов в английской и узбекской литературе.*

Ключевые слова: *корпусный перевод, макротопоним, транслитерация, калькирование, описательный перевод.*

ВВЕДЕНИЕ.

При переводе географических названий важно передать ту атмосферу и колорит который предоставляется в оригинале. Машинный или корпусный перевод может в буквальном смысле перевести топонимы, в результате этого, меняется и колорит описанной в художественном тексте сцены[1]. Поэтому нельзя рассматривать перевод топонимов только как лингвистическую операцию, так как он носит в себе и культурный аспект. Каждый топоним связан с историческими событиями, легендами, ассоциациями, поэтому каждое географическое название носит в себе культурное значение. Такие коннотации должны быть учтены при переводе топонимов, чтобы сохранить ту идею и художественную ценность произведения[2]. Например, топоним Samarqand в узбекский литературе ассоциируется с духовностью и культурным центром. Аналогичным топонимом в английской литературе может послужить топоним Oxford, который тоже символизирует центр культуры и образования[3]. Формирование топонимов исходит из истории, из этносов живших в определенных географических территориях, также, в художественных произведениях мы можем встретить вымышленные топонимы. Примером вымышленного топонима может послужить топоним- Океания в произведении Джорджа Оруэлла 1948. Этот топоним является вымышленным макротопонимом, так как, подразумевает большой географический объект. Локализация и придание реалистичности событий в художественных произведениях, топонимы подпираются основываясь на несколько факторов, начиная от семантического значения до звучания[4]. Также топонимы выражают национальную идентичность, как например “Marg’ilon, Buxoro” в произведениях Абдулла Кадыри, выражают восточный колорит и ментальность[10]. Из английских топонимов, я могу привести пример, “Rochester, London” в произведения Чарльза Диккенса, которые способствуют представлению колорита викторианской Англии[9].

Перевод топонимов — это сложный процесс, так как они выполняют номинативную, эмоциональную и культурную функции. Существуют несколько способов перевода топонимов[5]. Наиболее распространенный – транскрипция или транслитерация, в котором перевод осуществляется

путем сохранения звучания (транскрипция) или графичность (транслитерация) топонимов. Такой перевод целесообразен только тогда, когда топоним известен читателю и не требует пояснения[6]. Примерами могут послужить London-Лондон, Bukhara-Бухара, или при переводе английского художественного текста на узбекский, для сохранения идентичности, Cambridge- Kembridj Universiteti, Thames-Temes daryosi[7]. Следующий тип перевода- калькирование, когда при переводе меняется графичность, но полностью сохраняется внутренний смысл. Если автор использует внутренний смысл как стилистическое средство, то перевод должен осуществляться путем калькирования. Например, топоним “Newcastle” при переводе на узбекский будет звучать как “Yangi qal’a”, “Greenwich- yashil maydon”. Ещё один способ перевода- описательный перевод, когда топоним несет дополнительное культурное значение, национальную память, или, когда используется в переносном значении как метафора. В узбекской художественной литературе, города Хива, Самарканд, Бухара часто символизируют историю, духовность и традицию, поэтому при переводе с узбекского на английский, переводчики часто добавляют пояснение, чтобы описание было точным, хотя в оригинале такое описательное объяснение отсутствует. Например, рассмотрим поэтический текст: “O, Samarqandning osmoni!”, при переводе на английский может звучать примерно так: “ O, the sky over Samarkand- where eternity feels near.” Здесь, “where the eternity feels near” является дополнительным описательным пояснением, чтобы передать читателю ту эмоционально-художественную атмосферу, которую автор передал в оригинале. Топонимы Chorsu или Registon тоже требуют дополнения при переводе чтобы передать ту культурную символику этих географических объектов. Переводчик топонимов должен не только обладать языком, но и понимать национальную культуру, историю и символику языка.

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ИННОВАЦИОННЫЕ ТЕНДЕНЦИИ В СОВРЕМЕННОЙ ТЕОРИИ ПЕРЕВОДА (РУССКО-АНГЛИЙСКОЕ НАПРАВЛЕНИЕ, 2020–2025 гг.)

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ВВЕДЕНИЕ.

Период 2020–2025 годов стал переломным для теории и практики перевода. На фоне стремительного развития технологий, искусственного интеллекта и лингвистических корпусов переводческая деятельность претерпела качественные изменения. Впервые теория перевода оказалась тесно связана не только с филологией и когнитивистикой, но и с компьютерными науками [3]. Современные исследования в области переводоведения демонстрируют тенденцию к синтезу гуманитарного и технологического знания, что приводит к пересмотру базовых понятий — «эквивалентности», «адекватности» и «динамического соответствия» [1].

Одним из ключевых направлений инноваций в теории перевода является интеграция машинного перевода и систем нейросетевого обучения. С 2020 года широкое распространение получили модели, основанные на архитектуре трансформеров (в частности, GPT и BERT), которые продемонстрировали способность не только генерировать перевод, но и учитывать контекст, стиль и прагматические особенности текста [2].

Традиционные концепции перевода, такие как семантический и коммуникативный подходы, постепенно дополняются понятием гибридного перевода — взаимодействия человека и машины, при котором переводчик становится редактором и аналитиком, а не просто посредником между языками [3]. При этом теоретическая база переводоведения расширяется за счёт исследований в области когнитивной лингвистики, где внимание уделяется процессам декодирования смысла в условиях мультимодальности [4].

Современные реалии диктуют новые требования к переводчику. Появился термин language mediator — языковой посредник, совмещающий функции переводчика, редактора и специалиста по локализации [5]. В период 2020–2025 гг. значительно возрос интерес к этическим аспектам перевода, связанным с прозрачностью и ответственностью использования автоматизированных систем. Вопрос «человеческого фактора» в переводе приобретает новую актуальность, особенно в случаях, когда автоматизированные системы не способны корректно интерпретировать культурно маркированные элементы текста [6]. А также, помимо культурного аспекта в этике перевода, вопрос исключительно человеческих проявлений – эмоций и чувств – остаётся открытым.

Таким образом, теория перевода начинает учитывать не только лингвистические, но и социокультурные, когнитивные и технологические параметры переводческой деятельности [7].

Классические модели эквивалентности (Ю. Найда, В. Комиссаров, К. Райс) подвергаются переосмыслению. В 2020–2025 годах наблюдается переход от строгих лингвистических критериев к гибким, прагматическим принципам передачи смысла [8]. В русско-английском направлении особое внимание уделяется вопросам передачи прагматического потенциала, эмоциональной окраски и идиоматичности речи. Исследователи отмечают, что современные переводчики чаще прибегают к адаптационным стратегиям, стремясь сохранить не буквальный, а функциональный смысл текста [9].

Параллельно развивается концепция динамической эквивалентности нового поколения, в которой основной единицей анализа становится не слово, а смысловой фрейм, встроенный в контекст [10]. Уделяя большее внимание смысловой рамке восприятия, учитывая все культурные аспекты языков с обеих сторон, переводчик сможет добиться более точного попадания и, соответственно, подробного понимания текста читателем.

Современная теория перевода всё чаще рассматривает текст как мультимодальный объект — сочетание вербальных и визуальных элементов. В этой связи переводчик становится интерпретатором смыслов не только словесного, но и визуального контекста: жестов, интонаций, графических интерфейсов. С развитием цифровой коммуникации теория перевода пополнилась понятиями аудиовизуального перевода, локализации интерфейсов и меметического перевода, который в актуальных реалиях становится всё более востребованным, благодаря своему вирусному потенциалу. Другими словами, задача современного перевода заключается в том, чтобы передать идею таким образом, чтобы она «жила» и «работала» в новой культуре, даже если для этого приходится изменять форму, структуру и стилистический приём.

Данные тенденции способствуют расширению границ переводоведения и требуют новых методологических инструментов для анализа интерсемиотических связей.

Анализ инновационных тенденций в современной теории перевода показывает, что русско-английское направление переживает фазу глубокой трансформации. Теоретические основы переводоведения обогащаются междисциплинарными подходами, а практическая сторона — новыми цифровыми технологиями. Главный вектор развития — синтез когнитивного, технологического и культурного аспектов, который определяет будущее профессии переводчика в условиях стремительной цифровизации.

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CULTURAL ADAPTATION IN ENGLISH–KAZAKH AUDIOVISUAL TRANSLATION: A CASE STUDY OF THE DUBBING OF VENOM: THE LAST DANCE

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Abstract. *Analyzes cultural adaptation strategies, the audience was focused on translating cultural and linguistic emotional tone from English to Kazakh. Research highlights the significance of adopting a creative strategy and cultural awareness.*

Keywords*: audiovisual translation, adaptation, cultural transfer, equivalence, modulation, domestication.*

INTRODUCTION.

Analyzes cultural adaptation strategies in English-Kazakh audiovisual translation through a case study of this study in the official dubbing of Venom: The Last Dance. In the course of the study, the audience was focused on translating cultural and linguistic emotional tone, jokes and behavior from English to Kazakh without leaving their voice. Using a qualitative comparative analysis based on Skopos theory and Diaz-Cintas AVT framework, the study examined fifty pairs of original and translated dialogues to classify translation methods and evaluate their communicative effectiveness. As a result of the study, translators showed equivalence (50%) and modulation (38%) to achieve natural and expressive dialogue in the Kazakh language. The results of the study show that adaptation strategies (24%) are often used to adapt cultural features, idioms, and humor to the local context. And such approaches as paraphrase, reinforcement and borrowing provide pragmatic intelligibility and stylistic freedom of translation. Such approaches determine the role of the translator as a dual – language and cultural mediator. Consequently, this highlights the significance of adopting a creative strategy and demonstrating cultural awareness within the dubbing sector, enabling a deeper understanding of the challenges and corresponding solutions in English-Kazakh audiovisual translation.

This study is aimed at analyzing the strategies of language adaptation in the official version of the film "Venom: The Last Dance" dubbed into Kazakh. The study is based on the method of qualitative comparative content analysis. This approach comparing the original dialogues in English and their variants of the Kazakh dubbing, allows us to determine how idiomatic expression, words with slang and emotional coloring are changed in accordance with the linguistic and communicative norms of the Kazakh language.

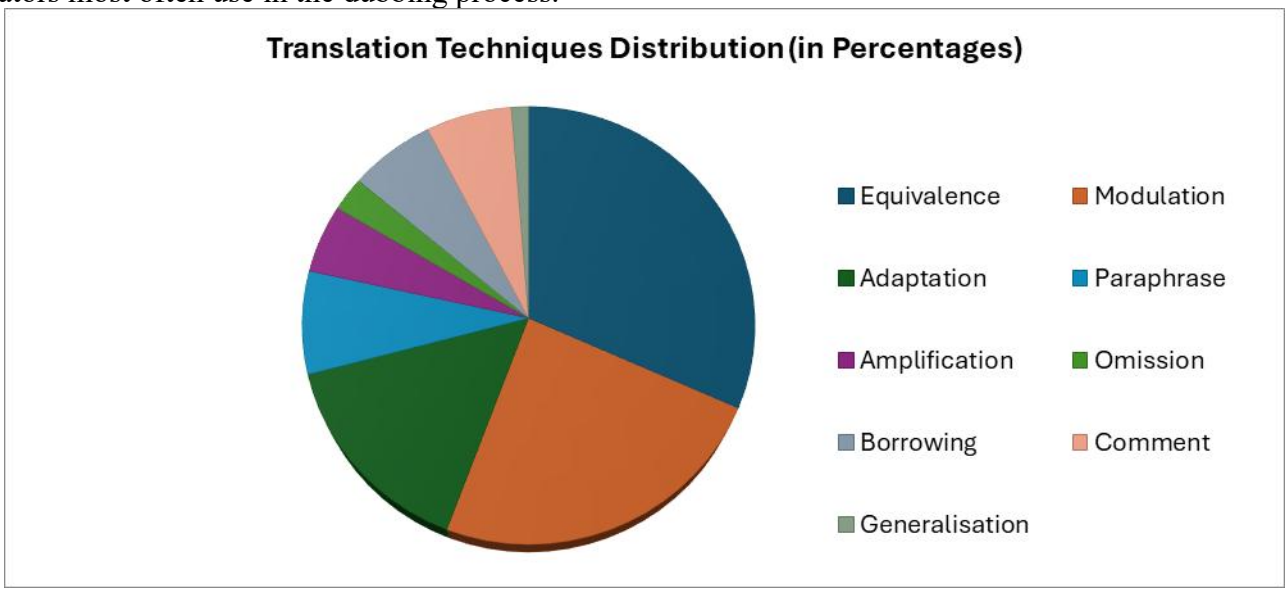
The theory of Scopos by Hans Vermeer (1989) and the concept of audiovisual translation proposed by Diaz-Sintas and Chaume (2012) were taken as a methodological basis. Skopos theory shows that the selected strategies and methods of translation are determined by its communicative purpose. In the context of Kazakh dubbing, this goal is to naturally convey the humor, emotional impact and stylistic features of the original film to the local audience. And the Diaz-Sintas concept emphasizes the importance of ensuring that language adaptation in audiovisual translation is compatible with visual actions, intonation and speech rhythm on the screen. The study focuses only on linguistic adaptation, which includes:

- Lexical changes, such as the use of equivalent or culturally acceptable idioms and slang;

- Syntactic transformations in which the structure of sentences changes in accordance with Kazakh grammatical norms;
- Adjust the register and tone to show the character's individuality and communicative intent.;
- Pragmatic reconstruction to ensure the naturalness and clarity of dialogues in the translation language.

Focusing on linguistic adaptation, this methodological approach emphasizes that translation is both a linguistic process and a creative act, ensuring that dialogues in the Kazakh language retain the expressive and functional properties of the original English text.

The study analyzed 50 fragments of the film "Venom: The Last Dance", translated from English into Kazakh. The main goal of the analysis was to determine which linguistic and cultural adaptation strategies translators most often use in the dubbing process.



The results of the study showed that translators focused the main attention on the naturalness, emotional sincerity and cultural closeness of the text. In this case, they are focused not on the literal transfer of the original, but on the effectiveness of the impact on the target audience. Such an approach is closely related to the functionalist principles of Skopos theory, which puts the purpose of translation at the forefront. That is, the task of the translator is not to maintain formal accuracy, but to ensure the communicative effect of the text in the target culture.

One of the most important factors that influenced the quality of the translation was the humor and the transmission of the character's voice. The quick dialogues and elements of black humor in the film required a delicate balance between honesty and cultural adaptation. In this context, the translators successfully conveyed the original sarcasm and irony through idiomatic and figurative expressions in the Kazakh language. As a result, the dialogues between Venom and Eddie sound natural, sincere and close to the Kazakh viewer. The emotional moments in Eddie and Venom's relationship are also highlighted. In these scenes, the translators retained the emotional depth of the characters through the use of warm, indirect speech techniques characteristic of the Kazakh language.

In general, the results of the study clearly showed that the field of dubbing in the Kazakh language is gradually forming its own stylistic character, combining the traditions of Western cinema and the linguistic rhythm of the Kazakh language. Such a combination strengthens the role of translation as a cultural mediator and expands the artistic and functional potential of the national language.

Basic strategies are complemented with stopping, paraphrasing, borrowing, amplification to remove constraints, e.g. lip movement synchronization and timing, and to fine-tune the nuances of meaning. The mood

of the translators toward humor and voicing characters is a point that should be mentioned as well, and their attitude reflects the fine line between faithfulness and adaptation to the culture of translation. Venom's hilarious, sarcastic tone is around in its full force as the result of the use of expressive and idiomatic Kazakh phrases, which shows linguistic inventiveness of a high level. Basically, this piece of research has brought out the dual function of the translator as both a linguistic mediator and a cultural translator in the audiovisual field. The researchers find that English-Kazakh dubbing, which melding global cinematic conventions with the Kazakh language's singularity, turns into a sophisticated undertaking. These findings contribute to the volume of research in the field of audiovisual translation in Kazakhstan and offer some areas for further research such as audience perception analysis, and the comparison of different genres and translation methods.

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VOLFGANG BORXERT HIKOYALARINING O‘ZBEK TILIDAGI TARJIMALARIDA QAHRAMON RUHIY HOLATINI QAYTA TIKLASH

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Annotatsiya. *Ushbu maqolada Volfgang Borxertning urushdan keyingi nemis adabiyotiga mansub hikoyalarini o‘zbek tiliga tarjima qilish jarayonida qahramon ruhiy holatini tiklash masalasi tahlil qilinadi. Psixopoetika unsurlari, ichki monolog, pauza, subtekst va erkin bilvosita nutqning tarjimada semantik hamda emotsional ekvivalentligi ko‘rib chiqiladi.*

Kalit so‘zlar: *psixopoetika, ekvivalentlik, ichki monolog, subtekst, pauza.*

KIRISH.

Adabiy tarjima - bu san’atning san’ati; asl muallifning ovozi, ritmi, obrazlari, hissiyoti va madaniy kontekstini yo‘qotmasdan, o’girilayotgan tilning tabiiy imkoniyatlaridan foydalanib, badiiy asarga yangi hayot berish. Bunda usul (metod) va uslub (stil) o‘zaro mutanosib bo‘lishi shart – ular biri ikkinchisiz tarjimaning mukammalligini ta’minlay olmaydi. Adabiy asar tarjimasida usul va uslubni mutanosib ravishda qo‘llay olish - tarjimonning nafaqat lingvistik, balki estetik va psixologik sezgirlik darajasini ham belgilaydi. Ayniqsa, Volfgang Borxert singari II Jahon urushidan keyingi ekzistensializm adabiyotini yaratgan muallifning hikoyalarini tarjima qilishda bu ikki tushuncha muhim o’rin tutadi.

Yuqorida bir necha bor ta’kidlangani kabi, Volfgang Borxertning “Das Brot” (“Non”) va “Die Küchenuhr” (“Oshxona soati”) kabi hikoyalari hajman kichik, ammo ruhiy-emotsional mazmuni nihoyatda chuqur asarlardir. Ular zamirida insoniyat fojiasi, vijdon qiynog‘i, urushdan keyingi bo‘shliq, tavba-tazarru, iztirob va sokin isyon yashiringan. Ushbu asarlarning tarjimasida ishlatiladigan metodlar psixologik ruhiyatni qanchalik to‘g‘ri va teran aks ettirganligini tadqiq etish ushbu tadqiqotning vazifalaridan biridir.

Avvalambor adib uslubining asosiy belgilariga diqqat qilaylik:

Minimalizm**:** qisqa gaplar, qisqa voqealar, ammo chuqur semantik va hissiy yuk;

Psixologik sukut**:** qahramonning og‘zaki nutq orqali emas, balki jimlik, sukut orqali kechinmalarini yetkazish;

Sintaktik dinamika**:** tanaffuslar, pauzalar, takrorlar orqali dramatik zo‘riqish yaratish;

Noverbal tasvirlar**:** harakat, nigoh, sukut orqali ruhiy portret chizish;

Poetik semantika**:** oddiy so‘zlarda yashiringan ramziy ma’nolar.

Volfgang Borxertning “Das Brot” (“Non”) hikoyasi - erkak va ayol o‘rtasidagi oddiy dialogga asoslangan bo‘lsa-da, ichki halovat, axloqiy ziddiyat va vijdon azobini yorituvchi kuchli psixologik drama hisoblanadi. Asarda faqat ikki qahramon va bir voqea bor: erkak kechasi yashirincha non yeydi va xotini buni sezadi. Ammo bu holat Volfgang Borxert uslubida shunchaki syujet emas, balki axloqiy drama sifatida tasvirlanadi. Tarjimonlar bu hikoyani turli usullar asosida tarjima qilganlar:

Mirzaali Akbarov asosan kommunikativ usuldan foydalangan. U hikoya voqeasini tushunarli, lekin ba’zan soddalashtirilgan tilda beradi. Psixologik noziklik ayrim joylarda yumshatiladi, ammo umumiy ruh saqlanadi.

Shuxratxon Imyaminova funksional ekvivalentlik metodiga yaqin yondashgan. U Volfgang Borxertga xos dramatik sukut va pauzalarni semantik darajada adekvat ifodalashga urinadi. Jumladan, “*nicht ertragen konnte, daß er log”* (u yolg‘on gapirayotganini ko‘tara olmaydi) kabi iboralar “*jini suymasdi”* tarzida bevosita, emotsional ifoda orqali tarjima qilingan. Bu xalqona, ammo hissiy kuchli ekvivalentlikdir.

Yanglishoy Egamova esa literal va stilistik muvozanatga asoslangan metodni tanlagan. Uning tarjimasida asliyatga yaqin tuzilma saqlangan, sintaktik qisqalik, pauza va psixologik noaniqliklar originalga yaqin ifodalangan. Shu sababdan uning tarjimasida yuqori stilistik sezgirlik ustivor ekanligi seziladi. Uslub jihatidan, yuqoridagi tarjimalarda quyidagi elementlarning qanday ifodalangani muhim:

1-jadval. Asliyat va o‘zbekcha talqinlarda stilistik xususiyatlarning namoyon bo‘lishi

Stilistik xususiyat	***Asliyatda***	***M. Akbarov talqinida***	***Sh. Imyaminova talqinida***	***Ya. Egamova talqinida***
Pauza va sukut	juda kuchli	qisqargan	hissiy lekin xalqona	asliyatga yaqin
Minimalizm	qat’iy saqlangan	soddalashtirilgan	ba’zida kuchaytirilgan	asliyat darajasida
Semantik chuqurlik	poetik	umumiy	xalqona emotsiyali	poetik
Ruhiy portret	noverbal	tanish tildagi izoh	his-tuyg‘ular bilan boyitilgan	uslubiy uyg‘un

“Die Küchenuhr” (“Oshxona soati”) hikoyasining tarjimasida esa tarjimonlar tatarfidan uslubiy yondashuv ustivor qo’llangani seziladi. Bu hikoyada urushda onasini yo‘qotgan, qo‘lida singan oshxona soatini tutib turgan yigitning hissiy iztirobi kuchli dramatik intensivlikda tasvirlanadi. *“Ja, sie war immer sehr pünktlich”* - bu oddiy jumlada butun vijdon azobi va onaning ilohiy ramzi yashiringan.

Yanglishoy Egamova ushbu hikoyani tarjima qilarkan, pauzalarni, qahramonning siniq nutqini, so‘zlar ortidagi sukutni, kechinmalarini saqlagan. Bu uslub Volfgang Borxertga xos poetik minimalizmni qayta tiklaydi.

2-jadval. Yanglishoy Egamova “Die Küchenuhr” (“Oshxona soati”) hikoyasi tarjimasidagi mahorati

“Die Küchenuhr” (“Oshxona soati”) hikoyasining asliyatidan parchalar	***Yanglishoy Egamova tarjimasida adibga xos poetik minimalizmning qayta tiklanishi***	***izoh***
Sie sahen ihn schon von weitem auf sich zukommen, denn er fiel auf. Er hatte ein ganz altes Gesicht, aber wie er ging, daran sah man, dass er erst zwanzig war.	*“… unda diqqatni tortadigan nimadir bor edi. Uning yuzi qarimsiq ko‘rinsa-da, biroq yurishidan unga yigirma yosh bersa bo‘lardi”.*	Qarimsiq yuz – yosh tana kontrasti saqlangan. Sintaksis biroz silliqlangan, lekin minimal tasvir va psixologik urg‘u mos. V.Borxertning “ko‘rinish–harakat” oppozitsiyasi muvaffaqiyatli ko‘chirilgan.
Das war unsere Küchenuhr, sagte er… Ja, ich habe sie noch gefunden. Sie ist übrig geblieben.	*“– Bu bizning oshxona soatimiz edi, — dedi u… – Ha, uni hozir topib oldim. Qolib ketgan ekan.”*	“Bizning oshxona soatimiz” va “übrig geblieben” (“qolib ketgan”) semantik yadrosi aniq berilgan. Soddalik, kam so‘zlik saqlanadi; buyum–xotira

		bog‘lanishi ravshan.
Sie hat weiter keinen Wert… Sie ist nur ein Teller… Aber die blauen Zahlen… Und nun gehen sie auch nicht mehr. … Innerlich ist sie kaputt… Aber sie sieht noch aus wie immer.	*“– Endi uning hech bir qimmati yo‘q… oppoq likopga o‘xshaydi… havorang raqamlari… U endi yurmaydi… U ichidan buzilgan… Ammo ko‘rinishdan hamishagidek”.*	Oddiylik, tashqi–ichki qarama-qarshilik, “ichidan buzilgan” metaforik ohangi saqlangan. “likopga o‘xshash” milliy tasavvurga mos, lekin V.Borxert obrazini buzmaydi. Minimalizmga mos, emotsiyani o‘quvchi o‘zi to‘ldiradi.
Sie haben wohl alles verloren? / Ja, ja… Nur sie hier, sie ist übrig.	*“— Hamma narsangizdan ayrilibsiz-da?… — Ha, ha… Faqat manavigina qolibdi”.*	Savol-javob minimal, zarbali. “Faqat manavigina qolibdi” – “nur sie” mazmunini to‘g‘ri beradi. Kommunikativ, lekin ortiqcha izohsiz; fojiani ko‘rsatmasdan, sezdiradi.
Und was das Schönste ist… sie ist um halb drei stehen geblieben. Ausgerechnet um halb drei…	*“— Eng qizig‘i shuki… u soat ikki yarimda to‘xtab qolgan, aynan ikki yarimda…”*	Markaziy vaqt ramzi aniq berilgan. “Eng qizig‘i” – stilistik jihatdan yumshoq domestikatsiya, lekin semantik urg‘uni saqlaydi. Takror (“aynan ikki yarimda”) dramatik minimalizmga mos.

Volfgang Borxert hikoyalarining o‘zbek tiliga badiiy tarjimasida ishlatilgan ***usullar*** - tarjima metodlari, tanlangan ekvivalentlik yondashuvi va ***uslublar*** - poetik vositalar, dramatik pauza, sintaktik tuzilma kabi elementlar tarjimaning muvaffaqiyatini belgilaydi. Zero, tarjima jarayonida qo‘llanilgan usul va uslub - qahramon ruhiyatini qay darajada adekvat aks ettirishning kalitidir. Tarjima jarayonida tarjimon ikki asosiy vazifani hal qilishi lozim: birinchidan, Volfgang Borxertga xos poetik-estetik mazmunni, ikkinchidan esa, qahramonlarning psixologik portretini uzviy ifodalovchi ruhiy holatni o‘zbek o‘quvchisiga tushunarli va ta’sirchan shakl va mazmunda yetkazish. Bu esa tarjimonning nafaqat lingvistik bilimini, balki adabiy-estetik va psixologik sezgirligini ham talab etadi.

Hikoyada 20 yoshli yigit urushdan keyingi vayronaga aylangan shaharda, parkdagi skameykada notanish juftlik yoniga o‘tirib, o‘zining yagona saqlanib qolgan narsasi - to‘xtab qolgan oshxona soatini ko‘rsatadi. Soat *halb drei* (soat uch yarimda) to‘xtagan. Yigit bu vaqtni takrorlab, o‘tmishdagi hayotini eslaydi: urushdan oldingi tinch kunlar, oilasi va onasining mehribonligi. Soatning to‘xtashi uning ichki dunyosini ochib beradi - u endi yolg‘iz, ruhiy jihatdan xasta odam. Soat urush paytida bomba portlashi natijasida to‘xtagan (druckerwelle - portlash to‘lqinidan). Bu vaqtning muzlab qolishini anglatadi: yigitning hayoti o‘sha lahzada to‘xtab qolgan. U *halb drei* vaqtini 8 marta takrorlaydi, chunki bu uning har kecha uyga qaytish vaqtida onasi tomonidan qarshi olib, erkalaydigan va ovqatlantiriladigan lahzalar edi. Soat yigitning psixologik holatini aks ettiradi: u ichki monolog orqali gapiradi, go’yo u ham soat kabi “to‘xtab qolgan” - ya’ni, o‘tmishdan, xotiralardan oldinga siljiy olmaydi. U notanishlar bilan gaplashishga urinadi, lekin rad etilgach, soatga murojaat qiladi: *«Jetzt weiß ich, dass es das Paradies war» (Endi bilamanki, bu jannat edi).*

Bu xotira va o‘lim orasidagi bog‘lanish: soat o‘tmishning og’ir va porloq xotiralarini saqlab qolgan yagona narsa, ammo u ham *«ich kaputt» (ichki buzilgan).* Yigitning tabassumi va takroriy gaplari uning ruhiy buzilishini ko‘rsatadi - u haqiqatdan qochib, soatda o‘tmishni izlaydi.

Binobarin, „Die Küchenuhr“ hikoyasida vaqt tushunchasi onaning obrazi bilan chirmashib ketgan - soat to‘xtagan daqiqa, o‘g‘il bolaning ona mehri bilan bog‘langan so‘nggi esdalik sifatida semantik va psixologik ma’noga ega. Tarjimada bu obrazni aynan emas, balki timsolli-psixologik anglash vositasi sifatida talqin qilish muhimdir.

Xulosa qilib aytganda, Volfgang Borxertning “Das Brot” (“Non”) va “Die Küchenuhr” (“Oshxona soati”) hikoyalarini o‘zbek tiliga tarjima qilishda tarjimonlar psixologik tafakkur, stilistik sezgirlik va semantik moslik tamoyillariga tayangan. Natijada matnning emotsional va estetik yuki, ichki dramatizmi va poetik strukturasini asliga sodiq holda yetkazishga muvaffaq bo‘lishgan. Bu esa tarjimaning badiiy va ilmiy qiymatini belgilovchi asosiy mezonlardan biridir.

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CROSS-CULTURAL AND LINGUISTIC CHALLENGES IN TRANSLATING PHRASEOLOGICAL UNITS IN THE ENGLISH AND UZBEK LANGUAGES

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Abstract. *Phraseological units, often referred to as idiomatic expressions, represent an integral part of any language and embody the cultural identity, traditions, and mentality of its speakers. Their translation poses considerable challenges because their figurative meanings and cultural associations rarely have direct counterparts in another language. This paper discusses the key problems encountered when translating phraseological units, such as semantic discrepancies, cultural barriers, and syntactic variations between languages. It also examines the main translation approaches, including literal rendering, use of an equivalent idiom, descriptive explanation, and contextual adaptation. Particular emphasis is placed on the role of context and the translator's cultural awareness in maintaining the emotional and stylistic impact of these expressions. The study concludes that effective translation of phraseological units demands not only linguistic competence but also an in-depth understanding of both source and target cultures to accurately reproduce their meaning and expressive value.*

Keywords: *phraseological units, idioms, translation difficulties, cultural equivalence, translation methods.*

INTRODUCTION.

Phraseological units are fixed combinations of words that have a figurative or idiomatic meaning which cannot be deduced from the literal meanings of the individual words. They are an important part of every language because they enrich speech, express emotions, and reflect the cultural identity of the people. Examples of English phraseological units include:

Break the ice – to start a conversation in a friendly way.

A piece of cake – something is very easy to do.

Once in a blue moon – something that happens very rarely.

These expressions are not translated word-for-word because their meanings are idiomatic and culture-bound. Translating phraseological units is one of the most challenging aspects of translation into Uzbek language because there is no exact meaning of the phraseological units. The main difficulties include lack of equivalents namely, some idioms have no direct equivalent in the target language. Example: To spill the beans (to reveal a secret) has no identical Uzbek idiom, so it may be translated descriptively as sirni ochmoq.

Main translation challenges in both languages

1. Cultural differences also play a vital role to translate some idioms into another one according to their original meaning. Many phraseological units are based on customs, traditions, or historical facts that may be unfamiliar to speakers of another language. Example: Carry coals to Newcastle (to do something unnecessary) can be translated into Uzbek as ariqqa suv tashimoq or bekorga mehnat qilmoq.

2. The grammatical or lexical structure of the idiom in one language may not exist in another. The structural differences between Uzbek, an agglutinative language, and English, an analytic language, create challenges in maintaining the syntactic and stylistic features of phraseological units during translation. To

overcome these problems, translators use different strategies such as using an equivalent idiom, paraphrasing, literal translation (if possible), or explanatory translation.

The expressiveness of the original text must be accurately conveyed in translation, and its figurative means should be preserved as fully as possible. To achieve this, translators must find a stable phraseological equivalent that conveys an adequate image in the target language. According to translation theorists such as L. Barkhudarov, V. Komissarov, Fiterman, Levitskaya, and O. Petrova, there are four main methods for translating such expressions:

1. Preserving the image completely;
2. Partially modifying the image;
3. Substituting it with a completely different image;
4. Omitting the image entirely.

Generally, international or universally recognized images are retained during translation. These often include phraseological units that originate from historical, mythological, religious, or legendary sources. For instance, “in the seventh heaven” corresponds to the Uzbek “yettinchi osmondagi jannat.” Such expressions are considered equivalents because they share the same meaning and stylistic effect in both languages, causing minimal translation difficulty. In some cases, even when no exact equivalent exists, it is still possible to preserve the figurative image of the original. For example, “nothing comes out of the sack but what was in it” can be translated as “qopda nima bo‘lsa shu chiqadi” or “qozonda bori cho‘michga chiqadi.” This approach is effective when the idiom’s figurative meaning is transparent and easily understood by readers. Although the words are used metaphorically, if their dictionary meanings remain clear, the calque method (literal translation) can help maintain the text’s meaning and facilitate comprehension. However, calquing often converts figurative idioms into neutral or free word combinations, and the success of this method reflects the overall quality of the translation. When the meaning of the idiom’s components is obscure, partial copying may lead to misunderstanding. For example, in English, the expression “to send somebody to Coventry” cannot be translated literally, since its meaning does not depend on the words “send” or “Coventry.” The correct translation would be “to boycott.”

In many instances, both the source and target languages express the same idea but differ in imagery. This slight difference is often acceptable if the figurative sense remains the same. For example, “a fine suit does not make a gentleman” can be translated as “kiyim odamni bezamaydi,” and “a burnt child dreads the fire” corresponds to “og‘zi qaynoq sutga tygon, qatiqni ham puflab ichadi.” Although none of the words directly correspond, the conveyed idea—fear of harm after past experience—remains the same. Another example is “look not a gift horse in the mouth” which translates as “berganning betiga qarama,” and “to lay by for a rainy day” as “qora kunga saqlamoq.” When there is no direct equivalent, translators often use analogous phraseological units that carry similar meanings. If such similarity is absent or the idiom is not transparent, translators may employ descriptive or free translation. For example, “a skeleton in the cupboard” becomes “oila siri,” and “in a whole skin” is rendered as “soppa-sog‘, soppa-salomat.”

Translating figurative phraseological units thus requires attention to national and cultural characteristics. Words with cultural or national significance are particularly challenging to render, demanding both linguistic skill and cultural understanding. While maintaining national elements in translation is important, overusing them can distort meaning and lower translation quality. For instance, the idiom “to carry coals to Newcastle” may be adapted in Uzbek as “Surxondaryoga xurmo olib bormoq” or “daryoga suv tashimoq.” Such equivalents should sound natural and culturally appropriate in the target language. However, translators must avoid over-domestication, as it can alter the content and stylistic tone of the original. Symbols may also vary between cultures. In most languages, white symbolizes purity and justice, while black represents sorrow or death. Similarly, flower stands for beauty or love, nightingale for a beautiful voice, wolf for greed or hunger, and fox for cunning. These are universal symbols, but each culture also has specific symbols linked to its geography, traditions, and history. For example, English idioms such as “as red as a cherry” translate to “olmadek qizil,” and “as harmless as a dove” to “musichaday beozor.” Every language’s phraseology reflects its unique social, historical, and spiritual experiences. Therefore, the translator must always consider these national and cultural

features when rendering phraseological units. Some idioms even include geographical names, such as "Do in Rome as the Romans do," which can be adapted into Uzbek as "Onasini Uchqo'rg'ondan ko'rsataman."

CONCLUSION

The comparative study of English and Uzbek phraseological units shows that their translation is one of the most challenging aspects of intercultural communication. The main difficulty lies in the fact that phraseological units are deeply connected with the cultural memory, worldview, and historical experience of each nation. As a result, literal translation rarely conveys the intended figurative meaning, emotional colouring, or pragmatic effect of the original expression. Instead, translators must carefully select strategies such as semantic equivalence, functional substitution, descriptive translation, or complete transformation, depending on the communicative purpose and the availability of an equivalent in the target language. The analysis of English and Uzbek examples demonstrates that full equivalents are relatively rare, while partial equivalents and analogues occur more frequently. Many idioms, proverbs, and set expressions have culturally specific imagery that cannot be reproduced directly. Therefore, the translator's task is not only to understand the literal meaning of each component but also to grasp the underlying metaphor and recreate its impact in the target language. This requires deep linguistic competence, strong cultural awareness, and a flexible approach to translation techniques. In conclusion, the accurate and expressive translation of phraseological units between English and Uzbek can be achieved only when both linguistic and cultural factors are considered. Successful translation preserves not only the meaning but also the stylistic nuance and emotional tone of the original unit. Thus, phraseological translation remains an area where the translator's creativity and intercultural competence play a decisive role.

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TRANSLATION PROBLEMS OF PHRASEOLOGICAL UNITS (ON THE EXAMPLE OF ENGLISH AND UZBEK LANGUAGES)

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Abstract. *This study explores the challenges involved in translating phraseological units between English and Uzbek. Such units—including idioms, proverbs, and fixed expressions—serve as reflections of a nation's cultural and historical identity, making their translation both linguistically and culturally complex. The research analyzes various forms of equivalence, semantic loss, and adaptation strategies applied in translating phraseological expressions from English to Uzbek and vice versa. Through comparative analysis, the study identifies effective methods for maintaining the original sense, emotional coloring, and stylistic features of these units. The results aim to enhance translation practices and strengthen translators' intercultural communication competence.*

Keywords: *phraseological units, idioms, translation problems, equivalence, cultural adaptation, English, Uzbek, linguistic challenges, semantics, intercultural communication.*

INTRODUCTION.

Phraseological units significantly enrich a language by enhancing its expressiveness, emotional depth, and cultural uniqueness. These include idioms, proverbs, collocations, and other fixed expressions that often convey meanings extending beyond their literal components. Translating such expressions represents one of the most challenging areas in linguistics and translation studies, as they are deeply intertwined with a nation's historical background, culture, and worldview.[1]

In the case of English and Uzbek, this challenge becomes particularly complex because of differences in linguistic structure, cultural heritage, and patterns of thought. Literal translation frequently fails to deliver the intended meaning, and finding a suitable equivalent in the target language requires a thorough understanding of both cultural and contextual elements. Therefore, translators must take into account not only linguistic features but also sociocultural, pragmatic, and stylistic aspects of phraseological expressions.[2]

The present research focuses on identifying the main challenges and strategies involved in translating phraseological units between English and Uzbek. It examines different levels of equivalence, semantic modifications, and adaptation methods that preserve the original meaning and cultural nuances of idiomatic expressions. Additionally, the study underlines the importance of phraseological competence among translators, stressing its role in producing natural, accurate, and culturally sensitive translations.

DISCUSSION AND RESULTS

Phraseological units, or idiomatic expressions, are among the most difficult elements to translate because their meanings cannot usually be inferred from the literal meanings of the individual words. When transferring such expressions between English and Uzbek, translators face numerous linguistic, semantic, and cultural challenges that demand detailed analysis and creative problem-solving.[3]

One of the key issues in this process is equivalence. In certain cases, complete equivalents exist in both languages. For instance, the English idiom "to kill two birds with one stone" directly corresponds to the Uzbek "bir o'q bilan ikki quyonni urmoq", sharing both meaning and imagery. However, such examples are quite

limited. More frequently, translators must rely on partial or functional equivalents, or resort to descriptive translation when a direct counterpart is unavailable in the target language.

Another challenge arises from the cultural uniqueness of phraseological expressions. Many idioms are deeply tied to a particular nation's history, folklore, or social environment. For example, the English phrase "carry coals to Newcastle" cannot be translated literally into Uzbek since it refers to a city famous for its coal production. Instead, it can be rendered as "keraksiz ishni qilish" (to do something unnecessary). Likewise, Uzbek idioms such as "ilon inidan chiqqan bola ilon bo'ladi" (a child of a snake will be a snake) require cultural adaptation in English, often through metaphorical equivalents like "the apple doesn't fall far from the tree."[4]

Common strategies for translating phraseological units include:[5]

1. Full equivalence – when idioms share both meaning and imagery in both languages.
2. Partial equivalence – when the meaning is similar, but the imagery differs.
3. Descriptive or explanatory translation – used when no equivalent exists, and the meaning must be conveyed through explanation.
4. Calque or borrowing – rarely applied, except when an idiom is internationally understood.
5. Functional substitution – replacing the idiom with a culturally relevant expression that fulfills the same communicative purpose.

Apart from linguistic and cultural aspects, translators must also consider stylistic and emotional nuances. Idioms often express humor, irony, or emotion that may not exist in the target language. Therefore, the translator's task is not only to convey the meaning but also to preserve the expressive style and natural rhythm of the text.

In addition, studying the translation of phraseological units enhances intercultural competence, as it requires a deep understanding of both languages' worldviews and cultural values. For both students and professional translators, mastering phraseological equivalence leads to more authentic, fluent, and culturally appropriate translations that resonate with native speakers.

Types and Strategies of Phraseological Unit Translation[6]

№	Translation Strategy	Description	Example (English → Uzbek)
1	**Full Equivalent**	The idiom has an identical meaning and imagery in both languages.	*To kill two birds with one stone → Bir o'q bilan ikki quyonni urmoq*
2	**Partial Equivalent**	The meaning is similar, but the imagery differs.	*To rain cats and dogs → Juda kuchli yomg'ir yog'moqda*
3	**Descriptive Translation**	The idiom is explained using neutral words when no equivalent exists.	*To spill the beans → Sirni ochib qo'ymoq*
4	**Functional Substitution**	The idiom is replaced with a culturally relevant expression serving the same function.	*Every cloud has a silver lining → Har yomonlikning bir yaxshiligi bor*
5	**Calque (Literal) Translation**	The idiom is translated word-for-word (rarely used).	*Time is money → Vaqt — bu pul*

The comparative study of English and Uzbek phraseological units shows that although both languages are abundant in idiomatic expressions, their development and application are strongly shaped by unique cultural, historical, and social factors. The research indicates that translating phraseological units goes far beyond finding linguistic equivalents — it involves achieving a careful balance between semantic precision, cultural relevance, and stylistic consistency.[7]

Several important conclusions were drawn from the analysis:

1. Equivalence Levels: Complete equivalence between English and Uzbek idioms is uncommon. In most cases, translators must rely on partial or functional equivalents. For instance, the English idiom "to let the cat out of the bag" (meaning to reveal a secret) does not have a direct Uzbek equivalent but can be rendered as "sirni fosh etmoq" or "og'zidan chiqib ketmoq." These versions convey the sense but lose the metaphorical imagery of the original.
2. Cultural Context: Cultural and historical background significantly affects the interpretation of idioms. Expressions tied to particular customs, geography, or literature often need adaptation or descriptive translation. For example, English idioms such as "carry coals to Newcastle" are replaced by Uzbek expressions with a similar idea relevant to local culture. Similarly, Uzbek idioms like "O'n og'izdan chiqqan gapni bir og'izdan eshit" require cultural adjustment when rendered in English.
3. Stylistic and Emotional Nuance: Idioms frequently convey emotional or stylistic shades — including irony, humor, or moral reflection. Translators must, therefore, focus on maintaining the same emotional effect in the target language. Literal translation rarely succeeds in this aspect, whereas functional equivalents tend to preserve both the idiomatic tone and communicative impact more effectively.
4. Effective Translation Strategies: The study identifies five major strategies for translating phraseological units: full equivalence, partial equivalence, descriptive translation, functional substitution, and calque translation. Among them, functional substitution and descriptive translation prove to be the most efficient in maintaining both semantic meaning and cultural authenticity.

The results further demonstrate that translators with strong phraseological knowledge and intercultural awareness produce more natural and fluent translations. Their understanding of culturally embedded meanings and stylistic nuances enables them to choose the most accurate and context-appropriate equivalents.

Overall, the findings emphasize that the successful translation of phraseological units between English and Uzbek requires a blend of linguistic expertise, cultural sensitivity, and creative thinking. Moreover, the study underlines the necessity of developing specialized teaching materials for translation students to strengthen their practical skills in idiomatic translation.

And so, while translating phraseological expressions poses considerable difficulties, it also presents an excellent opportunity to enhance cultural interaction and foster deeper mutual understanding between English and Uzbek language communities.

CONCLUSION

The examination of phraseological units and their translation between English and Uzbek emphasizes the deep interconnection between language and culture. As reflections of a nation's mindset, history, and worldview, phraseological expressions represent one of the most complex yet captivating areas of translation. The research demonstrates that translating idioms involves much more than simple word replacement—it requires a deep awareness of cultural meaning, stylistic subtlety, and communicative intent.

The findings indicate that complete equivalence between English and Uzbek idioms is relatively uncommon. In most cases, translators depend on partial or functional equivalents, descriptive translations, or culturally adapted alternatives. The effectiveness of translation largely hinges on the translator's ability to understand both the linguistic and cultural nature of phraseological units and to reproduce them in a natural and contextually appropriate way.

Furthermore, the translation of phraseological expressions plays an important role in promoting intercultural understanding. It enables speakers of different languages to appreciate each other's perspectives, humor, and traditions, thereby enriching cross-cultural communication. For this reason, the development of phraseological competence should be regarded as a key objective in the training of translators and linguists.

In summary, the translation of phraseological units is not merely a linguistic exercise but a form of cultural creativity. Mastering this process allows translators to preserve and convey the expressive richness, emotional resonance, and cultural essence of both English and Uzbek idioms, thus strengthening the cultural and linguistic connection between the two peoples.

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