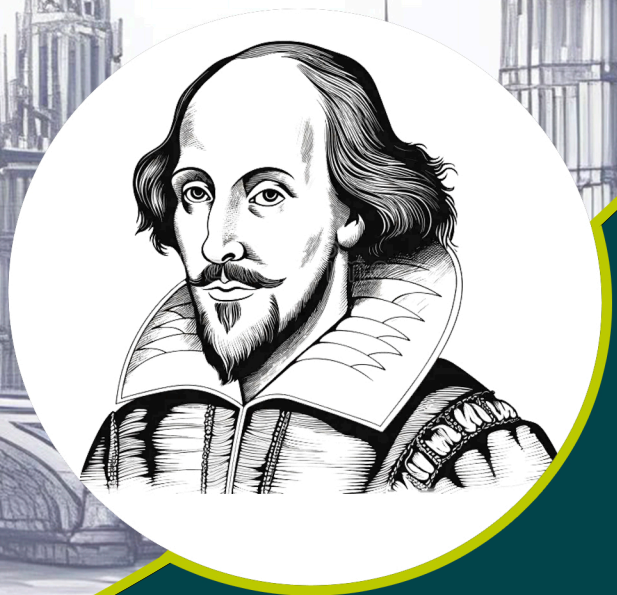
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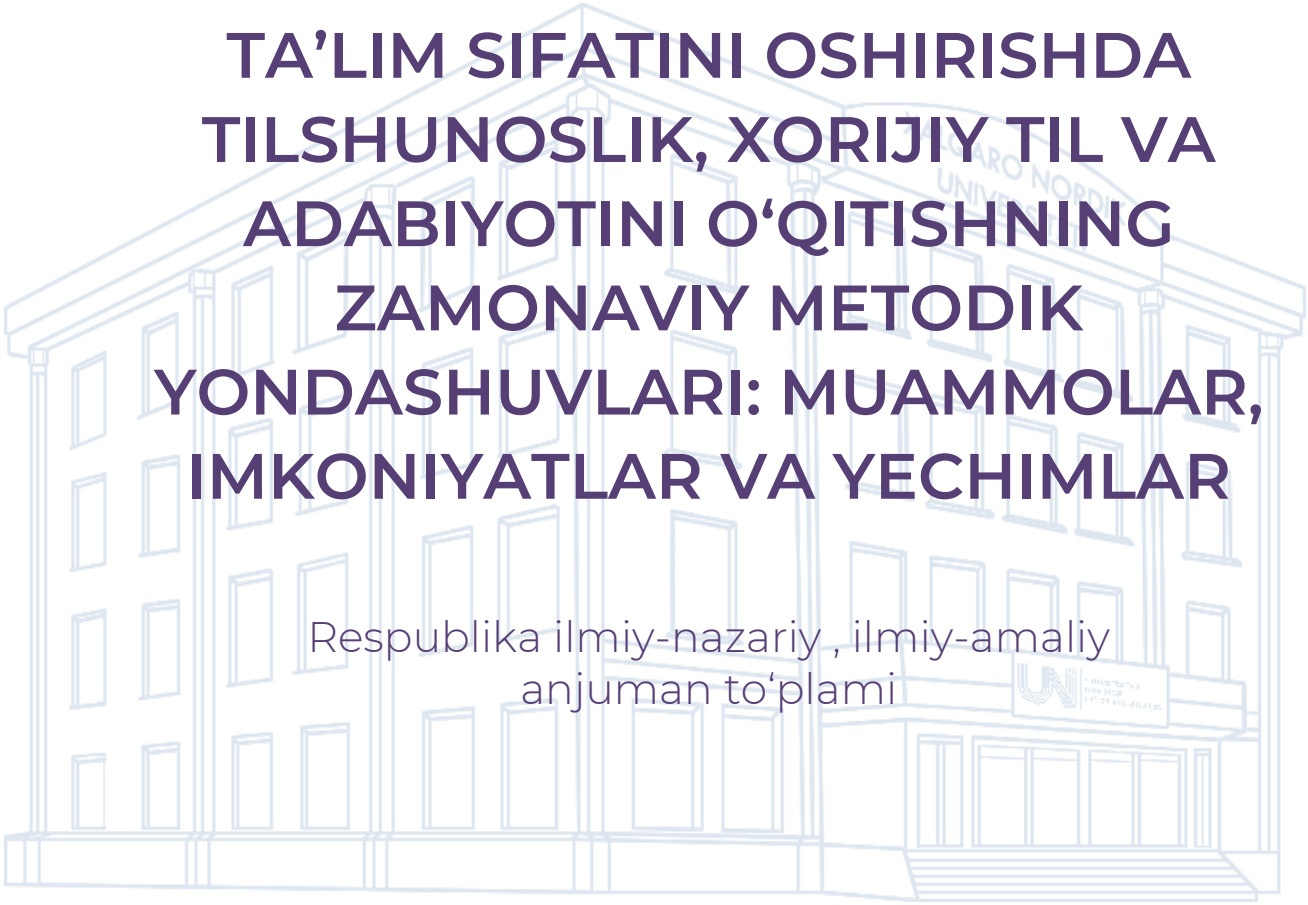
«TA’LIM SIFATINI OSHIRISHDA TILSHUNOSLIK, XORIJIY TIL VA ADABIYOTINI O‘QITISHNING ZAMONAVIY METODIK YONDASHUVLARI: MUAMMOLAR, IMKONIYATLAR VA YECHIMLAR»

Respublika ilmiy-nazariy , ilmiy-amaliy anjuman

Toshkent - 2025

XALQARO NORDIK
UNIVERSITETI

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SO'Z BOSHI

Hurmatli konferensiya ishtirokchilari, aziz olimlar, ustozlar va mehmonlar!

Ilmiy-nazariy va amaliy anjumanning mazmun-mohiyatiga nazar solar ekanmiz, bir haqiqat ayon bo'ladi: ta'lim sifati – har qanday jamiyat taraqqiyotining tayanchi, til va adabiyot esa shu jamiyat tafakkuri, madaniyati, dunyoqarashining asosi hisoblanadi.

Xalqaro Nordik universitetida tashkil etilgan "Ta'lim sifatini oshirishda tilshunoslik, xorijiy til va adabiyotini o'qitishning zamonaviy metodik yondashuvlari: muammolar, imkoniyatlar va yechimlar" mavzusidagi respublika ilmiy-nazariy va amaliy konferensiyasi – tilshunoslik, xorijiy tillar, adabiyot va ularni o'qitish metodikalarini zamonaviy yondashuvlar asosida tahlil qilish, mavjud muammolarni aniqlab, amaliy yechimlar ishlab chiqishdek ustuvor maqsadga xizmat qiladi. Zero, bugun bizdan bilimli emas, balki kreativ fikrlaydigan, tafakkuri global, lekin ildizi milliy avlodni shakllantirish talab etilmoqda.

Til o'rganish – bu shunchaki so'zlarni yod olish emas, bu boshqa madaniyatni anglash, o'z fikrini yetkazish, dunyo bilan muloqot qilish imkonidir. Shu sababli xorijiy til va adabiyotini o'qitishda innovatsion metodlar, kommunikativ yondashuvlar, raqamli ta'lim resurslari muhim ahamiyat kasb etadi.

Konferensiyada tilshunoslikning nazariy va amaliy yo'nalishlari, tarjimashunoslikdagi dolzarb muammolar, jahon adabiyotining o'quv jarayoniga integratsiyasi, innovatsion ta'lim texnologiyalari keng muhokama qilinishi, muloqotlar o'tkazilishi, shubhasiz, ilmiy va amaliy jihatdan sermahsul natija beradi.

Hurmatli ishtirokchilar!

Sizlar bilan birga yangi g'oyalarni ilgari surish, ilg'or tajribalarni o'rtoqlashish, ta'limning sifatli kelajagini birgalikda qurish biz uchun sharafdir. Barchangizga ilmiy izlanishlaringizda muvaffaqiyatlar va amaliy natijalar tilayman!

Sherzod Mustafakulov,
Xalqaro Nordik universiteti rektori,
iqtisodiyot fanlari doktori, professor

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THE IMPORTANCE OF LEARNING A SECOND LANGUAGE

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ABSTRACT

Learning a second language is an important skill that helps people in many ways. It improves thinking, memory, and problem-solving skills, making it easier to focus and learn new things. Speaking another language also helps people understand different cultures and communicate with others from around the world. This can create more job opportunities, make travel more enjoyable, and help build friendships with people from different backgrounds. Additionally, learning a second language keeps the brain active and can even help prevent memory problems as people get older. This paper explores the many benefits of learning a new language in education, work, and everyday life.

Keywords: learning, language, communication, culture, memory.

INTRODUCTION

In today's interconnected world, learning a second language has become more important than ever. As people travel, work, and communicate with others from different cultures, knowing another language helps bridge gaps and create meaningful connections. Learning a new language is not just about speaking—it also helps improve thinking, problem-solving, and memory skills. Studies show that bilingual individuals can focus better, switch between tasks more easily, and think more creatively. These cognitive benefits make learning another language useful for both students and professionals. Beyond cognitive skills, learning a second language opens doors to better job opportunities. Many companies prefer employees who can communicate in more than one language, as it helps them connect with international clients and expand their business. It also makes travel more enjoyable, as understanding the local language allows people to navigate new places more easily and interact with locals. Additionally, learning a second language helps people appreciate different cultures, traditions, and perspectives, making them more open-minded and understanding of others.

Many teachers dedicated their studies on the acquisition of the second language since the beginning of the last century. They have been attempting to implement the most effective ways of the teaching a language. Yet, according to the recent researches the acquisition process can vary from individual to individual. Not only linguists around the world, but also Uzbek researches (Nasriddinov,2021; Sodiqova, 2023; Sodiqova 2022; Zakhidova 2024; Petrosyan, 2021, Khalikova 2024 etc.) do their persistent investigations on the importance of the language learning and teaching as well.

MAIN PART

According to Gardner, within the field of language learning, the typical model is the division made between integrative and instrumental motivation. If a person learns a language primarily for a purpose like getting a job or fulfilling an academic requirement, she/he is affected by instrumental motivation. In other words, instrumental motivation refers to the motivation to acquire a language as means of achieving goals such as promoting a career or job or reading technical texts while integrative motivation has to do with wanting to be accepted by another community. Gardner and MacIntyre (1993) have referred to these two types of motivation as motivation orientations and mentioned that depending on learner's orientation (either career/academic-related 'instrumental" or socially/culturally- related "integrative") different needs must be fulfilled in Foreign Language Teaching (FLT).

According to Dunkel, if the study of language is a science, countless isolated facts covering the whole field of inquiry must have been collected, sifted, and correlated; valid conclusions must have been drawn in such a manner that the principles of the science have stood forth, each clear, unequivocal, and unassailable. Since learning one's native language and learning a second one are both cases of language learning, the usual assumption is that information about the one illumines the other. More similarity may have been seen than does in fact exist, and whether the resemblances have been exaggerated is a question we must eventually decide. Be that as it may, a much greater bulk of information about the acquisition and use of language exists in regard to native languages than in regard to foreign ones. For this reason in the next three chapters we necessarily begin to examine language learning and language using as they occur in the native tongue. We can then make such further qualifications and modifications as seem necessary in applying this information to second languages. According to Hasan Soyupek, there is no doubt that, as in every field, there will be some difficulties in language learning. These difficulties are still valid today as they were in the past. Despite all these opportunities and efforts, when we talk about failures in foreign language teaching, many reasons come to mind. Among these, the first ones that are seen are; students' interest, motivation, method, course materials and learning environment. When these problems that significantly affect success are examined, the picture we come across is not good at all. Especially in the higher education process, courses related to students' future endeavors limit the time they can spend on foreign languages. When the fact that students see foreign language education as a burden is added to this, language learning becomes unpleasant for the student. If there is no application area for this language, if it is not given to the impression that they have learned a language that will be useful in life and that they can use easily, learning becomes even more unbearable. As Sanako searched, an immersive language learning environment is crucial for effective language acquisition. Immersion involves surrounding students with the target language in various contexts, enabling them to practice and internalize it naturally. This can be achieved through a combination of classroom activities, multimedia resources, and real-life interactions. In addition to traditional classroom settings, incorporating cultural elements into the learning environment can significantly enhance immersion. This includes using authentic materials like music, films, and literature from the target language's culture. Encouraging students to participate in cultural events, language exchange programs, and virtual interactions with native speakers can also provide valuable

real-world practice. By creating a rich, immersive environment, educators can help students develop a deeper understanding and appreciation of the language they are learning. One of the challenges in teaching multiple languages is addressing the diverse language backgrounds of students. Tailoring lesson plans to meet the needs of each student is essential for effective language teaching. This involves assessing students' proficiency levels, learning styles, and cultural backgrounds to create personalized learning experiences. Differentiated instruction, where teachers provide various pathways for students to achieve the same learning objectives, can be particularly effective in a multilingual classroom.

Benefits of learning second languages. Children develop a better understanding of English when they study a new language. They become more aware of grammar, conjugation and sentence structures. This helps them understand how English works, enhances their comprehension and accelerates their ability to read and write. Learning a language strengthens the area of the brain which is responsible for memory, speech and sensory perception. Bilingual people are better at retaining lists, sequences, names and directions. They are also more creative, perceptive and can concentrate for longer. Learning a language enables children to analyse information and solve problems better as they can select relevant information and ignore irrelevant or misleading information. They become more rational and objective decision makers. Learning a new language nurtures curiosity and openness in children. They become aware of new cultures, and develop a greater understanding and appreciation of other people and customs that are different to their own. As they develop their language fluency, they increase their ability to communicate across cultures and interact positively with people from other countries.

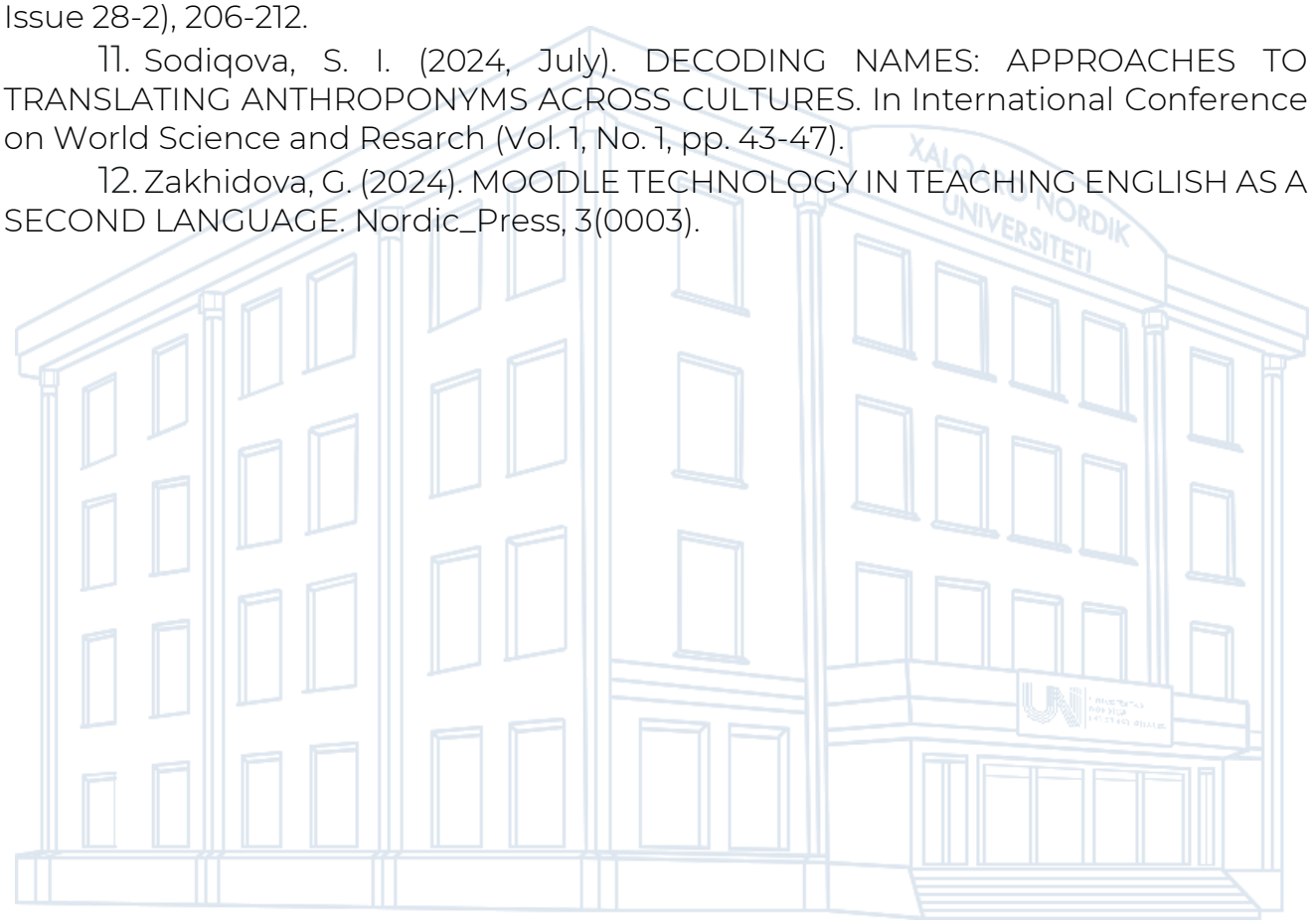
CONCLUSION

Learning a second language is more than just acquiring a new set of vocabulary and grammar rules—it is an enriching experience that broadens horizons in ways both personal and professional. It allows individuals to access new cultures, engage in meaningful interactions, and foster a deeper understanding of the world. The cognitive benefits, such as improved memory, multitasking, and problem-solving skills, enhance brain function and increase overall mental agility. Additionally, mastering a second language opens up countless opportunities in the global job market, where bilingualism is often highly valued. Beyond practical advantages, learning a second language also encourages empathy and appreciation for different viewpoints, helping to bridge divides and strengthen connections. Ultimately, the importance of learning a second language lies in its ability to enrich lives, enhance personal growth, and connect us all in an increasingly interconnected world.

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MIYA HUDUDLARINING TILNI QAYTA ISHLASHDAGI ROLI (BROKA VA VERNIKE HUDUDLARI)

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ANNOTATSIYA

Ushbu maqolada Broka va Vernike hududlarining tilni qayta ishlashdagi roli tahlil qilinadi. Til inson ongining muhim elementi bo'lib, uning anglanishi va ifodalanishi miyaning maxsus hududlari tomonidan boshqariladi. Tadqiqotlar shuni ko'rsatadiki, Broka hududi grammatik strukturalarni shakllantirish va til ifodalanishida muhim rol o'ynaydi, Vernike hududi esa so'zlarni anglash va semantik jihatdan qayta ishlash jarayoniga javobgardir. Ushbu hududlarning shikastlanishi afaziya kabi nutq buzilishlariga olib kelishi mumkin. Maqolada, shuningdek, til bilan bog'liq nevrologik muammolarni tushunish va davolash usullari muhokama qilinadi.

Kalit so'zlar: Broka hududi, Vernike hududi, tilni qayta ishlash, afaziya, nevrologik tadqiqotlar, neyroplastiklik, nutq buzilishlari

KIRISH

Til inson tafakkurining asosiy vositasi bo'lib, nutq faoliyatining shakllanishi va amalga oshirilishi murakkab neyrobiologik jarayonlarga bog'liq. Ushbu jarayon miyaning turli sohalari, ayniqsa, Broka va Vernike hududlari tomonidan boshqariladi. Broka hududi chap yarimsharning peshona qismida joylashgan bo'lib, tilni shakllantirish, grammatik strukturalarni boshqarish va artikulyatsiya jarayonlarida muhim rol o'ynaydi. Vernike hududi esa chakka sohasida joylashib, so'zlarni anglash va semantik jihatdan qayta ishlash uchun javobgardir. Tilni qayta ishlash jarayoni ushbu ikki hududning birgalikda ishlashini talab qiladi. Ular arcuate fasciculus deb nomlanuvchi nerv tolalari orqali bog'langan bo'lib, bu tuzilma tilni anglash va ifodalash o'rtasidagi muvofiqlikni ta'minlaydi. Ushbu hududlarning shikastlanishi turli xil nutq buzilishlariga, jumladan, Broka afaziyasi (grammatik va artikulyatsion muammolar) va Vernike afaziyasi (so'zlarni noto'g'ri tushunish va mantiqsiz nutq) kabi holatlarga olib kelishi mumkin.

So'nggi yillarda neyrobiologik tadqiqotlar va zamonaviy tasvirlash texnologiyalari, jumladan, magnit-rezonans tomografiya (MRT), funksional MRT (fMRT) va elektroensefalografiya (EEG) yordamida til va miya faoliyatining aniq bog'liqligi[1] o'rganilmoqda. Ushbu maqolada Broka va Vernike hududlarining funksional xususiyatlari, ularning o'zaro aloqasi hamda shikastlanishi oqibatida yuzaga keladigan lingvistik va kognitiv o'zgarishlar tahlil qilinadi. Bundan tashqari, til

[1]Friederici, A. D. (2011). The brain basis of language processing: From structure to function. *Physiological Reviews*, 91(4), 1357–1392. https://doi.org/10.1152/physrev.00006.2011

bilan bog‘liq kasalliklarni davolashda neyroplastiklik va terapiya usullarining samaradorligi haqida ham so‘z yuritiladi.

METOD

Ushbu maqola turli ilmiy maqolalar va nevrologik tadqiqotlar natijalariga asoslangan holda tayyorlandi. Tadqiqotlarda magnit-rezonans tomografiya (MRT), funksional MRT (fMRT), elektroensefalografiya (EEG) va bemorlarning klinik tahlillari[2] asosida ma’lumotlar yig‘ildi. Tadqiqot natijalari miya hududlarining til bilan bog‘liq funksiyalarini tushuntirish uchun taqqoslandi.

NATIJALAR

Broka hududi, asosan, miya peshona qismining chap yarimsharida joylashgan bo‘lib, tilni shakllantirish va grammatik strukturalarni boshqarishga javobgardir. Ushbu hudud shikastlanganda bemorlar so‘zlarni to‘g‘ri talaffuz qilish yoki grammatik jihatdan to‘g‘ri gaplarni tuzishda qiyinchiliklarga duch kelishadi (Broka afaziyasi). Vernike hududi esa chakka sohasida joylashgan bo‘lib, so‘zlarni anglash va semantik jihatdan qayta ishlash jarayoniga javobgardir. Ushbu hudud shikastlanganda bemorlar so‘zlarni anglashda muammoga duch keladilar va mantiqiy bog‘lanmagan gaplar bilan javob berishlari mumkin (Vernike afaziyasi)[3].

MUHOKAMA

Tadqiqot natijalari shuni ko‘rsatadiki, Broka va Vernike hududlari o‘zaro chambarchas bog‘liq bo‘lib, arcuate fasciculus deb nomlanuvchi nerv tolalari orqali bir-biriga ulanadi. Bu struktura tilni anglash va ifodalash jarayonlarining muvofiqligini ta’minlaydi. Til bilan bog‘liq kasalliklarni davolashda neyroplastiklik tushunchasi katta ahamiyatga ega bo‘lib, logopedik terapiya va neyrostimulyatsiya orqali ushbu hududlarning funksiyalarini tiklash mumkin.

XULOSA

Broka va Vernike hududlari inson tilini qayta ishlashda muhim rol o‘ynaydi. Ushbu hududlarning shikastlanishi turli xil afaziyalarga olib kelishi mumkin. Tadqiqotlar shuni ko‘rsatadiki, tilni anglash va ifodalash jarayonlari neyrobiologik asosga ega bo‘lib, bu yo‘nalishda chuqurroq tadqiqotlar o‘tkazish zarur. Ushbu bilimlar asosida afaziya va boshqa nevrologik kasalliklarni yanada samarali davolash imkoniyatlari yaratilishi mumkin.

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RAQAMLARNING LINGVISTIK VA MADANIY SEMANTIKASI

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ANNOTATSIYA

Maqolada raqamlarning til universaliyasi sifatida madaniy va semantik jihatlari tahlil qilinadi. Sonlarning mifologiya, folklor va til tizimidagi ramziy ma'nolari, shuningdek, turli tillardagi lingvistik ifodalanishi o'rganiladi. Raqamlarning madaniy kod sifatidagi roli va ularning inson tafakkuridagi o'rni yoritiladi.

Kalit so'zlar: raqam, son, til universaliyasi, miqdor kategoriyasi, madaniy kod, numerativlar

Raqam madaniy tushuncha va miqdoriy belgi sifatida til universaliyasi bo'lib, miqdor va sifat, makon va vaqt kategoriyalari bilan chambarchas bog'liq. Raqamlar tizimi muayyan millat yoki xalqning dunyoqarashini aks ettiradi, alohida raqamlar esa etnosning madaniy kodini o'z ichiga oladi va muqaddas ma'nolarni ifodalaydi. Raqam moddiy va voqelikdan eng uzoq abstrakt tushuncha bo'lishiga qaramay, inson hayoti va ongida predmetlar dunyosi bilan yaqin aloqada bo'lib, o'zaro ta'sir qiladi.

Raqamli kod noyob kognitiv fenomen sifatida inson va atrof-muhit o'rtasidagi o'zaro aloqalar hamda til darajasidagi munosabatlarning butun xilma-xilligini belgilaydi. Chunki u atrof-muhitni yaratish va tavsiflash vositasi bo'lgan asosiy semantik-grammatik kategoriya — "miqdor"ni ifodalaydi.

So'nggi yillardagi mavjud tadqiqotlar tahlili son kategoriyasini, sonlarni so'z turkumi sifatida, raqamli komponentlarga ega frazeologizmlarni, shuningdek, mif va folklordagi muqaddas raqamlar ramziyligini o'rganish asosida quyidagi xulosalarga kelish mumkin:

- Sonlar yoki numerativlarni o'rganish uzoq tarixga ega bo'lib, sovet davrida ham olimlar ushbu mavzuga murojaat qilgan. Aynan shu davrda sonlarning grammatik kategoriya sifatida o'rganilishi eng dolzarb yo'nalish bo'lgan.
- Ilmiy paradigmalar almashinuvi va gumanitar fanlardagi yangi yo'nalishlarning dolzarblashuvi natijasida son fenomeni funksional grammatika, funksional-semantik maydon doirasida, shuningdek, antropotsentrizm va kognitologiya nuqtayi nazaridan o'rganilgan. Bu yondashuvlar raqamli ramziylikning frazeologik birliklarda, folklor janrlarida va miflarda ifodalanishini tavsiflashga qaratilgan.
- So'nggi yillarda tadqiqotchilar miqdoriy ma'nolarni ifodalovchi raqamli belgilarni turli tuzilishga ega bo'lgan tillarda, xususan, qozoq va ingliz, ingliz-o'zbek, qozoq va xitoy, qozoq va rus tillarida taqqoslashga alohida e'tibor qaratmoqda.
- Turkiy tillarni qiyosiy-tarixiy jihatdan kognitiv lingvistika va lingvomadaniyatshunoslik nuqtayi nazaridan tadqiq qilish dolzarbligi ortib bormoqda.

Son – matematika bilan bog‘liq bo‘lgan, maksimal darajada abstrakt va sifat xususiyatiga ega bo‘lmagan tushunchalardan biridir. U diskret miqdorni hamda uni tashkil etuvchi alohida hisob birliklarini ifodalaydi. Haqiqiy dunyoning kategoriyasi sifatida miqdor o‘z ifodasini raqam va o‘lchov orqali topadi, ular esa o‘lchash va hisoblash funksiyalarini bajaradi.

Raqamlar moddiy olamning aksidir, chunki ular predmetlar bilan bog‘liq assotsiatsiyalarni o‘z ichiga oladi. Qadimgi va o‘rta asr falsafasida raqamlarning moddiy dunyo bilan aloqasi asosiy mulohaza va xulosalar mavzusi bo‘lgan. Masalan, pifagorchilar va neoplatoniklar raqamlarni olamning mistik tasavvurlari bilan bog‘lashgan.

Pifagorga ko‘ra, har qanday haqiqatni o‘rganish, avvalo, raqam tushunchasiga murojaat qiladi, demak, raqamlar ibtidoiy bo‘lib, moddiy dunyo shakllari haqidagi tasavvurlarni aks ettiradi. “Pifagor — nomi va amali bilan birinchi faylasuf emasmi, u haqiqatni tadqiq qilish har doim raqam orqali amalga oshishini ta’kidlagan? Pifagor ta’limotiga platonchilar va bizning ilk ustozlarimiz shu darajada ergashgan ediki, Avreliy Avgustin, undan keyin esa Boetsiy yaratilgan narsalarning dastlabki timsoli Yaratganning ongida, shubhasiz, raqam bo‘lganini ta’kidlaganlar.”[1]

Raqam til universaliyasiga tegishlidir, chunki barcha xalqlar va davlatlar hisob-kitob qilish uchun umumiy vositadan, miqdoriy qiymatlarni ifodalash uchun yagona koddan foydalanadilar. Bu esa madaniy va siyosiy o‘zaro aloqalar sharoitida zarur bo‘lgan. Insoniyat sivilizatsiyasi tarixida shakllangan universal hisob alifbosi tabiiy raqamlar ketma-ketligiga – rim va arab raqamlariga asoslangan.

Raqam semantik va lingvistik kategoriya sifatida predmetli, sifatli va abstrakt ma’nolarni ifodalaydi hamda tilning barcha darajalariga – fonetik, leksik va grammatik qatlamlariga ta’sir qiladi. Har qanday tilda sonlar uchun maxsus grammatik sinf va alohida so‘z turkumi – “son” mavjud bo‘lishiga qaramay, miqdoriy ma’nolarni ifodalash qat’iy tizimga bo‘ysunmaydi va aniq mantiqiy izchillikka ega emas. Masalan, turli tillarda bir xil miqdoriy ma’nolar turli suppletiv shakllar orqali ifodalanadi va fonetik jihatdan o‘zaro mos kelmaydi.

Yozma arab kodlari, shubhasiz, barcha tillar uchun yagona umumiy tizim hisoblanadi. Ushbu kodning universalligi har bir tilda sonlarning o‘ziga xos og‘zaki ifodalari bilan qarama-qarshi qo‘yiladi. Butun dunyoda ishlatiladigan o‘nlik sanoq tizimi, masalan, 5; 200; 856763; 189200000 kabi sonlar turli tillarda turlicha yoziladi va talaffuz qilinadi.

Masalan, “5” soni ingliz tilida “five”, shved tilida “fem”, fransuz tilida “cinq”, rus tilida “пять”, qozoq tilida “бес”, birman tilida esa “nga” shaklida ifodalanadi. Bundan tashqari, turli matematik tizimlarda ham sonlar turlicha yozilishi mumkin. Masalan, “5” rim raqamlarida “V” shaklida, ikkilik sanoq tizimida esa “101” ko‘rinishida yoziladi.

Sonlarning shakllanish jarayoni lingvistik jihatdan quyidagicha tasniflanishi mumkin:

- “Leksikalizatsiya” (ya’ni, sodda, yangi so‘z yaratish): “бес, five, пять”
- “Qo‘shish” (ya’ni, son elementlarini qo‘shish orqali hosil qilingan murakkab son): “отыз екі, thirty-two, тридцать два = 30+2”
- “Ko‘paytirish” (ya’ni, son elementlarini ko‘paytirish orqali hosil qilingan murakkab son): “сегіз жүз, восемьсот, eight hundred = 8×100”

[1] Кузанский Н. // Соч.: В 2 т. – М., 1979. - Т. 1. – 108 с.

Raqam – bu madaniy konsept bo‘lib, unda miqdoriy ma’nodan tashqari, dunyoning arxaik modeliga borib taqaladigan tarixiy-madaniy semantika ham mujassamlangan. Har bir milliy madaniyatda raqamlar va ularning ma’nolari o‘ziga xos tilni shakllantirgan bo‘lib, bu til xalqning dunyoqarashi va tarixiy-madaniy tajribasini ifodalaydi. Shu sababli, raqamlarning semantikasi ko‘pincha obrazli va ramziy ma’nolarni o‘z ichiga oladi.

Murakkab abstrakt g‘oyalarni ifodalash uchun til obrazli vositalardan foydalanadi va ularni aniqroq tushunchalar bilan bog‘laydi. Shu sababli, raqamlar kabi abstrakt va mavhum tushunchalarning lingvistik ifodasi har doim metaforik bo‘lib, bu turli tillarda miqdoriy ma’noga ega bo‘lgan barqaror birikmalarning ko‘pligiga sabab bo‘ladi.

“Konsept” tushunchasi zamonaviy kognitologiya va lingvomadaniyatshunoslikning asosiy kategoriyalaridan biri hisoblanadi. Hozirgi filologiya fanida konseptning turli ta’riflari mavjud bo‘lib, uni o‘rganish bo‘yicha turli yondashuvlar shakllangan. Biroq, ushbu nazariyalarning umumiy jihati shundaki, til va madaniyat o‘rtasidagi bog‘liqlik inkor etib bo‘lmaydigan haqiqatdir. Konsept – bu “madaniyatga singdirilgan tushuncha” (N.D. Arutyunova va V.N. Teliya ta’rifiga ko‘ra).

Raqam lingvomadaniy fenomen sifatida milliy-madaniy tasavvurlar va qadriyatlar bilan belgilanadi, bu esa konseptual va til manzarasida o‘z aksini topadi. Tadqiqotchilar “konseptual manzara” va “til manzarasi” tushunchalarini farqlaydilar, chunki “konseptual manzara” kengroq va murakkabroq bo‘lib, u til, an’ana, tabiat va landshaft, tarbiya va ta’lim kabi turli ijtimoiy omillarni o‘z ichiga oladi.

So‘nggi yillarda tilshunoslik fanida “madaniyat kodi” atamasi dolzarb bo‘lib bormoqda. Bu tushuncha “madaniy kod” atamasi bilan bog‘liq bo‘lib, ko‘plab manbalarda ular sinonim sifatida ishlatiladi.

Madaniyat kodi – bu milliy etnomadaniy ma’lumotlar to‘plamini o‘z ichiga olgan “semiotik tizim” bo‘lib, u “ikkinchi darajali belgilar va ramzlar” majmuasi orqali madaniyatni aniqlash imkonini beradi. Ushbu belgi va ramzlar har qanday madaniyat elementida mavjud bo‘lgan ma’nolarga ega bo‘lib, insonning moddiy va ma’naviy faoliyati mahsulotlarida semiotik makon darajasida namoyon bo‘lishi mumkin.

“Madaniy kod” odatda “moddiy va ma’naviy dunyo belgilari va ramzlari tizimi” sifatida qaraladi, unda madaniy ma’nolar til orqali – ma’no ifodalashning asosiy vositasi sifatida – ifodalanadi. Shuning uchun madaniy kodlar “madaniyatga xos axborotni va muayyan etnik jamoaning dunyoqarash asoslarini kodlash uchun ishlatiladigan ikkilamchi belgilar tizimi” sifatida namoyon bo‘ladi. Ular tabiat, artefaktlar, hodisalar va predmetlarda aks etgan holda mavjud bo‘lishi mumkin.

Qadimgi xalqlar sonlarga muqaddas kuch atab, ularga yashirin ma’no va atrof-muhitga ta’sir o‘tkazish qobiliyatini nisbat berishgan. Sonlar xudolar tomonidan dunyoni boshqarish vositasi sifatida ishlatilgan deb hisoblangan. Sonlarning muqaddas tabiati ma’lum etnosning “mifologiyasi, dini, folklori va adabiyotida” aks etgan.

“Folklor janrlari – ertaklar, marosim qo‘shiqlari, duolar, la’natlar, afsunlar, miflar – o‘z tuzilishida qadimgi marosimlar, rituallar, kultylar, sehr va arxaik diniy tasavvurlar substratlarini sinxretik tarzda saqlab qolgan”.[2]

[2] Жаксылыков А.Ж. Сравнительная типология образов и мотивов с религиозной содержательностью в произведениях казахской литературы. Эстетика, генезис. – Алматы: Қазақ университеті, 2020. – 108 с.

Mifopoetik asoslar – son, hisob va sonli modellar – eng to‘liq tarzda “arxaik madaniyatlarda” namoyon bo‘ladi. Bunday madaniyatlarda:

1) “Son” o‘ziga xos mustaqil hodisa sifatida qaralib, u doimo muayyan obyektlar bilan bog‘liq bo‘lishi shart emas;

2) Son tizimi “to‘liq va mukammal” bo‘lib, hech qanday kamchiliklarga ega emas;

3) Sonlar hali to‘liq “desemantizatsiya” qilinmagan (zamonaviy madaniyatlarda bo‘lgani kabi, sonli qatorning turli elementlari o‘rtasidagi tafovutlar to‘liq anglab yetilmaydigan holatga tushib qolmagan).

Arxaik an’analarda sonlar muqaddas va “kosmik” mazmun kasb etgan holatlarda ishlatilgan. Shu tariqa, sonlar dunyoning obrazi (imago mundi) sifatida namoyon bo‘lib, dunyoni tsiklik rivojlanish sxemasi asosida periodik qayta tiklash va beqaror xaotik tendensiyalarni yengish vositasiga aylangan.

Ba’zi sonlarning ramziy qo‘llanilishining keng tarqalishi ularning faqat frazeologik birliklar tarkibiga kirishi bilan bog‘liq emas. Bu hodisani turli sohalarning o‘zaro kesishishi orqali tushuntirish mumkin, chunki bu sonlar muhim tushunchalar sifatida ko‘riladigan sohalar o‘rtasidagi chegaralar ko‘pincha yo‘qolgan bo‘ladi.

Xalq madaniyati, mifologiya va din kabi nazariy jihatdan shakllangan kategoriyalar o‘rtasida uzluksizlik munosabatlari mavjud bo‘lib, ular umumiy qadriyatlar va tushunchalarga asoslanadi. Masalan, ayrim zamonaviy dunyoviy e’tiqodlar qadimgi davr ramzlaridan foydalanadi. Shu ramzlar diniy matnlarda ham uchraydi va o‘z navbatida, tasvirlar va barqaror iboralar manbai sifatida xizmat qiladi.

Boshqa tomondan, muayyan sonning afzal ko‘rilish sababi unutilishi natijasida uning ramziy ahamiyati yanada kuchayishi mumkin. Chunki atrofidagi “sir” uning ifodaviyligini va ishonch kuchini oshiradi.

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A COMPARATIVE ANALYSIS OF THIRD-PERSON PRONOUN DEPLOYMENT IN THE TWO DISTINCT LANGUAGES: UZBEK AND ENGLISH

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ABSTRACT

This thesis examines the application of third-person pronouns in two distinct languages: English and Uzbek. The assessment centers on significant aspects such as gender differentiation, levels of formality, possessive forms, reflexive pronouns, and instances where pronouns are omitted in both languages. In English, third-person pronouns are specific to gender, featuring distinct forms for masculine, feminine, and neutral subjects, while a noticeable distinction between formal and informal address is conveyed through titles rather than pronouns. Conversely, Uzbek employs a neutral third-person pronoun that does not differentiate by gender, with formality articulated through particular honorifics and plural constructions. Moreover, the agglutinative nature of Uzbek permits the omission of pronouns when the subject is implied through verb conjugation, a feature absent in English. This paper underscores how these variations mirror the grammatical frameworks and cultural practices of each language, offering insights into the ways language influences social interactions and communication. These linguistic traits not only shape daily conversations but also have repercussions on literature, media, and education, illuminating the profound links between language, identity, and societal values. Grasping these subtleties is crucial for language learners and educators, as it cultivates a deeper understanding of the complexities of communication and promotes more effective cross-cultural exchanges.

The investigation of language offers crucial insights into the complexities of human interaction and the cultural contexts that shape it. This paper provides a comparative examination of third-person pronoun usage in two different languages: English and Uzbek. By analyzing significant linguistic elements such as gender distinctions, levels of formality, possessive structures, reflexive pronouns, and the occurrence of pronoun omission, this study seeks to clarify the fundamental grammatical frameworks and cultural conventions that influence these languages. In English, third-person pronouns are marked by their gender-specific forms, which differentiate masculine, feminine, and neutral subjects, while variations in formality are mainly expressed through titles instead of pronouns. In contrast, Uzbek utilizes a neutral third-person pronoun that avoids gender distinctions, with formality articulated through the application of honorifics and plural forms. Additionally, the agglutinative characteristic of the Uzbek language permits the omission of pronouns when the subject is implied by verb conjugation—a feature that is distinctly lacking in English. Through this comparative perspective, the paper aims to emphasize how these linguistic variations not only affect daily communication but also resonate

within literature, media, and educational environments, ultimately mirroring broader societal values and identities. Grasping these subtleties is vital for language learners and instructors, as it fosters a richer understanding of the complexities of communication and promotes more effective cross-cultural interactions. This inquiry highlights the necessity of adjusting teaching strategies to embrace these linguistic traits, thereby improving both comprehension and engagement among students. (Tojiyeva, 2020)

Incorporating these two insights can sometimes pose challenges for learners, potentially leading to misunderstandings or misinterpretations. This highlights the necessity for targeted strategies that effectively address these obstacles and facilitate clearer communication across varied cultural backgrounds. Developing these strategies may require the inclusion of real-world examples, interactive activities, and culturally relevant materials that resonate with learners' lived experiences, thereby cultivating an environment where language acquisition is both meaningful and contextually enriched. (Jones, 2016) To tackle this issue, educators must prioritize ongoing professional development to equip themselves with the necessary skills for effectively navigating these complexities, ensuring they can assist their students in overcoming communication barriers and fostering a more inclusive learning environment. This dedication to professional growth not only improves teaching practices but also empowers educators to devise innovative solutions tailored to the distinct needs of their diverse student populations. (Kim, 2009) By adopting collaborative approaches and utilizing technology, educators can further refine their instructional strategies, enhancing engagement and promoting deeper connections among students from different backgrounds.

Furthermore, the relationship between language and cultural identity goes beyond the use of pronouns, as it includes more extensive linguistic characteristics that influence communication styles. For example, the structural variations in phrase formation between English and Uzbek can greatly affect how speakers convey their thoughts and feelings. In English, the more rigid subject-verb-object arrangement often results in a directness in expressions, whereas Uzbek's syntactic flexibility permits varied emphasis and subtlety through alterations in word order and agglutination (Nazarov, 2025). This distinction not only impacts daily interactions but also infiltrates literary expressions, where narrative styles may vary depending on these grammatical structures. Therefore, identifying these patterns is essential for educators who seek to cultivate an atmosphere of effective cross-cultural communication, ultimately enhancing students' comprehension of their own identities and those of others in a global setting.

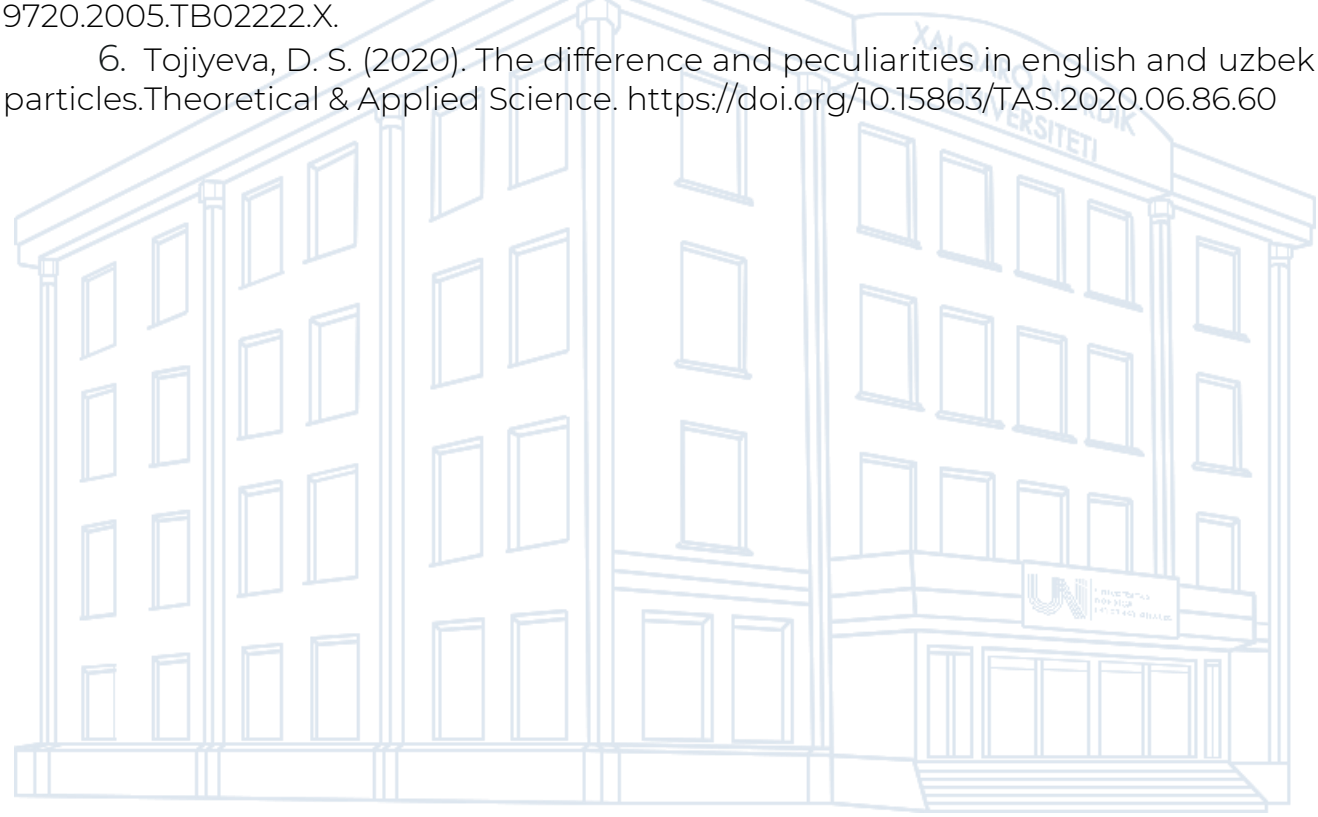
While the comparative examination of third-person pronoun usage in English and Uzbek offers valuable perspectives, it is crucial to acknowledge the limitations and possible oversimplifications of this study. Firstly, the emphasis on gender distinctions in English may neglect the evolving nature of gender identity and the growing acceptance of gender-neutral language, which challenges conventional pronoun usage. This transition reflects a wider cultural movement toward inclusivity, suggesting that the rigid gender-specific forms in English might not adequately represent modern communication practices. Furthermore, although Uzbek's neutral pronoun and the omission of pronouns due to its agglutinative structure are significant, this viewpoint might undervalue the richness of Uzbek's linguistic diversity and the presence of dialectal variations that could impact pronoun usage.

The analysis may unintentionally endorse a monolithic perspective of Uzbek, overlooking the complexities and regional differences that enhance the language. Additionally, the claim that formality in Uzbek is exclusively conveyed through honorifics and plural forms could be viewed as simplistic. In reality, the nuances of formality in both languages are shaped by context, relationship dynamics, and cultural subtleties that go beyond mere grammatical frameworks. Thus, the comparison might not completely capture the intricacies of how formality is navigated in real-life interactions. Moreover, the focus on teaching methods tailored to these linguistic characteristics could suggest a one-size-fits-all approach, which may not be effective for every learner. Language acquisition is a profoundly personal journey shaped by individual backgrounds, learning preferences, and motivations. Therefore, educators should exercise caution in generalizing strategies based solely on linguistic features, as this could result in ineffective practices that do not resonate with all students. Finally, while examining language and cultural identity is undoubtedly important, it is essential to recognize that language is merely one facet of cultural expression. Other elements, such as historical context, social dynamics, and personal experiences, also play significant roles in shaping communication styles and identities. A more comprehensive approach that takes these factors into account alongside linguistic features would offer a deeper insight into the complexities inherent in cross-cultural communication and identity formation. (Mamadjanova, 2016).

To conclude, the comparative examination of third-person pronoun usage in both English and Uzbek uncovers notable linguistic and cultural differences that influence communication within each language. The distinct gender-specific pronouns found in English sharply contrast with the gender-neutral framework present in Uzbek, emphasizing how grammatical forms can mirror wider societal norms and values. Furthermore, the manner in which formality is conveyed—through titles in English and honorifics in Uzbek—further exemplifies the intricate connection between language and social interaction. The occurrence of pronoun omission in Uzbek, facilitated by its agglutinative structure, introduces an additional layer of complexity that is not present in English. This research highlights the significance of grasping these linguistic subtleties for language learners and educators, as they promote effective communication and enhance cross-cultural interactions. Nonetheless, it is crucial to acknowledge the limitations of such a comparative framework, as it may unintentionally oversimplify the rich diversity inherent in each language and the dynamic nature of cultural expressions. Looking ahead, educators are encouraged to implement inclusive and adaptable teaching strategies that consider individual learning preferences and the broader sociocultural milieu, thus cultivating a more equitable and engaging educational atmosphere. Ultimately, this investigation into language serves as a poignant reminder of the deep connections between linguistic characteristics, identity, and the intricacies of human interaction in an increasingly interconnected world. (Savignon & Sysoyev, 2005) This interrelationship underscores the need for continuous dialogue and collaboration among educators, linguists, and cultural practitioners to ensure that language education remains pertinent and attuned to the requirements of diverse communities.

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BENEFITS OF STANDARDIZING GLOBAL RAILWAY TERMINOLOGY IN UZBEKISTAN'S RAILWAY SYSTEM

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ABSTRACT

Standardizing global railway terminology can boost Uzbekistan's efficiency, safety, and training. Adopting international definitions enhances operations and global integration. The study identifies challenges from non-standardization and proposes strategies to overcome barriers like cost and cultural resistance for successful implementation.

Keywords: Standardization, Global Terminology, Uzbekistan Railways, Operational Efficiency, Safety Enhancement, Workforce Training, International Integration, Technological Integration, Implementation Strategy, Economic Competitiveness.

INTRODUCTION

Railway systems are indispensable to modern economies, serving as arteries for trade, mobility, and industrial growth (Patarchanov et al., 2021) (Koźlak, 2017). In Uzbekistan, a landlocked nation strategically positioned at the crossroads of Central Asia, the railway network is a cornerstone of economic development (Spechler, 2000) (Artikbaev et al., 2013) (Uzakova et al., 2016). Spanning over 7,000 kilometers of track, the state-owned Uzbekistan Railways (O'zbekiston Temir Yo'llari) connects domestic regions while linking to international corridors like the Trans-Caspian International Transport Route (TITR) and the China-Central Asia-West Asia Corridor. Despite its critical role, the absence of standardized railway terminology presents persistent challenges to operational efficiency, safety, and international collaboration (Rahimov & Ruzmetov, 2018) (Djabbarov et al., 2018) (Uzakova et al., 2016).

Standardized terminology refers to the adoption of a unified set of terms and definitions—often aligned with international benchmarks such as those set by the International Union of Railways (UIC)—to describe railway equipment, processes, and protocols (Johnson & Sager, 1980) (Yurdakul & Schnieder, 2015) (Nakhleh, 2015). For Uzbekistan, modernizing its railway system to meet global standards is not merely a technical upgrade but a strategic imperative as the country aims to deepen its role in regional trade and logistics. This paper investigates the transformative potential of adopting standardized global railway terminology in Uzbekistan, emphasizing its benefits and outlining a roadmap for implementation.

CHALLENGES POSED BY NON-STANDARDIZED TERMINOLOGY

Standardizing railway terminology is crucial for ensuring effective communication, safety, and operational efficiency across international rail networks. Below is a chart summarizing the challenges associated with non-standardized terminology, along with their descriptions and examples/impacts:

Challenge	Description	Example/Impact
Communication Barriers	Inconsistent terminology causes confusion in multinational contexts, especially with partners using different languages.	Different terms for "track switch" in English, Russian, and Uzbek leading to misunderstandings in cross-border operations.
Safety Risks	Non-standardized terms can lead to miscommunication, increasing the risk of accidents.	2022 derailment in neighboring Kazakhstan partly due to miscommunication over maintenance procedures.
Training Difficulties	Multiple terms for the same concept make training inefficient and error-prone.	Technicians encounter different names for the same component in various manuals, increasing error risk.
Limited International Collaboration	Inconsistent terminology impedes coordination with neighboring countries and global partners.	Hinders joint projects like track gauge conversions or shared signaling systems, leading to delays in transit times and reduced global trade competitiveness.
Technological Adoption Barriers	Non-standardized terminology makes it difficult to integrate advanced digital tools.	Limits the ability to modernize the railway infrastructure with new technologies from international firms.

Addressing these challenges requires a concerted effort toward standardization. Organizations like the International Union of Railways (UIC) play a pivotal role in this endeavor by promoting interoperability and creating unified standards for railways worldwide.

The dynamic nature of railway lexicons, influenced by advancements such as "electrification," "smart railway," and "eco-friendly locomotives," underscores the importance of adapting and translating terminology across different languages and cultures. This adaptation is essential for effective global communication in the railway sector. Standardized terminology, the railway industry can enhance safety, improve training efficiency, foster international collaboration, and facilitate the adoption of new technologies.

BENEFITS OF STANDARDIZING RAILWAY TERMINOLOGY

Standardizing railway terminology can significantly enhance various operational aspects of Uzbekistan's rail system. Below is a chart summarizing the key benefits:

Benefit	DescriptionExample	Impact
Improved Operational Efficiency	Standardized terminology enhances clarity in operational workflows, reducing delays and optimizing resource use.	A unified term for "coupler" across all documentation ensures that mechanics, engineers, and suppliers interpret instructions identically, accelerating repairs and minimizing downtime. In a system handling approximately 74 million tons of freight annually, as Uzbekistan Railways did in 2024, even small efficiency gains translate into significant cost savings and increased throughput.
Enhanced Safety Standards	Clear, consistent language is a cornerstone of railway safety. By adopting standardized terms for hazard reporting, emergency procedures, and equipment maintenance, Uzbekistan can reduce human error—a significant factor in railway incidents worldwide.	For example, a universally understood term for "emergency brake override" ensures swift, accurate responses during crises, protecting lives and infrastructure. According to UIC statistics, human error contributes to a substantial portion of railway accidents, underscoring the need for clear communication.

Facilitated Workforce Training	A standardized lexicon simplifies educational frameworks, enabling faster onboarding and skill development.	Training modules can focus on a single set of terms rather than reconciling multiple variants, potentially reducing training time. This efficiency is vital as Uzbekistan aims to train thousands of new workers to support its expanding railway ambitions, including the planned electrification of over 1,000 kilometers of track by 2030.
Strengthened International Cooperation	Alignment with global terminology positions Uzbekistan as a reliable partner in transcontinental rail networks.	Adopting UIC-compliant terms facilitates interoperability with European and Asian systems, easing customs processes and reducing transit times along international transport routes. This compatibility can attract foreign investment and enhance trade with partners like the European Union, which imported significant volumes of goods via Central Asian rail routes in recent years.
Technological Integration	Standardized terminology ensures seamless adoption of cutting-edge technologies.	Integrating an automated signaling system from international companies requires consistent terms for inputs and outputs across hardware and software. This alignment enables Uzbekistan to leverage innovations like the European Train Control System (ETCS), improving capacity and safety while aligning with global best practices.

Embracing standardized terminology, Uzbekistan Railways can enhance operational efficiency, safety, training, international cooperation, and technological integration, thereby strengthening its position in the global rail network.

CASE STUDIES: LESSONS FROM OTHER COUNTRIES

Standardizing railway terminology has been pivotal in enhancing the efficiency, safety, and international integration of rail systems worldwide. Below is a chart summarizing the experiences of various countries and regions:

Country/Region	Standardization	Initiative Achievements	Lessons for Uzbekistan
European Union (EU)	Implementation of the Technical Specifications for Interoperability (TSI) since the early 2000s.	- Enhanced interoperability across member states. Improved safety, with European railways remaining among the safest globally.	Emulating the EU's model by aligning terminology with key trading partners can reduce cross-border delays and enhance safety.
Japan	Meticulous standardization of railway terminology, especially in the Shinkansen system.	- Achieved an average delay of less than one minute annually. Maintained an exemplary safety record with zero passenger fatalities in over 50 years of high-speed rail.	Emphasizing linguistic consistency can drive operational excellence, leading to remarkable punctuality and safety records.
India	Overhaul of railway terminology under the Indian Railways Standards (IRS).	- Reduced operational inefficiencies.- Attracted partnerships with international firms, leading to modernization efforts.	Adopting a phased approach to standardization, starting with high-impact areas like signaling and rolling stock, can yield significant improvements.
South Africa	Standardization of terminology by Transnet Freight Rail to integrate with Southern African Development Community (SADC) networks.	- Boosted freight volumes annually.- Reduced border delays.	Targeting regional integration with Central Asian neighbors can serve as a stepping stone to global alignment.

By studying these international examples, Uzbekistan can develop a tailored approach to standardizing railway terminology, enhancing its rail system's efficiency, safety, and global competitiveness.

Implementing standardized railway terminology in Uzbekistan involves several strategic steps, each addressing specific challenges and incorporating targeted mitigation strategies. Below is a consolidated chart outlining these strategies:

Implementation	Strategy Description	Potential Challenges	Mitigation Strategies
Establish a Regulatory Framework	The Ministry of Transport, in collaboration with Uzbekistan Railways and international bodies like the UIC, should draft a national railway terminology standard. This framework could adopt UIC's International Railway Standards (IRS) as a baseline, tailored to Uzbekistan's Soviet-era infrastructure and modern upgrades (Uzakova et al., 2016).	- Resistance to change from workers accustomed to legacy Soviet terminology.- Financial constraints related to the development and implementation of new standards.	- Implement a phased approach, starting with new hires and critical departments, to ease the transition.- Engage union leaders to champion the initiative, reducing pushback.- Seek grants from international organizations and form partnerships to offset expenses.
Conduct Awareness Campaigns	A multi-tiered campaign—spanning workshops, webinars, and media outreach—should target railway staff, policymakers, and educational institutions. Pilot programs in key hubs like Tashkent and Samarkand can demonstrate tangible benefits, building grassroots support for broader adoption.	- Cultural and linguistic differences among staff.- Potential skepticism regarding the benefits of standardization.	- Develop trilingual (Uzbek-Russian-English) materials to ensure inclusivity.- Showcase pilot program successes to illustrate tangible benefits.
Update Educational Programs	Technical universities like Tashkent State Transport University should revise curricula to embed standardized terms, offering certifications aligned with international norms. Short-term courses for existing workers can bridge knowledge gaps, with incentives like pay raises to encourage participation.	- Curriculum development may face delays.- Existing staff may be reluctant to participate in additional training.	- Collaborate with international bodies to expedite curriculum updates.- Provide incentives, such as pay raises or certifications, to encourage participation.
Leverage Technology	Digital tools, such as a mobile app featuring a bilingual UIC-Uzbek glossary, can accelerate adoption. Real-time translation software can support multilingual teams during international projects, while blockchain-based documentation ensures consistency across supply chains.	- Financial constraints in developing and deploying new technologies.- Potential resistance to adopting new digital tools.	- Secure funding through partnerships and grants.- Provide training and support to facilitate the adoption of new technologies.
Monitor Progress	A dedicated task force should conduct annual audits, using key performance indicators (KPIs) like error rates, training completion times, and cross-border transit efficiency. Feedback loops involving frontline workers will refine the process, ensuring it meets operational needs.	- Inconsistent data collection and reporting.- Lack of engagement from frontline workers.	- Establish clear data collection protocols.- Involve frontline workers in feedback processes to ensure the standards meet operational needs.

Systematically addressing these strategies and associated challenges, Uzbekistan can effectively implement standardized railway terminology, enhancing operational efficiency, safety, and international collaboration.

CONCLUSION

The standardization of global railway terminology in Uzbekistan presents a transformative opportunity to modernize its rail infrastructure and boost its role in regional and global transport networks. Adopting internationally recognized terms can improve operational efficiency, enhance safety, streamline workforce training, and facilitate international collaboration and technological integration. Real-world examples from the EU, Japan, India, and South Africa demonstrate that standardized terminology can reduce delays, lower accident rates, and attract foreign investment.

For Uzbekistan—a landlocked country with a 7,000 km rail network handling around 74 million tons of freight annually—modernizing its legacy Soviet-era terminology is a strategic imperative (Uzakova et al., 2016) (Spechler, 2000). The absence of standard terms has hindered efficiency, safety, and international integration, impacting domestic connectivity and trade competitiveness. Implementing a unified lexicon would reduce operational delays, improve safety by minimizing human error, and expedite workforce training, while aligning with global standards like those of the UIC.

Despite potential challenges such as resistance to change, financial constraints, and linguistic diversity, these obstacles can be managed through phased implementation, awareness campaigns with trilingual materials, pilot programs in key hubs, and digital tools like mobile apps and real-time translation software. Regular audits and feedback loops will ensure the process remains effective and responsive to operational needs.

Standardizing railway terminology in Uzbekistan is not merely a technical upgrade but a strategic move that can drive economic growth, improve safety, and position the nation as a key player in international rail networks.

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A COMPARATIVE STUDY OF ENGLISH AND UZBEK BODY METAPHORS

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ABSTRACT

This study examines body-based metaphors in Uzbek and English, focusing on how body parts like the heart, head, and hand are used to express ideas such as emotion, intelligence, morality, and social values. The results show that both languages use similar metaphors for some body parts, however, there are important cultural differences. For example, in Uzbek, the liver "jigar" is used to show love and affection, which is not common in English.

Keywords: metaphor, cognitive linguistics, Conceptual Metaphor Theory, embodiment, body-based metaphors, cultural linguistics, cross-cultural comparison.

INTRODUCTION

Language is not only a means of communication but also a reflection of how we perceive and understand of the world around us. One of the necessary stylistic device of linguistics is metaphor. The relationship between human experience and linguistic expression can be better understood through body-based metaphors, which use the parts of the human body to represent emotions, thoughts, behaviours, and other abstract concepts. For instance, the Uzbek phrase "Ko'ngli toza" (literally, "his heart is clean") describes morally truthworthy person, whereas the English phrase "He has a big heart" suggests kindness or generosity. Despite these similarities, cultural, historical, and cognitive factors can greatly influence how body parts are metaphorically used in different languages. This study looks into and compares how body parts are used metaphorically in English. Study's main objectives are to categorise and identify common body-based metaphors in English and Uzbek. By addressing these problems, the thesis contributes to the developing disciplines of cognitive linguistics and cross-cultural metaphor studies.

Lakoff and Johnson argue that abstract domains (such as time, emotion, morality) are often understood through more concrete, embodied experiences, such as movement, force, or physical objects. Key to this theory is the idea of source and target domains: the source domain (often bodily or physical experience) helps us understand the target domain (often abstract). Lakoff and Johnson emphasize that these mappings are systematic and grounded in bodily experience, a concept known as embodiment. Since all humans share similar biological experiences (having a head, hands, heart, etc.), many body-based metaphors are cross-linguistically common, though their

cultural elaborations may differ [4]. Embodiment is a central notion in cognitive linguistics that forms the basis of metaphorical thinking, meaning our bodies are the primary source of metaphorical concepts. In this view, parts of the body like the heart, head, hands, and stomach are frequently used metaphorically across languages because they are central to physical and emotional experiences.[3] Metaphors involving the heart, head, hands, and stomach are particularly common and reveal how deeply ingrained bodily experience is in English-speaking cognition. For example: “Think with your head”“Have a gut feeling”, “Warm-hearted person”. While research on metaphor in Uzbek is less widespread in the international literature. [1] Uzbek folk sayings, proverbs, and idioms contain a rich source of body-based metaphors. For instance:“Ko‘ngli toza” (clean-hearted) → Heart is morality,“Qo‘li ochiq” (open-handed) → Hand is generosity. “Ko‘zi yoridi” (she gives a birth). Uzbek metaphors mostly tend to reflect values rooted in Islamic tradition, social customs, and oral folklore. Some metaphors also highlight body parts that are less emphasized in English, such as the liver (jigar), which in Uzbek symbolizes affection and closeness (“Jigarim” can be used to mean "my dear"). [2]. Even when metaphors are based on common bodily experiences, their cultural elaboration can vary greatly. [8]. For instance, some cultures attribute emotional depth to the liver, stomach, or soul, even though the heart is commonly linked to emotions. [7] Comparing the metaphorical use of body parts in Uzbek and English can highlight underlying cultural values as well as cognitive patterns. For example, English metaphors may stress individual emotion or reason, whereas Uzbek metaphors frequently reflect collectivist values, family ties, and hospitality.

METHODOLOGY

The qualitative, comparative linguistic methodology used in this study is based on Cognitive Linguistics, specifically Conceptual Metaphor Theory (CMT), which was created by Lakoff and Johnson in 1980. Finding and contrasting conceptual metaphors involving body parts in Uzbek and English is the aim. Since metaphors are influenced by both culture and cognition, the study also includes aspects of cross-cultural pragmatics. Thus, the method integrates cultural-linguistic analysis cultural-reflected metaphors and cognitive analysis thought-reflected metaphors.

RESULTS

According to the analysis, body-based metaphors are widely used in both Uzbek and English to convey abstract ideas like emotion, morality, power, relationships, and thought. Stomach, liver, foot, hand, eye, head, and heart were used to categorise the metaphorical expressions that were found in both languages. According to the analysis; hand, head, and heart were the most commonly used as a component of metaphor body parts in both languages.

Some body parts, like the liver in Uzbek, however, were more common in one language than the other metaphorical meanings.

DISCUSSION

From findings it can be seen that there are numerous similarities using body-based metaphors in both languages. For example, both languages use the heart as a symbol of emotion or morality, and the head as a symbol of intellect. While there are many similarities, certain metaphors are unique to one culture, reflecting cultural values and traditional worldviews. In Uzbek, the liver (jigar) plays a significant metaphorical role. It is associated with love, closeness, and emotional attachment, as seen in expressions like: “Sen mening jigarimsan” – You are my liver (You are dear to me). In contrast, the liver rarely appears in English metaphors. But in Uzbek language this highlights a culture-specific mapping Liver is love, dearness. This metaphor may be linked to traditional Central Asian beliefs and the symbolic significance of internal organs in folk medicine and oral literature. Another interesting cultural difference is the metaphor “Ko‘ngli toza” in Uzbek, meaning someone is morally pure. While English uses “pure-hearted” or “kind-hearted,” the emphasis on inner cleanliness is more culturally marked in Uzbek. This reflects how Uzbek culture emphasizes moral purity, often expressed through metaphors involving cleanliness or clarity. A notable difference was in the frequency of metaphorical usage: In English, metaphors involving emotion heart, thought head, and communication mouth were dominant. In Uzbek, alongside similar uses of heart and head, liver, eyes, and stomach were more metaphorically active. This difference may stem from cultural storytelling traditions, where the body is often used symbolically in proverbs and idioms. These findings suggest that while the human body provides a shared source domain, the target domain can be shaped by culture, values, and tradition. In order to grab connotative meaning of the phrases learners need cultural awareness to understand metaphorical expressions.[5]

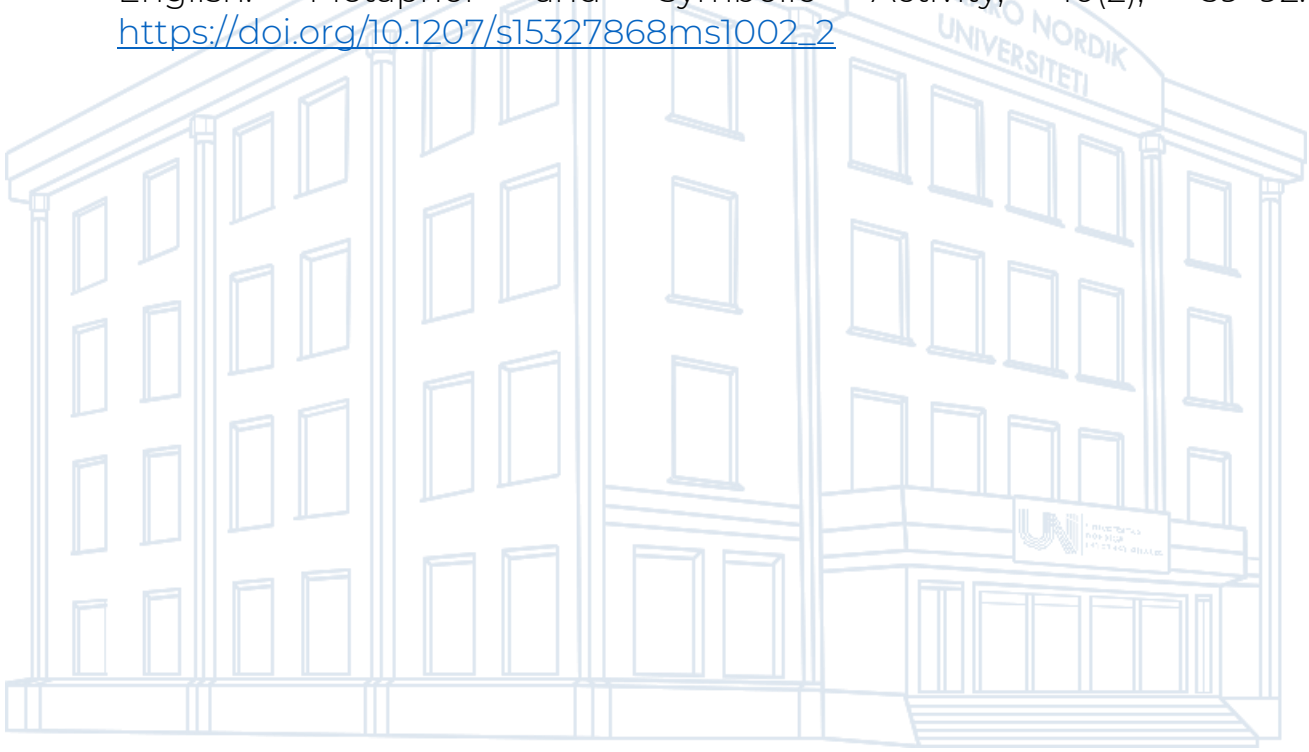
CONCLUSION

Metaphor is a cultural construct that is influenced by linguistic traditions, social norms, and historical values. The study advances our knowledge of the interconnectedness of language, cognition, and culture and has applications in language instruction, translation, and intercultural communication. The results demonstrate that both languages display culturally specific mappings even though they share metaphorical patterns based on universal embodied experience, such as using the head for intellect and the heart for emotion.

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JORJ ORUELL ASARLARI TARJIMASIDA TIL VA EMOTSIYA UYG'UNLIGI

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ANNOTATSIYA

Ushbu maqola Jorj Oruellning "1984" asarining Karim Bahriyev tomonidan qilingan o'zbekcha tarjimasi jarayonida til va emotsiyalarning uyg'unligi masalasini tahlil qilinadi. Asar, totalitar jamiyat va indivudual erkinlikning cheklanishi mavzularini o'z ichiga olgan holda, tarjimasi orqali til va emotsiya o'rtasidagi aloqalarni o'rganish, tarjimonning badiiy ifoda va hissiyotlarni saqlashdagi muhim rolini ko'rsatadi. Maqolada Oruellning asaridagi ruhiy holatlar va tuyg'ularni yetkazishning murakkabligi, tarjimonda emotsional ohangni saqlashning o'ziga xos jihatlari va bu jarayonda tilning o'zgarishi tahlil qilinadi.

Kalit so'zlar: Jorj Oruell, 1984, tarjima, til va emotsiya, badiiy ifoda, totalitarizm, tarjimon, ruhiy holat, hissiyot, badiiy asar

KIRISH

Jorj Oruellning "1984" asari XX asrning eng ta'sirchan va muhim badiiy asarlaridan biri bo'lib, uning yozilishidan deyarli o'n yil o'tib, asar bugungi kunda ham o'zining dolzarbligini yo'qotmagan. "1984" romani totalitarizm, erkinlikning cheklanishi, insonning psixologik bosimi va manipulyatsiyalarga qarshi kurash haqida chuqur fikrlar olib boradi. Asar, o'zining qorong'u va pessimist tasvirlari bilan tanilgan bo'lib, keng ijtimoiy, siyosiy va psixologik savollarni keltirib chiqaradi. Ushbu romanning tarjimasi, faqat tilga oid masala bo'lmay, balki o'quvchiga asar mazmuni va muhim emotsional ohangini to'g'ri yetkazish uchun bir nechta murakkab masalalarni hal qilishni talab qiladi.

Tarjima jarayoni faqat so'zlarni boshqa tilga o'zgartirishni anglatmaydi. Har bir tarjimon asar tuyg'ularini, hissiyotlarini, psixologik atmosferani, shuningdek, muallifning fikrlash tarzini va ijtimoiy muhitni o'zgartirmasdan, original asarning ma'nosini to'liq etkazish uchun o'zining san'ati va mahoratini qo'llaydi. Oruellning "1984" asarida bu masala yanada dolzarbdir, chunki uning tilining o'zi o'quvchiga muayyan psixologik holatni yoki kayfiyatni yetkazish uchun maxsus yaratilgan. Asarning turli aspektlari, jumladan, siyosiy muhokama, ijtimoiy tahlil va individual psixologiya, tarjimonda til va emotsiyaning uyg'unligi masalasini yanada murakkablashtiradi.

O'quvchi tomonidan tushuniladigan va tasavvur qilinadigan bo'lishi kerak bo'lgan har bir detal, har bir hissiyot va kayfiyat tarjimada saqlanishi kerak. "1984" asarining tarjimasi tilning nozik jihatlarini, badiiy adabiyotning emotsional yukini va uning nazariy qismlarini o'z ichiga oladi. Boshqa tomondan, tarjimon muayyan til va madaniyat farqlari tufayli original asarda mavjud bo'lgan tuyg'ularni qanday qilib to'g'ri va aniq tarzda yetkazish kerakligini bilishi kerak.

Shu bilan birga, "1984" asaridagi ba'zi badiiy elementlar, masalan, yangilikka aylangan so‘zlar, spekulyatsion siyosiy tasvirlar, va individual erkinlikni cheklashga oid subyektiv tasavvurlar, tarjima jarayonida ko‘plab murakkabliklar yaratadi. Oruellning tasviriy uslubi, o‘quvchini doimo xavotirda tutib, turli psixologik holatlar va emotsiyalarni uyg‘otishga qaratilgan. Bu nozik tuyg‘ular va kayfiyatlarni boshqa tilga o‘girishda tarjimon emotsiyalarning aniqligi va kuchini saqlashga katta e'tibor qaratishi zarur.

Mazkur ilmiy maqola, "1984" asarining tarjimasi orqali til va emotsiyaning uyg‘unligini tahlil qilishni maqsad qiladi. Tarjimada tilning strukturalarini va badiiy elementlarini saqlash, shu bilan birga asarning psixologik va siyosiy ahamiyatini yetkazishning o‘ziga xos usullari o‘rganiladi. Ushbu maqola, tarjimaning adabiy, madaniy va psixologik jihatlarini ko‘rib chiqish orqali, o‘quvchiga original asar mazmunini to‘liq tushunish imkonini yaratishdagi tarjimonning o‘rni va roli haqida chuqur tahlil beradi.

ASOSIY QISM

Jorj Oruellning "1984" asarini tarjima qilishda til va emotsiya uyg‘unligi masalasi juda muhim va murakkabdir. Oruellning asari o‘zining qorong‘u va totalitar jamiyatga qarshi turgan tasvirlari bilan mashhur bo‘lib, unda tilning o‘zi siyosiy va psixologik manipulyatsiya vositasi sifatida ishlatiladi. Asar originalida o‘zining siyosiy, falsafiy va emotsional qatlamlari bilan o‘quvchida kuchli taassurot qoldiradi. Shu sababli, tarjima jarayonida asar tilining badiiy qudratini va emotsional atmosferasini saqlab qolish juda muhimdir.

Tarjimada til va emotsiyaning uyg‘unligi, avvalo, so‘zlarning to‘g‘ri tanlovi va muayyan ohangni saqlashda ko‘zga tashlanadi. Oruellning "1984" asarida, "Yangi til" (Newspeak) kabi o‘ziga xos va badiiy jihatdan boy til strukturalari mavjud bo‘lib, ular asarning mantiqiy va psixologik tuzilishini shakllantiradi. "Yangi til"ning mavjudligi va uning doimiy ravishda tasvirlanishi orqali tilning totalitar jamiyatdagi roli ko‘rsatiladi: erkin fikrni cheklash, odamlarni o‘z fikrlarini ifodalashdan mahrum qilish va xalqni bo‘ysundirishning vositasi sifatida ishlatiladi. Tarjimon ushbu tilni o‘zgartirmasdan, asli tushuniladigan va hissiy ta'sir kuchiga ega bo‘lishi uchun nozik muvozanatni saqlashga harakat qilishi kerak.

Emotsional ohangni saqlashda muhim omil – so‘zlarning tanlovi, ularning kuchi va o‘quvchiga etkazadigan hissiyotlaridir. Masalan, "Ingsoc" (Ingsoc – Ingliz Sotsialistik Partiyasi) yoki "doublespeak" kabi so‘zlar tarjimaga o‘tkazilganda, ularning ichki ma'nosi va ularga yuklangan hissiy va siyosiy kuchni aniq ifodalash zarur. Bu so‘zlar nafaqat siyosiy tizimni tavsiflaydi, balki o‘quvchiga ularning emotsional ta’sirini ham ko‘rsatadi. Tarjimon bu jihatlarni saqlab qolish uchun badiiy ifoda va tilning kontekstual ahamiyatini chuqur anglashga majbur.

Oruellning uslubi nozik va puxta o‘ylangan bo‘lib, uning har bir sahnasi o‘quvchida kuchli emotsional ta'sir qoldiradi. Asarda jamiyatning oppressiv tabiati, insonlarning ichki dunyosidagi beqarorlik, qo‘rquv va umidsizlik kabi his-tuyg‘ularni yoritishda til muhim rol o‘ynaydi. Tarjimada bu tuyg‘ularni to‘g‘ri yetkazish juda qiyin bo‘ladi, chunki o‘zbek tilida ham ba'zi badiiy uslublar va so‘z birikmalari o‘xshash hissiyotlarni yaratishga imkon beradi, lekin ba'zi detallarni, ayniqsa, "Yangi til" kabi sun'iy yaratilgan so‘zlarni aniq va to‘g‘ri tarjima qilishda tarjimonning o‘z mahorati kerak.

Oruellning qoralangan jamiyatining "g‘amgin" va "qorong‘u" obrazlarini tarjimonda aks ettirishda aynan shu uslub va emotsional ohangni saqlash, asar mohiyatini to‘liq aks ettirish uchun muhimdir. Badiiy tilning asosiy vositalaridan biri – tasviriy detallardir. Masalan, "Partiya"ning doimiy kuzatuvi, ko‘plab sensorli vositalarning tasviri, hamda asosiy qahramon Uinstonning ichki kurashlari o‘quvchini ruhiy jihatdan ta’sir etadi. Tarjimada bunday tasvirlarni saqlash, asar atmosferasini o‘zbek tilida ham shunday aniqlik va hissiyot bilan yetkazish kerak.

Oruellning asarida, ayniqsa, psixologik holatlar muhim o‘rin tutadi. Uinstonning ichki kurashi, u his qilgan beqarorlik, umidsizlik, va erkinlikni orzu qilish kabi psixologik jihatlar tarjimaga o'tkazishda katta e'tibor talab qiladi. Oruellning yozuv uslubi va uning personajlarining ichki hissiyotlari ularning fikrlarini aniq va chuqur tasvirlashga qaratilgan. Tarjimon, o‘quvchiga bu hissiyotlarni qanchalik ta'sirchan va aniq yetkazishini ta’minlash uchun faqat so‘zlarni emas, balki ularning psixologik ta’sirini ham tushunishi kerak.

Asarda o‘quvchini o‘zining ichki kurashlariga olib boruvchi, ko‘plab fikrlar va his-tuyg‘ularni ifodalovchi psixologik monologlar mavjud. Ularning tarjimasi, nafaqat tilning aniq ifodasi, balki o‘quvchi tomonidan hissiyotlarni qanday qabul qilishini inobatga olishni talab qiladi. Shuning uchun tarjimon uchun til va emotsiyaning uyg‘unligi, ichki holatlarni to‘g‘ri aks ettirish va bu orqali o‘quvchiga chuqur ruhiy ta’sir ko‘rsatishning muhim elementiga aylanadi.

Oruellning "1984" asarini boshqa tilga o‘tkazishda madaniy farqlar ham muhim ahamiyatga ega. Tarjimada faqat so‘zlarni aniq tarjima qilish emas, balki madaniy kontekstni ham hisobga olish zarur. Masalan, totalitarizm, nazorat, oppressiya va erkinlik kabi tushunchalar turli madaniyatlarda farqli tarzda tushunilishi mumkin. Tarjimon, asar mazmunini yangi madaniyatga moslashtirgan holda, uning originaldagi emotsional va siyosiy ta'sirini saqlab qolishi kerak.

Tarjimonning ishi faqat badiiy asarni tilga moslashtirish bilan tugamaydi. Asarning asosiy mazmuni va mohiyatini o‘quvchiga yetkazish uchun u madaniy farqlarni tushunib, asarning umumiy emotsional kuchini ham saqlab qolishi zarur. Bu, albatta, tarjimonning o‘z madaniyatiga, tiliga va adabiyotiga bo‘lgan chuqur bilimini talab qiladi.

Jorj Oruellning "1984" asarining tarjimasi, til va emotsiya uyg‘unligi nuqtai nazaridan juda murakkab jarayonni tashkil etadi. Tarjimon, asarning tilini va emotsional ohangini, psixologik tasvirlarni va siyosiy tuzilmalarni o‘zgartirmasdan, o‘zbek tilida to‘g‘ri va aniq tarzda aks ettirishi zarur. Til va emotsiyaning uyg‘unligi orqali tarjimon asar mazmunini, uning badiiy kuchini va ruhiy holatini saqlab qolishi kerak. Asarda tilning siyosiy manipulyatsiya va psixologik nazorat vositasi sifatida qanday ishlatilgani, ayniqsa, totalitar jamiyatda erkinlikni bostirish uchun qanday tutilganligini o‘rganish juda muhim. Oruellning badiiy uslubi va so‘zlarni tanlashdagi noziklik, tarjima jarayonida asarning asosiy ruhini saqlashni talab qiladi.

Quyidagi tahlil, asardan olingan inglizcha parchalar va ularning o‘zbekcha tahlillari orqali til va emotsiyaning qanday uyg‘unlashishini ko‘rsatadi.

Masalan,

Inglizcha: *"The purpose of Newspeak was not only to provide a medium of expression for the world-view and mental habits proper to the devotees of Ingsoc, but to make all other modes of thought impossible. It was intended that when Newspeak had been adopted once and for all, a heretical thought, that is, thought*

diverging from the principles of Ingsoc, should be literally unthinkable, at least so far as thought is dependent on words."

Bu parchada Oruell "Yangi til"ning maqsadlarini bayon qiladi. Yangi Nutqning vazifasi, faqat Partiya e'tiqodlariga mos keladigan fikrlarni ifodalashni ta'minlash emas, balki boshqa fikrlarni mumkin bo‘lmagan darajada cheklashdir. "Heretik" fikrlar, ya'ni Partiya e'tiqodlaridan chetga chiqadigan fikrlar, Yangi Nutq yordamida imkonsiz qilishga harakat qilinadi. Tarjimada bu ideologik manipulyatsiya va tilning psixologik nazorat vositasi sifatidagi roli saqlanishi kerak. "Heretik" so‘zining ta'rifi va uning tarjimasi ayniqsa muhim, chunki u o‘zbek tilidagi barcha salbiy va taqiqlangan fikrlarni tasvirlash uchun ishlatiladi. Tarjimonning vazifasi, o‘quvchiga bu badiiy va siyosiy ma'nolarni aniq yetkazishdir.

Inglizchasi: *"Winston had won the victory over himself. He loved Big Brother."*

Bu, asar oxirida Uinstonning ruhiy holatining qanday o‘zgarishini tasvirlaydigan parchadir. Asarda Uinstonga nisbatan yaratilgan psixologik bosim, uning o‘z fikrlarini to‘liq boshqarish va butunlay yengilishi orqali “Big Brother”ni sevishga majbur bo‘lishi ifodalanadi. Bu holatning tarjimasi juda muhim, chunki Uinstondagi bu o‘zgarish, uning ichki dunyosidagi to‘liq qulashni va erkinlikdan voz kechishni anglatadi. Tarjimada bunday psixologik holatni aniq va chuqur ifodalash, o‘quvchida asarning emotsional ta’sirini yaratadi. Tarjimon so‘zlarning kuchini va ulardagi psixologik ma’nolarni saqlashi zarur.

Inglizchasi: *"War is peace. Freedom is slavery. Ignorance is strength."*

Bu parchada, Oruellning "doublespeak" (qo‘shfikr) tushunchasini ifodalovchi mashhur iboralari keltirilgan. Bu frazalar o‘zining paradoksal tabiati bilan, o‘quvchiga qanday qilib til yordamida ongni manipulyatsiya qilish mumkinligini ko‘rsatadi. "Urush tinchlikdir", "Erkinlik qullikdir", "Bilimsizlik kuchdir" kabi iboralar jamiyatdagi psixologik va siyosiy boshqaruvni ifodalaydi. Tarjimada bu iboralarni o‘zgartirmasdan, ularning paradoksal va emotsional kuchini saqlash zarur. Har bir ibora o‘zida katta siyosiy va emotsional yukni tashiydi, va bu yukni o‘quvchiga yetkazish, tarjimonning mahoratiga bog‘liq.

Inglizchasi: *"The Ministry of Truth contained, it was said, three thousand rooms above ground level, and corresponding ramifications below. Scattered about the floor were a number of agencies, concerned with the manipulation of the past, with the alteration of records, and with the issuing of a daily bulletin of the Party’s activities."*

Bu parchada "Truth" (Haqiqat) vazirligi tasvirlanadi, bu o‘z-o‘zidan qo‘shfikrlilikni, ya’ni ikkiyuzlamachilik (doublespeak) namoyish etadi. Vazirlik haqiqatni tahrir qilish va o‘zgartirishni amalga oshiradi, bu esa o‘quvchiga til va haqiqatni qanday manipulyatsiya qilish mumkinligini ko‘rsatadi. Tarjimada bu idora va uning emotsional ta’sirini tushunish va ifodalashda noziklik talab etiladi. O‘quvchi, bu tasvirlardan ko‘ra ko‘proq siyosiy va psixologik manipulyatsiya haqida tushuncha olishadi. Tarjimon bu voqealarni tarjimada aniq va ta’sirchan tarzda aks ettirishi lozim.

Inglizchasi: *"He had the sensation of falling, and the feeling of his face was beginning to freeze. He could not understand the meaning of the words. He was already alone."*

Uinstonning ichki kurashini tasvirlashda, uning ruhiy holati va qarorlarining qanday ta’sirlanganligini ko‘rish mumkin. "U o‘zi bilan yolg‘iz edi" – bu ibora, uning erkinlikni yo‘qotganini va hukumat tomonidan to‘liq nazorat qilinayotganini ifodalaydi. Tarjimada bu holatni aniq va ta’sirchan tarzda ifodalash muhimdir.

Tarjimon bu qator so‘zlarni tanlashda o‘quvchida psixologik ta’sirni yaratishi kerak. Uinstonning yolg‘izlik va ruhiy erksizlik hissiyotlari, asar mazmunini to‘liq tushunishda yordam beradi.

XULOSA

Jorj Oruellning "1984" asari tarjimasi jarayonida til va emotsiyaning uyg‘unligini saqlash juda katta muammolarga olib keladi. Oruellning asari siyosiy va psixologik tahlillarni o‘z ichiga olgan holda, har bir so‘z va ibora o‘zining emotsional yukini tashiydi. Tarjimon bu so‘zlarni tarjima qilayotganda, nafaqat so‘zlarni, balki ularning psixologik va siyosiy ta’sirini ham hisobga olishi kerak. Asardan olingan inglizcha parchalar va ularning o‘zbekcha tahlillari, tarjimadagi til va emotsiyaning qanday uyg‘unlashishiga oid ba'zi misollarni ko‘rsatadi. Shuning uchun, tarjima jarayonida original asarning ruhini va emotsional kuchini saqlab qolish juda muhimdir.

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O'ZBEK, FRANSUZ VA INGLIZ TILLARI EMOTIV FRAZEOLOGIZMLARIDA USLUBIY BO'YOQDORLIK

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ANNOTATSIYA

Mazkur maqolada emotiv frazeologizmlarni uslubiy xususiyatlari o'rganiladi. Unda frazeologizm a) frazeologizmda ifodalangan ma'no obrazning denotativ mazmunidan anglashiladi; b) emotv frazeologizm ma'nosi etimologik tahlillar orqali tahlil etiladi.
O'rganilayotgan tillaridagi emotiv frazeologik birliklar ijobiy va neytral konnotatsiyali hisoblanadi. Kalambur, so'z o'yini asosida stilistik fonetik vositalar, ya'ni ohangdoshlik va anafora fonetik uslub ko'proq qo'llaniladi.

Kalit so'zlar: emotiv frazeologizm, lingvomadaniy, emotsional-ekspressiv, konnotativ ma'no, ijobiy, salbiy, neytral ko'chma ma'no, baynalminal

KIRISH

O'zbek, frantsuz va ingliz tillaridagi emotiv frazeologik birliklarning semantik-stilistik va lingvomadaniy xususiyatlari shu kungacha chog'ishtirma tadqiqot ob'ekti sifatida tanlanmagan. Bir-biridan muayyan til oilasiga mansubligi, ijtimoiy-madaniy-milliy turmush tarzi jihatidan tubdan farqlanuvchi ikki qutb – g'arb va sharq madaniyatini o'zida aks ettirgan o'zbek, frantsuz va ingliz frazeologizmlarini chog'ishtirish, ularning umumiy va alohidaliklarini aniqlash, shuningdek, yangiliklarni o'rganish uchun g'arbga intilayotgan sharqliklar hamda asori-atiqalariga, tarbiya asoslariga mahliyo bo'lib sharqqa tomon siljiyotgan g'arbliklar nutqida qo'llaniladigan frazeologik birliklarning lingvomilliy, lingvomadaniy xususiyatlarini tadqiq etish ham qiziqarli, ham foydali bo'lib, bu tanlangan mavzuning dolzarbligini belgilaydi.

ADABIYOTLAR TAHLILI VA METODLAR

Ushbu magistrlik dissertatsiyasini yoritishda bir nechta ilmiy va lug'atlarida ifodalangan badiiy asarlardan olingan misollarga tayanildi. Manbalarda qayd etilishich, frazeologiyaning fan sifatida shakllanishi fransuz tilshunosi Sh.Balli [1] nomi bilan bog'liq. Shuningdek, frazeologizmlarning emotiv xususiyatlari tadqiqi bilan shug'ullangan V.G.Gak [2], V.I.Shaxovskiy [11], A.Lehrer [12] kabi olimlar; o'zbek tili frazeologiyasi tadqiqotchilari Sh.Rahmatullayev [8], A.E.Mamatov [4], B.Yo'ldoshevlar [3] shular jumlasidandir.

NATIJALAR

Mazkur ilmiy ishning asosiy masalasi o'zbek, fransuz va ingliz tillaridagi frazeologik birliklarning chog'ishtirma tahlili turli xalqlar mentalitetining o'ziga xosligini emotiv frazeologizmlar orqali aniqlash va ularni ijobiy va salbiy emotiv

frazeologizmlarga ajratish orqali “hissiy holatni ifodalovchi” frazeologizmlarning yadro-pereferiyasi aniqlandi.

MUHOKAMA

Konnotativ ma'no uslubiy bo'yoqdorlikka ega til birligi bo'lib, obrazlilik vositasi sifatida so'zlovchi nutqiga yorqin emotsional-ekspressiv bo'yoqdorlik baxsh etadi. A.I.Fyodorov frazeologizmlarning ekspressivlik imkoniyatini ularning konnotativ ma'nosi bilan bog'laydi, uningcha frazeologizmlar yangi bir hodisani nomlash uchun emas, balki ilgaridan tilda mavjud bo'lgan predmet, hodisa, harakat, holatni konkretlashtirish va obrazli-emotsional baholash uchun yaratiladi. Bu birliklar, shubhasiz, tilning ekspressiv funktsiyasini yaqqol namoyon etadi. Aynan, bu frazeologik belgining konnotativ ma'nosi uning alohida mazmunga ega ekanligini ko'rsatadi. A.I.Fyodorov frazeologik birliklarning konnotativ ma'nosi xususidagi fikrini davom ettirib, quyidagi faktlarni keltiradi: “...frazeologizmlarning so'zdan farqli o'laroq, metaforik, metonimik va qiyosiy tiplardan iborat obrazli frazeologik ma'nosi denotat deb ataladi va uning konnotativ xarakteristikasi frazeologik birlik ma'nosiga o'tadi” [10].

Frazeologik birlik tarkibidagi dominant so'z frazeologizm hosil qilishda denotativ ma'noga ega emas, balki ibora ifoda etgan ramziy ma'noga asoslanadi. Demak, frazeologimlarda universallik belgilarini quyidagicha izohlash mumkin: 1) frazeologizmlar semantikasini ifoda etgan obrazlar bir-biriga yaqin; 2) baynalmilal frazeologizmlar tuzilishga ko'ra turli-tuman

Psixologik planda konnotatsiya insonning ob'ektni bilib olishga qiziqishini ifodalaydi. Bunda konnotatsiya aqlan baholovchi, hissiy-emotsional, shuningdek, hissiy obrazli xarakterga ega bo'ladi. Konnotatsiyaning ratsional baholovchi va hissiy emotsional tiplariga insonning butun hissiy tajribalarini pragmatik kategoriyalar ostida o'tkazishga intilishi kiradi, ya'ni ikki yoqlama ma'nolar tuzilishi har qanday o'zlashtirilgan ob'ekt shkalasiga ko'ra ijobiy va salbiy ma'nolarga ega bo'ladi, shuningdek, inson ichki ruhiyati bilan bog'liq emotsional hodisalarni ifodalaydi. Asoslanmagan otlarning ma'nolari bilan xarakterlanuvchi bevosita ifodalangan konnotatsiya tipologik jihatdan farq qiladi.

Frazeologik birlik asosidagi obrazning etimologik ma'lumoti obrazni to'liq tiklaydi va iborani tushuntira olsa, kodlanmagan konnotatsiya darajasiga erishadi [6]. Milliy madaniy belgiga ega ko'pchilik frazeologizmlar ijobiy konnotatsiyaga ega. Universal yoki baynalminal frazeologizmlar salbiy belgiga ega ekanligi bilan izohlanadi, ma'lumki, bunday o'zga madaniyatga oid iboralar, odatda, biror bir salbiy, notanish, o'rganilmagan voqea, hodisa nomi bilan goh kinoya, goh piching, goh qochirim tarzida bog'lanadi, o'zining madaniyati esa ijobiy baholanadi.

Fransuz, o'zbek va ingliz tillarida universal yoki baynalminal frazeologik birliklar orasida negativ konnotatsiyalar mavjud. Bunday madaniy qarama-qarshiliklar qiyoslanayotgan mamlakatlarning tarixiy madaniy hayoti to'g'risida axborot beradi. Yu.M.Lotman fikricha, o'zimizniki, madaniy, xavfsiz tushunchalari asosida aniqlanuvchi makon, ularning begona, dushman, xavfli, tartibsiz makonga qarama-qarshi turadi [5]. Yu.S.Stepanov ta'kidlaganidek, o'ziniki-o'zlashtirma iboralarni qarama-qarshi qo'yish turli shakllarda butun madaniyatning ich-ichiga singib ketadi va har qanday jamoaviy, ommaviy, milliy dunyoni his etishning bosh kontseptlaridan biri sanaladi[9].

Ingliz frazeologik birliklarida negativ konnotatsiya 60%ni tashkil etadi, masalan, *jackass from Valais – tentak, aqlsiz, ahmoq; gunpowder and heresy came out of Germany – to'p uchun porox va bid'at Germaniyada paydo bo'lgan; make a call to qn – aldamoq, boplamoq, firib bermoq; the treacherous Albion – tayyor Albion; naples sickness (og'zaki) – zahm; going to Damascus – to'g'ri yo'ldan bormoq; haqiqiy e'tiqodni qabul qilmoq; a friend of Monomotapa – haqiqiy do'st; winning Peru – to'satdan boyimoq).*

O'rganilayotgan frazeologizmlarni tadqiq etilayotgan tillar hududidan uzoqligiga ko'ra orasida sezilarli farq mavjud: frantsuz tilida ijobiy va salbiy konnotatsiya 56 % ni tashkil etadi.

O'zbek tilida negativ konnotatsiyali frazeologizmlar ko'proq uchraydi.

Mard bo'lsang, Eskijo'vada hangra. Eskijo'va so'zi (Toshkentning eng katta bozori joylashgan joy) gavjum joy ma'nosida ishlatilgan, iboraning ma'nosi metaforik obrazga asoslangan.

Quyidagi maqollarda ham metaforik ma'no implitsit tarzda namoyon bo'lgan: Pashsha g'ing-g'ing etadi, Marg'ilonga yetadi. Xira, beti qalin odamlarga nisbatan achchiq kinoya tarzida ishlatiladi. *Yeyishing sholg'omu, yotishing Marg'ilonning sirli saroyi; Varianti: Yeyishing kepak, kiyishing ipak; Buxoroda nonni yotib yeydi, Beva xotinga Buxorodan it huradi, Qo'qonda jonim-jonim deb joningni oladi* kabi xalq so'zlashuviga xos frazeologik birliklarning avtostereotiplari tilning uslubiy bo'yoqdorligini oshirishga xizmat qiladi.

O'zbek, frantsuz va ingliz tillarida aksariyat frazeologizmlar madaniy uslubiy vosita sanalgan kalambur yoki so'z o'yini yordamida hosil bo'ladi. Kalamburlarni tushunish uchun madaniy axborotni aslidagidek qayta tiklash zarur. Bunday to'qima toponimlarning tabiiy toponimlardan farqi ob'ektni tavsiflashdan iborat. Ko'chma ma'no metafora hodisasi tufayli yuz beradi. Kalambur, turg'un so'z birikmasi yasovchilik xususiyatiga ko'ra eng mahsuldor uslubiy vosita hisoblanadi. Kalambur oddiy so'zlashuvda keng qo'llaniladi, shuningdek, yozuvchilar asarlarida undan muhim obrazli va ekspressiv-emotsional ta'sirchan vosita sifatida foydalanishadi[13].

Frazeologizmlarning so'z o'yini asosida yasalish an'anasi tilda avvaldan mavjud. Kalamburning keng qo'llanilishi milliy xarakterdan tashqari frantsuz tilining “ruhi”ni, uning xarakterli “o'ziga xosligi”ni ko'rsatadi.

A.G.Nazaryan kalambur frazeologizmlarni uch guruhga ajratadi. Bular quyidagilar:

1. Frazeologizmlar, komponentlaridan birining ikki tomonlama ma'nosi asosida quriladi (passer l’arme à gauche).

2. Frazeologizmlarning omonimik komponentlaridan birining o'rni almashadi (reasoning like a drum so'zma-so'z. baraban singari fikrlamoq; ma'nosi: noma'qul gap aytmoq, bema'ni gaplar gapirmoq; raisonner (fikrlamoq), résonner (yangramoq).

3. Kalambur frazeologizmlar atoqli otlar va nomlarning ikki ma'noligi mavjud yoki o'ylab topilgan ma'nosi asosida qurilgan[7].

Ular orasidagi ikki xillikni ajratib ko'rsatish mumkin:

a) frazeologik birlik so'z va atoqli otning (ko'pincha, antonimlar) ohangdoshligi asosida quriladi, ular, xususan, to'qima birliklardir: ingliz tilida *saint Nitouche – so'zma-so'z. Nitush; ma'nosi: hazil, gap ko'tarmaydigan odam, jizzaki (Nitouche = n'y touche) coffee of Saint Claire – so'zma-so'z. muqaddas Klara kofesi; ma'nosi: uncha achchiq bo'lmagan kofe (muqaddas Claire ismi clair(e) yorug' sifati bilan ohangdosh[13].*

b) frazeologik birlik so'z va toponim to'qima toponimlarning o'zaro ohangdoshligi asosida quriladi: *go to Crevant* – (so'zma-so'z. Krevanga jo'namoq) ma'nosi: vafot etmoq. Crever/o'lmoq fe'lidan Crevant soxta toponimi hosil bo'lgan; *going to Niort* – (so'zma-so'z. Niorga jo'namoq) ma'nosi: qat'iy rad etmoq. Frantsuz departamentining bosh shahri Niort deb nomlanadi, ibora nier/rad etmoq fe'lidan yasalgan[13].

Ingliz tilida so'z o'yini, tovush o'xshashligi yoki qo'sh ma'nolarga asoslangan ko'plab frazeologik birliklar mavjud, masalan *1) time flies like an arrow; fruit flies like a banana – birinchi ma'nosi: vaqt oqar daryo; ikkinchi ma'nosi: hasharotlar bananlarni yaxshi ko'radilar; 2) I used to be a baker, but I couldn't make enough dough – novvoy bo'lsam ham, uyimda urvoq yo'q, "Dough" so'zi ham xamir ham pul ma'nosini anglatadi; 3) A bicycle can't stand on its own because it's two-tired – velosiped o'zicha tikka tura olmaydi, chunki u juda charchagan – "Two-tired" so'zi "too tired" (nihoyatda charchagan so'zi bilan so'z alliteratsiya hosil qilgan), lekin ikkita g'ildirakka ulangan (two tires); 4) Writing with a broken pencil is pointless – singan qalamda yozish befoyda – "Pointless" "ma'nosiz" va "uchsiz" (point – qalam uchi) so'zlari alliteratsiyasi ro'y bergan.*

Fransuz, ingliz tillarida so'z o'yini asosida o'ylab topilgan frazeologik birliklar ham uchrab turadi: frantsuz tilida *marquis d'Argencourt qashshoq, kambag'al baron* (so'zma-so'z.: markiz Arjankur). Idiomaning asosida Argencourt – to'qima geografik nom va à court d'argent iborasining talaffuzi o'xshashligiga asoslangan so'z o'yini yotibdi. *Marquis of the Flat Purse (Flat Purse – o'sh hamyon)* iborasi ham o'xshash so'z o'yini asosiga qurilgan; *pion of Blanchimont* – (so'zma-so'z.: Blanshimon vinosi) oq vino. *Blanchimont – montagne* blanche so'zidan to'qilgan bo'lishi mumkin. Pivois – vinon nomi, uning bunday atalishiga sabab, uzum g'uddaga o'xshaydi, dialektda bunday meva qarag'ay g'uddasi deb atalgan. O'tmishda ko'pgina qahvaxonalarda qarag'ay g'uddasi nomli yorliq osiqlik turgan. Boshqa tadqiqotchilar *pivois* bu sallagul, piongulning qizil rangiga qiyosan olingan, deb hisoblaydilar; *going to Dormillon* – (so'zma-so'z.: Dormiyonga bormoq) ma'nosi: uxlagani yotmoq. Dormillon so'z o'yini asosida qurilgan –frantsuz tilidagi dormir (uxlamoq) so'zidan geografik nom to'qilgan[13].

Shu tariqa so'z o'yini qilish frantsuz frazeologiyasi uchun eng xarakterli belgilardan biridir. Bu so'z o'yinining o'ziga xosligi frantsuz tili va frantsuzlarga xos milliy ruhiyatning o'ziga xos xususiyatlariga bog'liq. Sh.Balli ta'kidlaganidek, "...so'zlarning va bo'g'inlarning noto'g'ri bo'linishi kalamburni hosil qiladi; ular, ayniqsa, frantsuz tilida osongina paydo bo'ladi. Bu esa tasodifiy emas, kalambur hosil bo'lishining asosiy sababi qisqartirilgan iboralardir"[1].

Fikrimizcha, frantsuz frazeologiyasida geografik nom kalamburlari va so'z o'yinlari frantsuzcha yumoru hazilga moyillik hisini yorqin aks ettiradi. Frantsuz xalqining bu milliy xususiyati zamonaviy frantsuz tilidagi kalambur (so'z o'yini) asosida qurilgan frazeologizmlarda aniqroq voqelanadi.

O'zbek tilida kalambur frazeologizmlar ikki xil usulda hosil bo'ladi:

1) alliteratsiya uslubda, ya'ni undosh tovushlar o'xshashligi asosida[13]:

Qo'hi Qof – yetib borish mushkul bo'lgan, kelib chiqishi etiqodiy tushuncha bilan bog'liq afsonaviy tog'. Bu so'z ishtirokida hosil bo'lgan frazeologik birliklar xalqning jonli tilida faol qo'llanilishi bilan shu guruhga kiruvchi boshqa toponim komponentli frazeologizmlardan farq qiladi. Yomon lof desa, ola Qof deydi; Qof – butun yer yuzini o'rab olgan afsonaviy tog'; Turum tog'i abadiylik, doimiylik, barqarorlik ma'nolarini

bildiradi. U Arabistondagi Turi sino tog'i nomidan yasalgan bo'lishi ham mumkin. Yotib yeganga Turum tog'i ham chidamaydi. Varianti: Yotib yeganga tog' ham chidamaydi.

2) anafor – fonetik uslubda, ya'ni so'z boshida bir xil tovushning takrorlanishi natijasida hosil bo'lgan hamda qofiya va uslubiy takror ohangdorlikka asoslanib yasalgan real nomlar bilan bog'liq frazeologik birliklar: *Yomon somonxona kuydi desa, Samarqand kuydi, deydi; Otboshi, Arpa yerinda horidi ot, Ot otang bo'lsa, qoziqni qoq-da yot (Hozirgi Qozog'iston hududida Otboshi, Norin, Arpa degan joylar bor); Oq qoptol ot Otboshi o'tin o'tlamas (Otboshi – joy nomi. Otning egar, jazliq qo'shiladigan – yelkasi "qoptol" deyiladi) kabi alliteratsiya uslubiy hodisasidan foydalanib yasalgan. Yaxshi ot kelar Jizzaqdan, Qo'shsa kelar uzaqdan. Bunda Jizzax va uzoq so'zlar qofiya va shevaga moslab Jizzaq, uzaq deyilgan. Jizzax o'zining eng zotdor otlari bilan azaldan mashhur bo'lib kelgan; Xonqalining boyini, Xivalining kambag'alini bilib bo'lmaydi; Shovotdan sharillab o't; Kayvoni kerak bo'lsa Gurlanga bor; Xonqaga manzirat qil kabi iboralar shular jumlasidan.*

O'zbek tilida frazeologik birlik tarkibidagi komponetlarning hosil bo'lishida fonetik o'zgarishlarning o'ziga xosligi tilning milliy-madaniy xususiyatlarini namoyon etadi.

XULOSA

Xulosa shuki, tilning frazeologik fondi, xususan, fonetik uslubiy vositalar orqali hosil bo'lgan frazeologizmlar madaniyat va xalq mentaliteti xususidagi eng qimmatli manba bo'lib, ularda xalqqa tegishli bo'lgan rivoyatlar, urf-odatlar, an'analar, diniy marosimlar, odat, axloq, xulq-atvor va hokazolar o'z aksini topadi. Frazeologizmlarda hamisha xalq dunyoqarashi, o'z davrining g'oyalari, ijtimoiy qurilishi bilvosita tarzda aks etadi.

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EMOTIONAL PHRASES IN UZBEK LANGUAGE

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ANNOTATION

This research explores the linguistic and cultural significance of emotional phrases in the Uzbek language, analyzing their semantic structures, pragmatic functions, and contextual usage. It examines how emotions are expressed through idioms, proverbs, and interjections, reflecting Uzbek national identity and social values. The study also compares emotional phraseology with related linguistic systems, highlighting similarities and differences. The findings contribute to understanding the role of emotions in communication and the cultural specificity of emotional expressions in Uzbek discourse.

Keywords: Uzbek language, emotional phrases, idioms, proverbs, semantics, pragmatics, discourse, communication, cultural identity, expression.

The study of emotional phrases in the Uzbek language is essential for understanding how emotions are expressed, perceived, and communicated in Uzbek culture.[1] This research examines the linguistic features, pragmatic functions, and cultural significance of emotional expressions in various contexts, including everyday conversations, literature, and mass media.[2]

Linguistic features of emotional phrases: Emotional phrases in Uzbek are characterized by rich metaphorical expressions, idiomatic constructions, and interjections that reflect the speaker's emotions. These phrases often incorporate adjectives, verbs, and exclamatory words to convey specific feelings.[3] For example, expressions like *"ko'ngli tog'dek bo'ldi"* (literally "his heart became like a mountain") convey a sense of relief or pride. Similarly, *"yuragi yorildi"* ("his heart burst") is used to express deep sorrow or shock.

Phonetic and morphological elements also contribute to the emotional intensity of phrases. Repetitive structures, onomatopoeic words, and diminutive forms enhance expressiveness. For example, *"voy dod!"* (an exclamation of distress) and *"qizg'in bahs"* («heated debate») illustrate how sound patterns reinforce emotions.

Pragmatic functions of emotional phrases: In communication, emotional phrases serve various pragmatic functions, including expressing feelings, emphasizing attitudes, and strengthening social bonds. Uzbek speakers frequently use emotional expressions to signal politeness, agreement, or disagreement.[4] For instance, *"jonim, iltimos!"* (literally «my soul, please!") is a polite and affectionate way to make a request, while *"Voy-bo'!"* signals surprise or dismay.

Moreover, emotional phrases play a significant role in rhetorical strategies. In political speeches, literature, and media discourse, they enhance persuasion and audience engagement. For example, in folk epics, phrases like *"Botirning ko'zi qonga*

to'ldi" ("The hero's eyes filled with blood") intensify dramatic tension, reflecting the hero's anger or determination.

Cultural and Social Significance of Emotional Expressions in Uzbek: Emotional expressions in the Uzbek language are deeply intertwined with cultural traditions and societal values. These expressions serve as linguistic markers that convey not only personal feelings but also collective wisdom passed down through generations. Uzbek proverbs and idioms are especially significant in encoding emotions, often embedding messages of morality, respect, and interpersonal relationships.

One of the most illustrative examples is the proverb **"**Ko'ngil ko'zgudir**"**("The heart is a mirror"), which suggests that a person's emotions, intentions, and moral character are reflected in their actions. This phrase highlights the cultural belief that one's inner world is transparent and can be perceived through behavior. Similarly, **"**Yuragi daryo**"** ("His heart is like a river") is an idiomatic expression symbolizing generosity and kindness. Such phrases emphasize the importance of emotional sincerity and altruism in Uzbek society.

The influence of cultural values on emotional expressions is also evident in the traditions of Uzbek hospitality. Hospitality is a cornerstone of Uzbek culture, and the language used to welcome guests reflects this. When greeting someone, especially a guest, Uzbeks often use affectionate and poetic expressions such as **"**Ko'nglingiz tog'dek bo'lsin!" ("May your heart be as high as a mountain!"). This phrase is not just a greeting but also a symbolic wish for strength, stability, and generosity, reinforcing the importance of positive emotions and social harmony. Such expressions demonstrate how emotions in Uzbek are not just personal experiences but also social constructs that foster relationships and communal bonds.

Conversely, expressions of sorrow and grief also reveal the cultural emphasis on empathy and shared emotions. For example, **"**Ko'nglim ezildi**"** ("My heart was crushed") expresses deep emotional pain and is often used when speaking of personal loss or collective suffering. This phrase, like many others in Uzbek, underscores the societal value placed on emotional interconnectedness. The ability to share one's grief and be comforted by others is integral to Uzbek social interactions, where emotional support is considered a fundamental aspect of human relationships.

Comparison with Other Languages: When compared to English or Russian, Uzbek emotional expressions exhibit unique linguistic structures and cultural meanings. English tends to use direct emotional expressions such as **"**I am happy**"** or **"**I am sad**"**, which explicitly state the speaker's emotional state. In contrast, Uzbek often relies on metaphorical imagery to convey feelings. For instance, **"**Yuragim hapriqdi**"** ("My heart trembled") vividly describes a state of emotional agitation or excitement, rather than simply stating "I am nervous." Such metaphorical constructions add a layer of poetic depth to emotional communication in Uzbek.

Russian, on the other hand, shares some similarities with Uzbek in how emotions are expressed through metaphor. The phrase **"**Душа болит**"**("My soul hurts") mirrors the Uzbek way of describing deep sorrow or emotional distress. Both languages use the concepts of the "heart" or "soul" as central to emotional experience, reflecting a shared cultural inclination toward viewing emotions as profound, almost physical sensations rather than abstract states of being.

Furthermore, Uzbek emotional expressions often incorporate nature-based metaphors, reflecting the cultural importance of harmony with the natural world. For

example, **"**Ko‘nglim gul**"** ("My heart is like a flower") conveys happiness, likening emotional well-being to a blooming flower, while "Ko‘ngli qushdek yengil" ("His heart is as light as a bird") denotes a carefree and joyful state. Such expressions reveal the deep-rooted connection between language, culture, and the environment in Uzbek thought.

The rich tapestry of emotional expressions in the Uzbek language reflects a unique blend of cultural heritage, social values, and linguistic creativity. Through metaphor, poetic imagery, and communal significance, these expressions go beyond mere descriptions of feelings—they embody the essence of Uzbek identity. Unlike direct emotional statements in English, Uzbek idioms and proverbs allow for a more nuanced and culturally resonant way of expressing emotions. Similarly, parallels with Russian suggest a broader regional tendency toward metaphorical emotional expression. Understanding these linguistic nuances not only enhances cross-cultural communication but also provides valuable insight into the cultural psychology of the Uzbek people.

CONCLUSION

Emotional phrases in the Uzbek language serve as a vital reflection of the nation's cultural identity, deeply embedded social values, and linguistic creativity. These expressions, often conveyed through idioms, proverbs, and metaphorical constructs, offer a rich and nuanced way of articulating human emotions. Unlike direct statements of emotion in some languages, Uzbek employs figurative language to evoke feelings in a more expressive manner. This unique characteristic enhances the depth of communication and strengthens the emotional connection between speakers. Moreover, emotional phrases play a crucial role in shaping interpersonal relationships and social interactions. They are used to express joy, sorrow, respect, and even humor, reinforcing societal norms and traditional values. In everyday conversations, phrases such as *"Ko‘nglim yorishdi"* ("My heart brightened") convey happiness, while *"Ko‘nglim sinib ketdi"* ("My heart broke") expresses profound disappointment. These linguistic elements create a shared understanding within the community, preserving cultural heritage across generations. By studying emotional expressions in Uzbek, one gains deeper insight into the nation's worldview and communication style. Mastery of such phrases enhances linguistic competence, allowing speakers to engage more effectively in cultural exchanges. Ultimately, these expressions are not just words; they are a testament to the richness of Uzbek language and identity.

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FRANSUZ VA O'ZBEK MATALLARINING LINGVOKULTUROLOGIK TAHLILI

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ANNOTATSIYA

Ushbu maqolada fransuz va o'zbek matallarining lingvokulturologik xususiyatlari, ularning o'xshash va farqli jihatlari tahlil qilinadi. Matallar ham xalq og'zaki ijodi hisobanadi. Matallar asrlar davomida avloddan-avlodga og'zaki tarzda etkazilib kelishi va ular xalq tajribasi va dunyoqarashining ifodasi sifatida shakllanganligi yuzasidan ma'lumotlar keltirilgan. Matal xalq donishmandligi va hayotiy tajribasining natijasi hisoblanib, unda chuqur ma'no mujassamdir. Matal bevosita emas, balki majoziy ifoda orqali tushuntiriladi.

Kalit so'zlar: Matal, xalq donishmandligi, qiyosiy tahlil, o'zbek matali, fransuz matali, til xususiyatlari, urf-odatlar, axloqiy dunyoqarash, madaniy meros

KIRISH

Matallar har bir xalqning madaniyati va tafakkur tarzini aks ettiruvchi muhim til birliklaridan biridir. Ular xalqning hayotiy tajribasi, urf-odatlari, axloqiy qarashlari va dunyoqarashini yoritadi. Lingvokulturologiya nuqtayi nazaridan, matallar madaniy merosning ajralmas qismi bo'lib, turli xalqlarning qadriyatlarini solishtirish va tahlil qilish imkonini beradi.

Ushbu maqolada fransuz va o'zbek matallarining lingvokulturologik xususiyatlari, ularning o'xshash va farqli jihatlari tahlil qilinadi. Matallar ham xalq og'zaki ijodi hisobanadi. Fransuz matallari haqida gapiradigan bo'lsak, ular asrlar davomida avloddan-avlodga og'zaki tarzda etkazilib kelgan. Ular xalq tajribasi va dunyoqarashining ifodasi sifatida shakllangan. Ko'plab fransuz matallari qadimgi Rim va Yunon madaniy merosidan olingan bo'lib, ular lotincha maqollar ta'sirida rivojlangan. Fransuz tilida matala Dicton deb ataladi. Ular xalq orasida avloddan-avlodga o'tib kelayotgan qisqa va sodda iboralar bo'lib, ular odatda tabiat, fasllar, kundalik hayot va turmush bilan bog'liq bo'ladi. Fransuz matallarining kelib chiqishining asosoiy omillari, xalq donoligi va hayotiy tajriba, ob-havo va fasllar, diniy va an'anaviy ta'sir, astronomik va kalendar hisoblangan. Matallar odamlarning uzoq yillik kuzatuvlari asosida yaratilgan bo'lib, fransuz matallari ko'pincha qishloq xo'jaligi, dehqonchilik va fasllar bilan bog'liq bo'ladi. o'rta asrlar va diniy festivallar bilan bog'liq matallar ham mavjud. Ba'zi matallar yil fasllarining o'zgarishi yoki muhim bayramlarga bag'ishlangandir.

ASOSIY QISM

Fransuz matallari ko'pincha qofiyali va ritmik shaklda bo'lib, ularni eslab qolish va og'zaki aytib yurish oson bo'lgan. Endi matallardan ayrim namunlar keltirsa:

“En avril, ne te découvre pas d’un fil” tarjimasi- Aprel oyida hech qanday ipni echma. Ya’ni, aprel oyida ob-havo hali o‘zgaruvchan bo’ladi, shuning uchun issiq kiyimlarni tezda tashlamaslikni anglatadi.

“À la Sainte-Catherine, tout bois prend racine” tarjimasi - *Avliyo Ketrin kunida barcha daraxtlar ildiz otadi.* Bu degani, 25-noyabrda ekilgan o‘simliklar yaxshi unib chiqadi degan e’tiqod mavjud.

“Pluie du matin n’arrête pas le pèlerin” tarjimasi- *Ertalabki yomg‘ir sayohatchini to‘xtatmaydi.* Ma’nosi : Mayda qiyinchiliklar ishni to‘xtatmasligi kerak.

“Quand le chat n’est pas là, les souris dansent” tarjimasi - *Mushuk yo‘q joyda sichqonlar raqs tushadi.* Ma’nosi : Nazorat bo‘lmasa, odamlar erkin harakat qilishadi.

“**À chaque jour suffit sa peine”** tarjimasi - *Har kunning o‘z tashvishi etarli.* Ma’nosi: har kuni yangi muammolar bo‘ladi, lekin ular bilan o‘z vaqtida shug‘ullanish kerak.

O‘zbek matallariga keladigan bo’lsak, ular ham xalq donoligining ma’lum bir ko’rinishlaridan biri bo‘lib, ularning yaratilishi uzoq tarixiy jarayon bilan bog‘liq. Ushbu hikmatli so‘zlar insoniyatning hayotiy tajribasi, milliy tafakkur va madaniy qadriyatlarining mahsuli sifatida shakllangan.

O‘zbek xalq matallari qisqa, ta’sirchan ibora bo‘lib, odatda qaysidir holat yoki vaziyatni ifodalash uchun ishlatiladi. Matal - bu tugal ma’no ifodalamaydigan obrazli ibora, hikmatli so’z masalan: “Qizil qor yoqqanda”, “ Tuyaning dumi erga tekkanda” Matal mustaqil fikrni to‘liq ifodalamasligi mumkin, ko‘pincha davom ettirilishi yoki tushuntirilishi kerak bo‘ladi. Matal-majoziy yoki kinoyali ifoda hisoblanib, u ko‘pincha tushuntirish talab qiladi. Maqol va matalning farqi shundaki, maqolda pand-nasihat kuchli bo‘lsa, matalda esa ko‘proq bevosita vaziyatlarga bog‘liq bo‘ladi. Matalar hamma vaqt tarkibi qanday bo‘lishidan qa’tiy nazar, grammatik jihatdan gapning bir bo‘lagi bo‘lib keladi.

Maqol va matallarning o‘xshash va tafovutli jihatlari ko‘rsatilgan dastlabki tadqiqotlar rus folklorshunoslari V.I. Dal, I.M.Snegirev, A.A.Potebnya, F.I.Buslaevlarga tegishlidir. Ushbu mualliflar maqol va matallarni farqlash, ularni farqlovchi qat’iy mezonlarni belgilash bo‘yicha qiziqarli fikrlarni berganlar.

O‘zbek matallari uzoq tarixga ega bo‘lib, ular xalqning hayotiy tajribalaridan kelib chiqqan. Ular avloddan-avlodga og‘zaki ravishda o‘tib kelgan va keyinchalik yozma adabiyotga kirib borgan. Matallarda qadimiy e’tiqodlar, marosimlar va xalq hayotidagi asosiy qadriyatlar aks etadi. Ba’zi matallar diniy va adabiy manbalar bilan bog‘liq bo‘lib, Qur’on va Hadisdagi hikmatli iboralar matal shaklida xalq orasida keng tarqalgan. Odamlar turmush tajribalarini qisqa va ta’sirli iboralar orqali ifodalashga harakat qilganlar.

O‘zbek matallarining ba’zilari qadimiy turkiy yozma yodgorliklarda ham uchraydi. XI asrning ulkan tilshunos olimi, folklorshunos va etnograf Mahmud Koshg'ariyning to’plovchilik faoliyati va uning “Devoni lug'otit turk” asari bunga yorqin misol bo'la oladi. “Devon”da turli munosabatlar bilan turkiy xalqlar orasida keng tarqalgan 400 ga yaqin maqol va matallar ham keltiriladiki, ularning aksariyati bugun ham ayrim o'zgarishlar bilan tilimizda muvaffaqiyatli ravishda ishlatilmoqda. Alisher Navoiy va Bobur kabi adiblarning asarlarida ham xalq matallaridan foydalanilgan. O’zbek folkshunos olim Bekjon Rahmonov ham Xorazm vohasidan 564 ta maqol va matalni yig‘ib, “ O‘zbekcha otalar so‘zi” (1933) majmuasini chop ettirgan.

Matal, odatda, notiq nutqi tarkibiy qismini tashkil etadi, ammo mustaqil qo‘llanganda tugal fikr anglatmaydi. Masalan, xalqimizda “*Yaxshi gap bilan ilon*

inidan, yomon gap bilan qilich qinidan chiqar" degan maqol bor. Agar maqolning yarim matnini "*Falonchi ilon inidan chiqadigan qilib gapirdi*" tarzida qo'llasak, biz matal aytgan bo'lamiz va "*Falonchi yaxshi gapirdi*" ma'nosini bildiramiz.

O'zbek matallaridan ayrim namunalardan keltiramiz:

"*Tomdan tarasha tushgandek*" ma'nosi: biror kishi muloqotda yoki muhokamada hech qanday bog'liqligi bo'lmagan gapni aytganda yoki harakat qilganda qo'llaniladi.

"*Shamol bo'lmasa, daraxtning shoxi qimirlamas*" ma'nosi: biror hodisaning yoki mish-mishning ortida albatta bir sabab borligini anglatadi. Ya'ni, gap-so'zlar yoki shubhali voqealar bejiz tarqalib qolmaydi, ularning tagida bir haqiqat yoki sabab yotadi.

"Qozonni suvga tashladik" ma'nosi: biror ish boshlab qo'yilganini, endi uning natijasini kutish kerakligini bildiradi. Ya'ni, bir jarayon boshlanganidan so'ng uni to'xtatib bo'lmaydi, natijasi qanday bo'lsa, shunday bo'ladi.

"*Chumchuq so'ysa ham qassob so'ysin*" ma'nosi: Har qanday ishni o'z sohasining ustasi bajarsa, natija yaxshi bo'ladi. Tajribali va malakali odam hatto eng oddiy ishni ham mukammal bajaradi. Ya'ni, ish mutaxassis tomonidan bajarilishi kerak.

"*Qizim senga aytaman, kelinim sen eshit*" ma'nosi: kimgadir to'g'ridan-to'g'ri gapirish noqulay yoki odobsizlik bo'lishi mumkin bo'lgan hollarda, bilvosita aytiladigan gap. Aslida nasihat yoki tanbeh kelinga qaratilgan bo'lsa-da, uni qizga aytgandek ko'rinadi. Bu usul orqali muayyan fikrni yumshoqroq shaklda etkazish ko'zda tutiladi.

"Tuyaga yantoq kerak bo'lsa, bo'ynini cho'zadi" matali zarurat tug'ilganda yoki manfaat bo'lsa, odam har qanday sharoitga moslashishga, hatto odatda qilmaydigan ishlarni qilishga tayyor bo'lishini anglatadi.

"Qo'y og'zidan cho'p olmaydigan" matali juda muloyim, hech kimga yomonlik qilmaydigan, beozor va kamtar odam haqida aytiladi. Juda muloyim va beozor odamni tasvirlaydi. Hech kimga yomonlik qilmaydigan, birovga ozor bermaydigan inson haqida ishlatiladi. Ba'zan haddan tashqari yumshoqlik va jur'atsizlik ma'nosida ham qo'llanilishi mumkin.

XULOSA

Xulosa o'rnida shuni aytish mumkinki, matal xalq donishmandligi va hayotiy tajribasining natijasi bo'lib, unda chuqur ma'no mujassamdir. Matal bevosita emas, balki majoziy ifoda orqali tushuntiriladi. Ular odatda juda qisqa bo'ladi, lekin chuqur mazmunga ega. Biz bilamizki, matallar kundalik hayotda uchrayotgan hodisalar va inson xatti-harakatlariga asoslangan bo'ladi. Matallar orqali odamlar turli vaziyatlarga to'g'ri baho berishadi yoki muayyan xulosa chiqarishadi.

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OG'ZAKI NUTQNI TANIB OLISH TIZIMIDA MATNDAGI TINISH BELGILARINI TIKLASH USULLARI VA UNING O'ZIGA XOS TOMONLARI

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ANNOTATSIYA

Ushbu maqolada og'zaki nutqni tanib olish tizimida matndagi tinish belgilarini tiklash usullari va uning o'ziga xos tomonlari haqida umumiy ma'lumotlar berilib, ularning xususiyatlari ochib berilgan. Tinish belgilarini tiklash masalasi og'zaki nutqni avtomatik aniqlash (Automatic Speech Recognition, ASR) tizimlari uchun keng tarqalgan NLP tahlil qilingan.

Kalit so'zlar: til modellari, tinish belgilari, rasmiy va norasmiy matn, og'zaki nutq, og'zaki nutqni avtomatik aniqlash, tabiiy tilni qayta ishlash, ASR, tinish belgilarining vazifalari

Bugungi kunda til modellari generatsiya qilgan gaplarda tinish belgilari mavjud bo`lmaydi. Shu sbabali, turli tabiiy tillarda tinish belgilari gap tuzilishini aniqlab, hissiyotni bildirish, izohlash yoki ifodalash belgilar to'plamidan iborat. Har bir gap yoki bo'limni o'qish va tushunishni osonlashtirish uchun tinish belgilaridan foydalanish yozuvda ahamiyatlidir. Ko'pgina rasmiy va norasmiy matnlarda tinish belgilaridan noto'g'ri foydalanish kuzatiladi. Og'zaki nutqni avtomatik aniqlash (automatic speech recognition, ASR) tizimlarining natijasidagi matn ketma-ketligi odatda tinish belgilarini o'z ichiga olmaydi. Shu sababli, matnni to'g'ri tushunish uchun transkripsiya qilingan matnga tegishli tinish belgilarni tanlash juda muhimdir. Tinish belgilarini bashorat qilish ko'plab tabiiy tillardagi dolzarb muammodir. Ba'zi tadqiqotlar ushbu masalani ketma-ketlikni bilan belgilash vazifasi sifatida ko'rib chiqadi. So'nggi yillarda neyron tarmoqlardan foydalangan holda ushbu muammo hal qilinmoqda. Turli tabiiy tillarda (ingliz, xitoy, arab va italyan) tinish belgilarini bashorat qilish uchun turli yondashuvlar asosida yuqori aniqlikdagi modellar ishlab chiqilmoqda va joriy qilinmoqda.

Tinish belgilarini tiklash masalasi og'zaki nutqni avtomatik aniqlash (Automatic Speech Recognition, ASR) tizimlari uchun keng tarqalgan NLP muammosidir. Nutqni avtomatik aniqlash – bu kompyuterlarga inson nutqini tanib olish va transkripsiya qilish imkonini beruvchi dasturlash texnologiyasi. ASR tizimlari ovozli yordamchilar, call-markazlarni avtomatlashtirish va tabiiy tilni tarjima kabi NLP ilovalari uchun muhim vositadir. Bugungi kunda raqamli content hajmining tez suratda ortib borishi bilan ASR ko'plab ilovalar va xizmatlarning muhim tarkibiy qismiga aylandi.

Bugungi kunda raqamli yozma muloqotning aniq va sifatliligi juda muhim. Norasmiy chatlarda qatnashish yoki professional hujjatlarni tayyorlash, fikrimizni samarali yetkazish tilimizning aniqligiga tayanadi. An'anaviy imlo va grammatik

tekshiruvlar xatolarni aniqlash uchun qimmatli vosita bo‘lgan bo‘lsa-da, ular ko‘pincha kontekstni tushunishga nisbatan ko‘proq narsani talab qiladi. Ushbu cheklov tabiiy tilni qayta ishlash (Natural Language Processing, NLP) vositalaridan foydalanadigan yanada ilg'or yechimlarga yo‘l ochdi. Ushbu parafrafda NLP vositalaridan foydalangan holda zamonaviy imlo va grammatika tekshirgichni ishlab chiqishni ko‘rib chiqamiz. Taklif qilinayotgan yechimning an'anaviy qoidalarga asoslangan tizimlardan ustunligini va raqamli aloqa asrida foydalanuvchi tajribasini yanada qulayroq taqdim etishilishi qayt etish lozim.

Raqamli aloqaning tobora ortib borayotgan ahamiyati yozma matnning ravshanligi va aniqligiga katta ahamiyat berdi. Onlayn suhbatlardan tortib professional yozishmalargacha o‘z fikrimizni samarali ifoda etishimiz tabiiy tilimizning aniqligi bilan chambarchas bog‘liq. An’anaviy imlo va grammatik tekshiruv usullari uzoq vaqtdan beri xatolarni aniqlash va tuzatishda qimmatli vosita bo‘lib kelgan, ammo ularni kontekstual tushunish va moslashish cheklovlari hali hal qilingan emas. Bu esa tabiiy til bilan bog‘liq vazifalarga yanada kengroq yondashuvni taklif qiluvchi NLPning yanada ilg‘or yechimlarni ishlab chiqishga turtki bo‘ldi.

Tabiiy tilni qayta ishlash – bu kompyuterlarga inson tilini qayta ishlash va tushunish imkonini berish uchun tilshunoslik, informatika va sun'iy intellekt tajribasini birlashtirgan fanlararo soha. NLP vositalaridan foydalangan holda, bizning imlo va grammatika tekshirgichimiz foydalanuvchilarga aniqroq va kontekstga bog`liq xatolarni aniqlash va tuzatish imkoniyatini taqdim etadi. NLPga asoslangan tekshiruv ilovalari matndagi imlo va grammatik xatolarni aniqlaydi va aniqroq tuzatishlar va takliflar berish uchun kontekst, sintaksis va semantikani tahlil qiladi.

So‘nggi bir necha yil ichida Google Home, Amazon Echo, Siri va Cortana kabi ovozli yordamchilar (Voice Assistants, VA)dan keng miqyosida foydalanilmoqda. Ushbu ilovalar asosini og`zaki nutqni avtomatik aniqlash (Automatic Speech Recognition, ASR) NLP vazifasi tashkil etadi. Yuqorida keltirilgan NLP ilovalarida audio formatidagi ma`lumotlardan matnli fotmatdagi ma`lumotlar shakllantiriladi. Shu sababli bu turdagi algoritmlar Speech-to-Text algorithms deb ham ataladi. Google Home va Siri kabi NLP ilovalari nafaqat audiodan matnni aniqlaydi, balki aytilgan so‘zning semantik ma’nosini ham izohlaydi va tushunadi, tahlil qiladi hamda javob qaytaradi. Shuning uchun ular savollarga javob berishlari yoki foydalanuvchi buyruqlari asosida harakatlarni amalga oshirishlari mumkin.

Inson nutqi bizning kundalik shaxsiy va ish hayotimiz uchun asos bo‘lib, og`zaki nutqni matnga o`tkazish funksiyasi juda ko‘p ilovalarga ega. Ushbu turdagi NLP ilovalaridan *mijozlarni qo‘llab-quvvatlash* yoki *savdo qo‘ng‘iroqlari mazmunini transkripsiya qilish*, *ovozli chatbotlar* uchun yoki *uchrashuvlar* va *boshqa muhokamalar mazmunini yozib olish* uchun foydalanish mumkin.

Audio ma'lumotlar *tovushlar* va *shovqinlardan* iborat. Inson nutqi o`ziga xos holatdir. Audio ma`lumotlarni qayta ishlash uchun ular *raqamlashtiriladi* va *spektrogrammalarga aylantiriladi*. Biroq, og`zaki nutq murakkabroq, chunki u tabiiy tilni kodlaydi. Audio ma`lumotlarni tasniflash kabi muammolar audio klipdan boshlanadi va berilgan sinflar to‘plamidan bu audio qaysi sinfga tegishli ekanligini bashorat qiladi.

Og‘zaki nutqni tanib olish (Automatic Speech Recognition, ASR) tizimlari tomonidan shakllantirilgan *nutq transkriptlarida (Speech transcripts)* odatda *tinish belgilari* yoki *bosh harflar* mavjud emas. Avtomatik tanib olingan og`zaki nutqning fragmentlarida tinish belgilarining yo‘qligi sababli matnining tushunish jarayoniga

ta'sir qiladi. Tabiiy tilni qayta ishlash (Natural Language Processing, NLP) vazifalari hisoblangan *tinish belgilari (punctuation restoration, PR)* va bosh harflarni tiklash *(capitalization restoration, CR)* ning asosiy maqsadi ASR tomonidan yaratilgan tinish belgilarisiz matnlarning o'qilishini yaxshilashdir.

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COGNITIVE-PRAGMATIC ANALYSIS OF THE EMOTIONAL SENTENCES IN ENGLISH AND UZBEK LANGUAGES

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ABSTRACT

This thesis examines the cognitive-pragmatic aspects of emotional sentences in English and Uzbek, analyzing how emotional expressions are framed and interpreted within each language's cognitive and pragmatic context. It investigates the role of cultural norms, linguistic structures, and context in shaping emotional expressions, using both cognitive and pragmatic theories to understand how emotions are communicated. By comparing emotional sentences in both languages, the study highlights both universal and culture-specific features in the expression of emotions. The findings reveal how emotional sentences are influenced by cognitive mechanisms and the social context in which they occur, reflecting the unique emotional landscape of each language.

Keywords: Cognitive analysis, Pragmatic analysis, Emotional sentences, English language, Uzbek language, Cross-cultural comparison, Linguistic structures.

INTRODUCTION

Emotions are universal human experiences, but the way they are expressed and interpreted can vary significantly across languages and cultures. In this thesis, emotional sentences are analyzed from both cognitive and pragmatic perspectives in English and Uzbek. Cognitive linguistics focuses on how language shapes thought, while pragmatics deals with the context in which language is used. Both approaches are essential to understanding how emotional sentences function in communication.

In English, emotions are often expressed directly through specific vocabulary, while in Uzbek, cultural norms and social context play a more significant role in shaping emotional expressions. This study seeks to explore the cognitive mechanisms behind emotional sentence constructions in both languages and how these constructions are influenced by their respective cultural and social contexts.

The main objectives of this thesis are:

1. To investigate how emotions are linguistically encoded in English and Uzbek emotional sentences.
2. To explore the cognitive and pragmatic mechanisms that shape the interpretation of these emotional expressions.
3. To compare the similarities and differences in emotional sentence constructions across both languages.

By examining the ways in which emotions are articulated, this study provides insights into the cognitive and social dimensions of emotional expression in both English and Uzbek.

LITERATURE REVIEW

Previous studies have investigated the linguistic representation of emotions. Ekman (1992) identified basic emotions as universal, suggesting that all humans experience similar emotions, but their expression can vary by language. Lazarus (1991) focused on the cognitive evaluation of emotions, which helps us understand how emotions are interpreted within different contexts.

Cognitive linguistics, particularly the work of Lakoff (1987) and Kövecses (2000), has examined the relationship between emotion and language. Lakoff suggested that emotions are structured by metaphors, while Kövecses focused on how emotional expressions are deeply rooted in cultural and cognitive processes

In pragmatics, the role of context is crucial. Grice's (1975) cooperative principle and speech act theory (Austin, 1962; Searle, 1969) emphasize how meaning is constructed through context and intention. Pragmatic studies of emotional expression have shown how social norms and situational factors influence how emotions are conveyed and interpreted. Cross-cultural studies of emotional expressions reveal that while some emotions are universally expressed, others are culture-specific. For instance, Wierzbicka (1999) compared emotional expressions across languages and cultures, noting that cultural differences shape how emotions are experienced and articulated.

METHODOLOGY

This study adopts a comparative cognitive-pragmatic analysis approach to examine emotional sentences in both English and Uzbek. The methodology includes:

1. Corpus Selection:

50 emotional sentences in English, sourced from literature, film, and conversation.

50 emotional sentences in Uzbek, taken from similar sources.

2. Data Collection:

Sentences are selected based on their emotional content (e.g., happiness, sadness, anger, fear).

Linguistic features such as word choice, metaphor usage, and syntactic structures are analyzed.

3. Analytical Framework:

Cognitive Analysis: Identifying how emotions are conceptually structured in both languages, focusing on metaphors and mental imagery.

Pragmatic Analysis: Analyzing the contextual factors, including speaker intent, audience, and social norms, that influence how emotional expressions are conveyed.

CONCLUSION

This study provides a comprehensive analysis of emotional sentences in English and Uzbek from both cognitive and pragmatic perspectives. The findings highlight the significant role that cognitive mechanisms and cultural contexts play in shaping emotional expressions in these two languages. While both languages express universal emotions, the way they are articulated differs considerably due to the cultural and social norms embedded in each language. In English, emotional expressions tend to be more direct and explicit, with emotions often conveyed through specific adjectives or phrases. In contrast, Uzbek emotional expressions are

frequently indirect and influenced by cultural norms emphasizing restraint, modesty, and social harmony. The use of metaphors in both languages also reflects the distinct ways in which each culture understands and represents emotions. Cognitive mechanisms, such as metaphors, play a crucial role in structuring emotional expressions. In English, emotions are often conceptualized in terms of physical phenomena, such as "anger is a fire," while in Uzbek, emotional expressions frequently draw on nature-related imagery, such as "his heart hurts" to represent feelings of distress. From a pragmatic perspective, the context in which emotions are expressed also influences their form. In English, emotional sentences tend to focus on clarity and directness, while in Uzbek, the context of politeness and social roles often results in more nuanced and indirect expressions of emotion. The cognitive-pragmatic analysis of emotional sentences in English and Uzbek underscores the importance of considering both cognitive structures and social norms in understanding how emotions are communicated. These differences in emotional expression provide valuable insights into the relationship between language, culture, and emotion, emphasizing the need for sensitivity to cultural differences when interpreting emotional language. Future research could explore additional languages and contexts to further understand the universality and cultural specificity of emotional expressions.

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INGLIZ TILIDAGI VIZUAL-KOGNITIV FE'LLARNING LOKUTIV, ILLOKUTIV VA PERLOKUTIV NUTQ AKTLARIDAGI FUNKSIYALARI

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ANNOTATSIYA

Mazkur maqolada ingliz tilidagi vizual-kognitiv fe'llarning (masalan, *see*, *notice*, *observe*, *realize*, *imagine*) lokutiv, illokutiv va perlokutiv nutq aktlaridagi funksiyalari tahlil qilinadi. Tahlil davomida ushbu fe'llarning lug'aviy ma'nolari, so'zlovchining kommunikativ niyatlari va tinglovchiga ko'rsatiladigan ta'sir turlari ilmiy asosda ochib beriladi. Lokutiv darajada fe'llarning dastlabki ma'nolari ifodalansa, illokutiv darajada ular orqali xabar berish, ogohlantirish, tushuntirish kabi maqsadlar amalga oshiriladi. Perlokutiv darajada esa tinglovchida tushunish, hayratlanish, ishonch hosil qilish yoki qiziqish uyg'otish kabi natijalar kuzatiladi. Maqolada nutq aktlari nazariyasining prinsiplari va vizual-idrok fe'llarining pragmatik xususiyatlari chuqur tahlil qilingan.

Kalit so'zlar: vizual-kognitiv fe'llar, nutq aktlari, lokutiv akt, illokutiv akt, perlokutiv akt, ingliz tili, pragmatika, semantika, ma'no qatlamlari, kommunikativ niyat

Ingliz tilida vizual-idrok fe'llari deb atash mumkin bo'lgan ayrim fe'llar, masalan, *see* ("ko'rmoq"), *notice* ("payqamoq"), *observe* ("kuzatmoq"), *realize* ("anglamoq"), *imagine* ("tasavvur qilmoq"), nafaqat lug'aviy ma'noda ko'rish yoki idrok etish harakatini ifodalaydi, balki nutq jarayonida turli pragmatik vazifalarni ham bajaradi. Ushbu maqolada mazkur fe'llarning lokutiv, illokutiv va perlokutiv nutq aktlari doirasidagi funksiyalari tahlil qilinadi. J. Ostin tomonidan ilgari surilgan, keyinchalik J. Searle tomonidan rivojlantirilgan nutq aktlari nazariyasiga ko'ra, har bir gapda uch xil ma'no qatlami mavjud: lokutiv akt (gapning yuzaki lug'aviy ma'nosi), illokutiv akt (gap orqali bajarilgan nutq maqsadi), va perlokutiv akt (gapning tinglovchiga ko'rsatgan real ta'siri). Ushbu tahlil vizual-idrok fe'llarining semantik va pragmatik funksiyalarini aniqlashga qaratilgan.

Lokutiv aktlar fe'lning to'g'ridan-to'g'ri lug'aviy ma'nosini ifodalaydi. Quyida tahlil qilinayotgan fe'llarning lokutiv darajadagi asosiy mazmunlari keltiriladi:

See: to'g'ridan-to'g'ri ko'rish yoki idrok etishni bildiradi, ba'zan "tushunmoq" ma'nosida ham ishlatiladi (masalan, *I see* – "Tushundim").

Notice: biror narsani sezib qolish, ko'rib xabardor bo'lish ma'nosini beradi.

Observe: diqqat bilan kuzatish yoki sinchiklab o'rganish ma'nosini ifodalaydi. Bu fe'l rasmiy uslubda "ta'kidlash" yoki "fikr bildirish" ma'nosida ham ishlatilishi mumkin.

Realize: biror narsani anglash yoki haqiqatni tushunib yetishni bildiradi.

Imagine: tasavvur qilmoq, xayolda gavdalantirmoq, faraz qilmoq ma'nosini anglatadi.

Illokutiv aktlar so‘zlovchining gap orqali amalga oshirayotgan maqsadini ifodalaydi. Vizual-idrok fe’llar quyidagi illokutiv funksiyalarni bajarishi mumkin:

See: tasdiqlash yoki tushunish ma’nosini ifodalash (masalan, *I see* – “Tushundim”).

Notice: xabar berish, ogohlantirish yoki e’tibor qaratishga chaqirish (masalan, *Notice that the results are inconsistent* – “Natijalar mos emasligiga e’tibor bering”).

Observe: ilmiy yoki rasmiy matnlarda faktlarni tasdiqlash yoki izoh berish (masalan, *The researcher observed that the trend was significant* – “Tadqiqotchi ushbu tendentsiya muhim ekanini ta’kidladi”).

Realize: tushunganini tan olish yoki boshqalarni anglashga undash (masalan, *I realize that this task is difficult* – “Bu vazifa qiyinligini anglayapman”).

Imagine: tasavvur qildirish, hayrat uyg‘otish yoki hissiyotlarni shakllantirish (masalan, *Imagine a world without poverty* – “Qashshoqliksiz dunyoni tasavvur qiling”).

Perlokutiv aktlar gapning tinglovchiga ko‘rsatgan ta’sirini ifodalaydi. Vizual-idrok fe’llari yordamida aytilgan gaplar turli perlokutiv samara keltirishi mumkin:

See: tinglovchida tushunganlik hissini uyg‘otish, mulohaza paydo qilish yoki xulosaga olib kelish.

Notice: diqqatni jalb qilish, ogohlantirish yoki tinglovchini hushyorlantirish.

Observe: tinglovchini ishonch bilan ta’minlash yoki kuzatuvga undash.

Realize: tinglovchida tushunish, xulosa chiqarish yoki qarashlarini o‘zgartirish.

Imagine: tasavvur uyg‘otish, ilhomlantirish yoki hissiyotlarni harakatga keltirish.

Ingliz tilidagi vizual-kognitiv fe’llar nutq jarayonida semantik ma’nolardan tashqari, boy pragmatik vazifalarni bajaradi. Lokutiv jihatdan ular ko‘rish/idrok etishga oid asosiy mazmunni ifodalasa, illokutiv darajada turli kommunikativ maqsadlarni amalga oshiradi: xabar berish, tushuntirish, ogohlantirish, iltimos qilish, hayrat uyg‘otish va boshqalar. Perlokutiv darajada esa bu fe’llar tinglovchida tushunish, qiziqish, ishonch, ilhom va boshqa hissiy-axborot o‘zgarishlarni keltiradi. Nutq aktlarining uch darajali tahlili ushbu fe’llarning pragmatik vazifalarini aniqroq tushunishga yordam beradi va ularning muloqotdagi ahamiyatini yoritadi.

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"O'LIM" VA "HAYOT" KONSEPTLARINING LINGVOKOGNITIV XUSUSIYATLARI

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ANNOTATSIYA

Tilshunoslikning rivojlanib borishi bevosita insonning tafakkuri, onggi, fikrlashi bilan bevosita bog'liqdir. Ingliz va o'zbek tillarida "o'lim" va "hayot" konseptlarining lingvokognitiv hususiyatlari yoritilgan. Ilmiy asoslangan, misollari ingliz va o'zbek tillarida dalillangan. O'lim - organizm hayot faoliyatining butunlay to'xtashi, ortga qaytmas jarayon. Hayot - olamning mavjudligi va namoyon bo'lishining eng murakkab shakllaridan biri ekanligi maqolada o'z aksini topgan.

Kalit so'zlar: konsept, lingvokognitologiya, o'lim, hayot, kognitivizm, leksema, "sevgi", "erkinlik", "nafrat", "yoshlik", "qarilik", "sharaf"

"O'lim" tushunchasi "hayot" tushunchasi bilan bir qatorda ko'plab xalqlar dunyosining lingvistik rasmidagi asosiy (universal) tushunchalardan biridir. Bugungi kunda tilshunoslikning rivojlanib borishi bevosita insonning tafakkuri, onggi, fikrlashi bilan bevosita bog'liqdir. Yaqin o'tmishga qadar til va tafakkur bir – biridan ajralgan holda o'rganilib kelar edi. Endilikda insonning dunyoqarashi, uning fikrlash jarayoni, tabiati va xulq – atvori til bilan birgalikda bog'langan holda tadbiq qilinishi ommalashib bormoqda. Shu bois ham, zamonaviy tilshunoslikda til va tafakkurni birgalikda o'rganadigan soha – "*lingvokognitologiya*" paydo bo'ldi. *Lingvokognitologiya* – bu til va tafakkur o'rtasidagi murakkab munosabatlarni o'rganadigan yangi vujudga kelgan fanlararo sohadir ("*linguo*" – "*til*", "*cognition*" – "*bilmoq*"). Bir tomondan, til muloqot qilish va bilim almashish vositasi bo'lsa, boshqa tomondan, bilish aqliy jarayonlarning keng doirasini, shu jumladan, idrok, diqqat, xotira va fikrlash kabilarni qamrab oladi. Til va tafakkur birgalikda atrofimizdagi dunyoni qanday idrok etishimizni va ular bilan qanday munosabatda bo'lishimizga o'z ta'sirini o'tkazadi. Lingvokognitologiya fani ko'pchilik olimlar va tilshunoslarning qiziqish obyekti bo'lib xizmat qilmoqda. Ushbu sohaga olimlarning qarashlari turlichadir. Masalan, bir qancha olimlarning fikricha, til va bilish jarayoni o'zaro bog'langan. Bu teoriyani Benjamin Li Uorf, Edvard Sapir va Noam Chomskiy kabi olimlar yoqlashgan. [1; 201] Bu fikr tarafdorlarining e'tirof etishlaricha, til nafaqat so'zlashuv quroli hisoblanadi, balki bu dunyoni qanday tafakkur qilishimizni ham shakllantiradi. Misol uchun, Sapir Uorf gipotezasiga ko'ra, til dunyoni qabul qilishimiz va uni klassifikatsiyalashimizga ta'sir qiladi. Bu teoriyaga ko'ra, til strukturasi o'sha tilda so'zlashuvchilar qadriyatlar va tushunchalarni qabul qilish jarayoniga ta'sir o'tqazadi N. Chomskiy, boshqa tarafdan o'zining generativ grammatikasi bilan taniqli bo'lib, til – tug'ma hodisa va inson miyasining biologik shartlangan qobiliyati,

ekanligini e’tirof etadi: “"Til biologik adaptatsiya, va boshqa biologik adaptatsiyalar kabi ular faqat evolyutsion va neyrobiologik kontekstda to'liq tushuniladi." Boshqa olimlar esa Sapir Uorf g’oyasiga qarshi chiqishadi: ular til insonning tafakkurida kuchli ta’sir o’tqazmaydi deb hisoblashadi. Ularning fikriga ko’ra, til bizning o’ylash jarayonimizga ta’sir o’tqazishi mumkin, biroq u tafakkurni shakllantiruvchi asosiy yoki yagona omil hisoblanmaydi. Aksincha, insonning fikrlash jarayoni insoning atrofidagi faktorlar, tajriba hamda madaniy fon asosida bunyod bo’ladi. Bu qarash, ba’zida, Sapir Uorf gipotezasining “kuchsiz” shakli, deb ham e’tirof e’tiladi, xolbuki, bu nazariya tilning tafakkurga ta’sirini birinchisidek kuchli deb ba’holamasada, lekin tan oladi. Bu olimlar qatoriga Stiven Pinker, Lila Gleytman va Jerri Fodor kabilarni kirgazish mumkin. Jumladan, Fodor o’zining “Til va tafakkur” asarida: “Biz gaplashadigan tillar bizning fikrlarimizni sistematik ravishda shakllantiradi, hamda bizning bilish jarayonimizni cheklovchi bo’lib xizmat qiladi. Tillarning strukturalari bizning tafakkurimizga ta’sir qiladi va fikrning o’zini yaratish uchungina zaruriy shartdir xolos”, deb ta’kidlaydi. Bu izohda Fodor til bizning kognitiv qobiliyatlarimizni va dunyoqarashnimizni shakllantirishda asosiy rol o’ynashiga shubha bilan qaraydi. U til muloqot quroli bo’lishi bilan birga fikrlarimizni shakllantiradigan ma’naviy qolip sifatida xizmat qilishini nazarda tutadi. Yana bir guruh olimlar esa til va tafakkur o’rtasidagi bog’liqlik murakkab va ko’p qirrali, deb hisoblashadi. Ular til tafakkurning shakllanishida ma’lum ahamiyat kasb etishini tan olishadi, ammo bu aloqa bir tomonlama va to’gridan – to’g’ri emasligini ta’kidlashadi. Aksincha, til va tafakkur bir – birini kuchaytiradi va o’zaro murakkab munosabatda bo’ladi, va bu aloqaga turli faktorlar, jumladan, hayotiy tajriba, madaniyat va tilning jihatlari ta’sir ko’rsatadi, deb hisoblashadi. Bu guruhning qarashiga ko’ra, masalan, turli tillar insonning tafakkuriga o’sha tillarning xususiyatidan kelib chiqib turlicha ta’sir qilishi mumkin. Bu g’oyani olg’a suradiganlar qatoriga Jorj Lakoff, Mark Jonson va Vivian Evans kabilarni misol qilib ko’rsatish mumkin. Lakoff o’zining “Til va konseptuallik” nomli kitobida “Bizning tushunchalarimiz dunyoni anglashimiz, uni qabul qilishimiz va o’zaro muloqotga kirishishimizni shakllantiradi. Bizning konseptual sistemamiz bizning kundalik borliqni idrok etishda asosiy rol o’ynaydi. Agar bizning konseptual sistemamiz, asosan, metaforik, degan qarashimiz haq bo’lsa, bizning idrok etishimiz, o’ylashimiz, har kuni qiladigan ishimiz metaforaga asoslangan”. Ushbu qarashlar to’gri yoki noto’g’ri deb aytish qiyin, lekin shuni aytish kerakki, til va tafakkur o’zaro bog’langan. Bu bogliqlikni o’rganar ekan, olimlar insonlarning dunyoni qanday qabul qilishi va tushunishi haqidagi yangi bilimlarni o’zlashtirishi mumkin. Xulosa qilib aytganda, lingvokognitologiya – til va tafakkur o’rtasidagi murakkab munosabatlarni o’rganadigan qiziqarli va o’sib borayotgan sohalardan biridir. U til fikrlash jarayoniga qanchalik ta’sir o’tqazishini yanada yaxshiroq tushunishimizga hamda dunyoni anglashimizda tilning rolini aniqlashimizga yordam beradi. [2; 792]

"Hayot va o'lim" tushunchalari haqiqiy dunyo hodisalaridir. Bu nomlar denotativ maqomiga koʻra mavhum substansiyalar boʻlib, M.R.ning lugʻatiga koʻra. Lvov, antonimlar sifatida tan olingan. [3; 384] Kognitivizm nuqtai nazaridan hayot va o'limni ko'rib chiqsak, ularning ortidagi hodisalar individual tajriba bilan boshqacha bog'liq. Bu farqni M. Montaigne shunday ifodalagan: **“***O'limga kelsak, unda biz buni his qila olmaymiz; biz uni faqat aql bilan idrok etamiz, chunki u hayotdan bir lahzadan ko'p bo'lmagan ajraladi***”**. [4; 303]

Hayot - o'lim tadqiqotimiz ob'ekti sifatida I.A. Bunina ishidagi eng estetik va kontseptual jihatdan muhim elementlardan biridir (qisqa nasrning aksariyat asarlarida hayot mavzusi - o'lim asosiy yoki asosiy hikoyaga hamroh bo'ladi).

“Hayot” va “o’lim” tushunchalarini turli fan sohalaridagi olimlarning izlanishlarida uchratamiz. An'anaga ko'ra, hayot tirik mavjudotning holati sifatida tushuniladi: odam, hayvon, o'simlik. O'lim faqat hayotning oxiri. Bu haqda alohida gapirish mumkin emas hayot tushunchasi va o'lim tushunchasi. Dialektik tarzda ta'kidlash muhimdir taqdim etilganning ziddiyatli tabiati (qarama-qarshilik va birlik) tushunchalar. O'lim muammosini hal qilish, agar o'lim hayotning natijasi, uning umumiy natijasi sifatida qaralsa, ma'naviy ahamiyatga ega daraja. [5;]

Izohlovchi lug'atlarning ta'riflari asosida hayot tushunchasini komponentli tahlil qilish natijasida biz semalar to'plamini oldik ("*mavjudlik, materiya mavjudligining maxsus shakli", "biologik faollik", "tirik mavjudot", " ilhom”, “davomiylik, vaqt davri”, “harakatlar, hodisalar, his-tuyg‘ular to‘plami”, “moddiy yordam”, "insonning ijtimoiy faoliyati*"), bu potentsial kontseptual xususiyatlar sifatida ko'rib chiqilishi mumkin. O'limning ta'riflaridan biri bu hayotning oxiri bo'lishi mumkin eng yuqori qiymat sifatida rad etish. Hayot tushunchasi - o'lim boshqa qadriyatlar to'plami - *"sevgi", "erkinlik", "nafrat", "yoshlik", "qarilik", "sharaf"* va boshqalar. Umuman olganda, rus aqliy tuzilishi ortib borayotgan ekspressivlik, hissiylik, belgilangan tushunchada aks ettirilgan: "*quvonch", "sog'inch", "qayg'u", "qayg'u*".

Ko'rib chiqilayotgan tushuncha asar matnlarida har doim ham bir ma'noli emas va shuning uchun batafsil tahlilni talab qiladi. Hayot tushunchasi - o'lim xarakteridan qat'i nazar, o'z ichiga oladi ma'nolar, vaqtinchalik komponent - vaqt va makon belgilari. Demak, hayot belgisidagi vaqt doirasi uning boshlanishidir ("*tug'ilish*" belgisi) oxiri ("*o'lim*" belgisi) noyob boshlang'ich nuqtadir va hayotning oxiri: Endi bolalik menga uzoqdagi tush kabi ko'rinadi. [6;]

Kognitiv tilshunoslik kognitologiya asosida vujudga keldi. U tilning lingvokognitiv aspekti bilan qiziqib kelmoqda. Ma’lumki, kognitsiya olamni bilishda inson bilimlarining ongda paydo bo‘lish va boyib borish jarayoni ekan, bilimlarni o‘zgartirish esa bevosita yoki bilvosita inson bilan aloqada bo‘ladi, bog‘lanadi. Insonning bilish qobiliyati uning lisoniy qobiliyati bilan hamohangdir. Til eng asosiy muloqot jarayon bo‘lganligi sababli, olamni bilishda biz unga to‘g‘ridan-to‘g‘ri murojaat qilamiz. Har bir fanda ma’lum oqimlar bo‘lishi tabiiy. O‘.Q.Yusupov ayrim oqimlar voqelikni obyektiv aks ettira olmaganligi uchun fan “sahnasi” dan tushib ketadi, ayrimlari voqelikning ko‘p tomonlarini obyektiv aks ettira olganligi uchun “umrboqiy, o’lmas” bo‘lib qolishini aytadi. Fanlararo bo‘lmish kognitiv tilshunoslik, lingvokulturologiya fanlarining va millatlararo muloqot nazariyalarining paydo bo‘lishi chog‘ishtirma tilshunoslikning vazifalarini yanada kengaytirib, o‘z oldiga yangi vazifalarni qo‘yadi hamda chog‘ishtirma tilshunoslikning yangi vazifalari haqida gapirib shunday yozadi: “Voqelik serqirra bo‘lganligi bois uning o‘rganilmagan yoki o‘rganilgan qirralarini yanada chuqurroq o‘rganish maqsadida yangi oqimlar paydo bo‘laveradi. Kognitiv tilshunoslik esa chog‘ishtirma tilshunoslikning vazifalarini kengaytiradi va quyidagi vazifalarni qo‘yadi:

1) ikki tildagikonseptlar va ularning ifodalanishini qiyoslash;
2) qiyoslanayotgan tillar bo‘yicha olamning lisoniy manzaralarini qiyoslash;
3) ikki millatdagi nutqiy ongni qiyoslash;

4) ikki tildagi birliklarning madaniyatni aks ettirishi bilan bog‘liq xususiyatlarini ochib berish. [7; 123]

Lingvokognitiv yondashuv asosida til birliklarining kategoriyalarga bo‘linishi, tasavvurva idrok qilish orqali til va dunyoni bilish kabi tushunchalar yotadi. Kognitiv tilshunoslik sohasi vakillarining fikricha, “moddiy dunyo idroki, ayni paytda, idrok etilayotgan predmet-hodisalar haqida tushuncha tug‘ilishini, keyinchalik ushbu tushunchaning mental namuna–konsept sifatida shakllanib, moddiy ko‘rinishini taqazo etadi”. [8;105] V.Demyankov shunday deydi: “Lingvokognitiv tilshunoslikda eng faol qo‘llanuvchi va turli definitsiyalarga ega bo‘lgan termin konsept hisoblanadi. Uning kognitiv tilshunoslik, lingvokulturologiya, adabiyotshunoslik fanlaridagi izohi o‘zaro farqlanadi”. [9; 35-37] O‘.Q.Yusupov konseptga quyidagicha ta’rif beradi: “Konsept–bu tashqi yoki ichki dunyodagi biror narsa yoki hodisa haqida ongimizdagi bilimlar majmuasi,u haqidagi obrazlar va unga bo‘lgan ijobiy, salbiy yoki neytral munosabat, ya’ni baholashdir”. Aytish joizki, konseptning lisoniy moddiylashuvi ong va til tizimi o‘rtasidagi bog‘liqlikdir. “Til konseptual tuzilmalar bilan bog‘liqligi sababli ma’no ifodalash qudratiga ega”. [9; 103] Lingvokognitiv tilshunoslikda lisoniy konseptuallashtirish muhimahamiyat kasb etadi: “Lisoniy konseptuallashtirish obyektiv voqelik yoki uning biror qismini til vositasida ifodalashdir. Konseptuallashtirish “inson ongida to‘plangan” ma’nolarning verballashtirilgan shakli va dunyo haqidagi bilimlarining muayyan til vositasida tizimlashtirilishi bo‘lib, qisman universal, qisman milliy xarakterga ega bo‘ladi”.

A.E.Mamatovning ”Tilga lingvokognitiv yondashuvning mohiyati nimada?” nomli maqolasida, kognitiv tilshunoslik terminlariga (konsept, mikrokonsept, makrokonsept, superkonsept, konseptualizatsiya, kategorizatsiya, konseptosfera, freym, ssenariy, prototip va h.k.) bergan ta’rifi o‘zbek tilshunosligida o‘ziga xos zaruriy manba bo‘lib xizmat qiladi. Olimning fikricha, “Lingvokognitiv tilshunoslikning predmeti til va nutqda aniq konsetplarni aks ettiruvchi leksik, frazeologik birliklar, fikrlar va matnlardir. Ular zaruriyat yuzasidan xotirada saqlanayotgan komponentlardan tashkil topadi”. [10; 9-10]

Konsept nafaqat tilshunoslik, balki u adabiyotshunoslik, mantiq, falsafa va madaniyatshunoslik fanlarida ham qo‘llanadi, biroq konsept termini hozirgacha aniq bir ta’rifga ega emas va turli sohalarda turlicha ta’riflanadi. Konsept strukturasi qo‘shimcha konsept belgilari paydo bo‘lgani sari kengayaveradi. Konsept semantik jihatdan so‘zning leksik ma’nosiga nisbatan boyroqdir. Buning asosiy sababi, konseptning mental birlik sifatida talqin qilinishidir. Konsept doimo shaxs bilan bog‘liq. Konsept o‘z ichiga so‘zning leksik ma’nosiga xos ravishda intellektual, hissiy, estetik axborotni olishi, terminga xos ensiklopedik axborotni qamrab olishi mumkin. Ammo konsept na leksik ma’no va na tushuncha emas. Uning farqini quyidagi talqinda ko‘rish mumkin. Konsept - bu alohida bir xalq, ijtimoiy sinf, alohida maktab yoki aynan bir individningborliqdagi predmet yoki hodisaga bo‘lgan qarashlari asosida yuzaga kelgan mental hodisadir.

O‘lim - organizm hayot faoliyatining butunlay to‘xtashi, ortga qaytmas jarayon. Eng sodda hayvonlarning tabiiy o‘limi ularning bo‘linishidan iborat, bunda 1 individ o‘lsa, o‘rnida

2 ta yangi individ hosil bo‘ladi. Odam va issiq qonli hayvonlar o‘limi dastavval nafas olish va qon aylanishining to‘xtashiga bog‘liq. O‘lim organizmning qarishi natijasida tabiiy ravishda yoki kasallik tufayli to‘satdan, barvaqt yuz beradi. Klinik va biologik o‘lim farqlanadi. Klinik o‘limda organizm hayot faoliyatini ba'zi hollarda

tiklash va uni jonlantirish mumkin; u o‘rtacha 2—6 min. davom etadi, shundan keyin, biologik o‘lim yuz beradi. Yer yuzidagi barcha tirik jonzotlar singari insonlar ham tug’iladi va o’ladi. O’lim insonni biror bir yaqin kishisidan mahrum qilganida u haddan tashqari g’am qayg’uga botadi. Og’ir musibatdan telbanamo bir ahvolga tushadi. Ba’zi hollarda esa, o‘lim qalbda daxshatli qo’rquv uyg’otishini ham ko’rishimiz mumkin. O’lim vaximasi inson ruhiyatini ishdan chiqarish xususiyatiga ega. Insonning xotirasi kuchli va uning o’y hayollari turli tuman. U biror bir yaqinidan ayrilsa, uning tirikligidagi barcha yaxshi va yomon amallarini anglaydi, eslaydi. Masalan insonlar o’z yaqinlarini yo’qotganlarida bevosita ularni dilidagi yaxshi va yomon fikrlari bilan eslaydilar bunga misol O’zbek tilida: “*marhum/marhuma yaxshi inson edi, ohiratlari obod bo’lsin, yaxshi amallari boshiga soyabon bo’lsin*, *qalbimni huvillatib ketdi, meni aro yo’lda yolg’iz tashlab ketdi, qalbimning sultoni edi, umrimning mazmuni edi,* (*turmush o’rtoq, sevganlarga nisbatan*), *uyimizning ustuni endi yoq, umrboqiy do’stim edi*, *jannatdan bog’lar ato etsin, olloh o’z marhamati ila siylasin,*” kabi ko’plab til birliklari bilan o’z g’am anduxlarini ifoda etsalar, Ingliz tilida: “*the deceased was a good person, may his hereafter be prosperous, and may his good deeds be an umbrella for his head, he made my heart tremble, he left me alone in the middle of the road, he was the ruler of my heart, he was the meaning of my life, (husband, in relation to loved ones), the pillar of our house is now my dear, lifelong friend, may he be blessed with gardens from heaven, may God bless him with his blessings”*kabi o’z aksini topadi. O’lim bor joyda albatta inson hayotni, uning tug’ilishi, bu dunyoni, yorug’ olamni ko’rishini eslamaslikni aslo iloji yo’q. Bular bir-birlariga qarama-qarshi zid ma’noli leksemalar bo’lishiga qaramay, doimo insonlar ongida yonma-yon gavdalanadi.

Hayot - olamning mavjudligi va namoyon bo‘lishining eng murakkab shakllaridan biri. Hayotning xilma-xil turlari, shakllari borki, ular borliqning moddiy shaklini harakatga keltirishda, boshqarishda asosiy o‘rin tutadi. Hayotning eng murakkab shakli inson hayotidir. U inson ruhiyati, ongi, tafakkuri bilan chambarchas bog‘langan. Har bir odamga bir martagina hayot kechirish imkoniyati berilgan. Insonning qadr-qimmati shu hayotni qanday o‘tkazgani bilan o‘lchanadi. Inson tabiati va hayoti u yashayotgan jamtdagi ijtimoiy muhitga ham bog‘liq. Barqaror jamiyatda insonlar sermazmun hayot kechiradi, beqarorlik hukm surayotgan davrlarda esa umr ko‘pincha samarasiz o‘tadi. Demak, jamiyat qanchalik barqaror va farovon bo‘lsa, unda yashaydigan insonlarning, kelgusi avlodlarning hayoti shunchalik baxtli va farovon bo‘ladi. Hayotning vujudga kelishi va mohiyati haqida hanuzgacha olimlar bir to‘xtamga kelishmagan. Har bir insonning hayoti takrorlanmas va o‘ziga xosdir. Insonni, uning hayotini qadrlash – muhim ijtimoiy vazifa. Insonning yaxshi hayot kechirishi, bir tomondan, u yashayotgan jamiyatga bog‘liq bo‘lsa, ikkinchi tomondan, tabiiy muhitga bog‘liq. Butun tarixiy taraqqiyot davomida inson bilan tabiat o‘rtasidagi munosabat takomillashib borgan. Inson tabiiy muhitsiz, suv, havo, quyosh va tuproqsiz yashay olmaydi. Bu unsurlar uning tirikchiligini ta'minlaydi. Yashash uchun bunday qulay sharoit faqat Yer sharida mavjuddir. Yerning hayot tarqalgan qismi biosfera deb ataladi. Masalan hayot til birligini yuqorida keltirilgandek tahlil qilib olib qaralsa O‘zbek tilida: yaqin insoniga nisbatan o‘z his-tuyg’ularini ifodalash ma’nolarini ko‘rib chiqsak, “*Ollohim, yaxshiyam shu inson bor (buning zamirida shu inson tug’ilgan yashamoqda ma’nolari bor), baxtimga omob bo‘ling, (uzoq umr ko‘ring, o‘lmang), boringizga shukur, u bo‘lmasa nima qilar edim, yonimda bo‘lmasa men yasholmayman*” til birliklari bilan ifoda etilsa

Ingliz tilida: "*Death is such a threshold, for which the unconscious wants to prepare us. While people of all ages can dream of death, they are more frequent in the second half of life. This is because during midlife, when most people have reached the top of their external life, physically, biologically, and sociologically, the psyche starts a natural preparation process towards death, in order to attain inner maturation. Death is not just something that happens at the end of our life, it's an opus magnum, a great work, and the effort that we make, the conscious realization is completely essential"* leksemalari orqali ko'rish mumkin. O'limning ziddi sifatida Hayot o'ziga xos strukturalarning tashqi muhitdan olingan energiya sarfi orqali o'z-o'zini boshqarish va bunyod etishi tariqasida talqin qilinadi. Bu tavsifdan moddalar va energiya almashinuvi orqali organizm bilan tashqi muhit o'rtasida doimiy bog'lanish bo'lib turishi to'grisidagi tushuncha kelib chiqadi. Organizmda moddalar almashinuvi assimilyatsiya jarayonlari majmuidan iborat. Faylasuf olim, D.I.Pisarev "*Hayot — oliy darajadagi progressiv faoliyatdir va uning taraqqiyotga yo'l ochajak bosh harakatlantiruvchi prujinalari ezgulikka intiluvchi insonlar, ya'ni naslimizning sog'lom hamda normal vakillarining tafakkuri va orzu-istaklariga ulangandir*" deb takidlagan.

Obyektning mazmuni subyekt "*ichki dunyosi*"ning "*tashqi dunyo*" dagi oddiy inikosi hisoblanmaydi, balki faoliyat jarayonida yuzaga keladi. Chunki predmet faqat faoliyatda mano-mazmun kasb etadi. Anglash jarayoni obyektni anglash predmetiga aylanishiga sabab bo'lgan subyekt faoliyati shaklining hususiyati bilan sifat jihatidan o'zaro bog'lanadi. Subyekt faoliyatining mazmuni uning motivatsiyasi obyektga munosabati, subyekt uchun muhim hususiyatlarini aniqlash negizi hisoblanadi: hodisani anglash – insonning ijtimoiy-madaniy faoliyati tarkibiga qanday kirishi, ulardan nima maqsadda foydalanishini aniqlashini o'ziga amqsadq ilib oladi. Hayot mazmuni – inson o'z moddiy, ma'naviy, amaliy faoiliyatini amalga oshirishning muhim usulidir. Mazkur amaliyot jarayonida inson kamol topadi. Insonning mohiyati uning hayotni anglab yetishi va natijalarini ma'naviy hamda moddiy-amaliy faoliyatida obyektivlashtirish qobiliyatidagi ifodalanadi.

Hayotning ma'nosi yo'q.

- *Hayot yoki inson mavjudligining haqiqiy ma'nosining haqiqiy ma'nosi yoki maqsadi yo'q, chunki inson mavjudligi tabiatdagi tasodifiy jarayot tufayli yuzaga kelgan va tasodifan mavjud bo'lgan har qanday narsaning maqsadi yo'q.*
- *Hayotning ma'nosi yo'q lekin inson sifatida biz borligimizni oqlash uchun ma'no yoki maqsadni o'zimiz yaratishga harakat qilamiz.*
- *Hayotga hech qanday ma'no yo'q va aynan shu narsa uni juda o'ziga hos qiladi.*
- *Hayotning ma'nosiga javob bilish va tushunish uchun juda chuquqrdir.*
- *Agar siz hayotning ma'nosini qidirsangiz, hech qachom yashamaysiz.*
- *Hayotni ma'nosini – hayotning ma'nosini izlash unutishdir.*

Oxiri oqibat, inson o'z hayotining nima ekanligini so'ramastligi kerak. Aksincha o'zi so'ralayotganini tan olishi kerak. Bir so'z bilan aytganda, har bir insonning hayoti so'roq qilinadi: va albatta ular faqat o'z hayotlari uchungina javob berishlari orqali hayotga javob berishlari mumkin: hayotga ular faqat o'z hayotlari uchun javob berish orqali hayotga javob berishlari mumkin. Hayotning mazmuni haqidagi falsafiy va ma'naviy savollar, ayniqsa, ko'pincha tushkun kayfiyat paytida paydo bo'ladi. Shaxsiy muvaffaqiyatsizliklar, hayotdagi umidsizlik, mos yozuvlar nuqtalarini yo'qotish - bularning barchasi odamni nega umuman yashashi, uning maqsadi nima va uning mavjudligining asosiy maqsadi nima degan fikrlarga undaydi. Hayotning mazmuni

haqidagi savolga aniq javob yo'q. Bir-biriga nisbatan insonparvarlik munosabati bo'lmasa, jamiyat tanazzulga uchraydi, odamlar tobora ko'proq hayvonlarga, odamlarga esa kamroq o'xshaydi.

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MAIN ASSUMPTIONS OF COGNITIVE AND CULTURAL LINGUISTICS

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ANNOTATION

This article analyzes the concepts of cognitive and cultural linguistics, as well as the hypotheses of the linguaculturological branch of language. Based on the analysis of the linguocultural correlation between language and culture, linguoculturalism is a new aspect of the complex approach to language and culture, and their mutual relationship, their mutual influence on the development of language and culture, and their connection with social life, psychology, and philosophy are summarized. It was also argued that linguaculturology is a rapidly developing field of linguistics.

Keywords: cognitive linguistics, cultural linguistics, linguoculturology,conceptual, descriptional, contextual, analitical, comparisonable, national mentality.

Introduction

Every person is a part of national culture which includes national traditions, language, history and literature. Nowadays, the economical, cultural and scientific contacts between nations are becoming closer. Thus, the investigations dedicated to intercultural communications, correlations of language with culture and language personality are important today. The activation of culturological studies turned the spotlight on linguoculturology.

Despite the fact that linguoculturology is comparatively a new field of investigation, methodological foundations of study of problems of language and culture interactions are continuously being formed, a part of which, we have intended to embrace in this research work.

As it is known, linguoculturology studies interrelation of language and culture, but being different from culture-oriented linguistics.

Beginning with the XX century, linguoculturology gradually ousted country study in the didactic plan as well.

Since the last two decades of the XX century the term "linguoculturology" has been often used in association with the term "culture-through-language studies". Linguoculturology focuses attention onto the reflection of spiritual state in the language of a man in the society. This is just fully mentioned in the works of Bashurina in which she demands changing of shape of system of didactic coordinates: instead of systems of "teaching a language – acquaintance with culture" in the centre of attention stands interrelation between communicative competence with linguoculturology and culture-oriented linguistics in the system of "teaching a language – acquaintance with culture – teaching a language".

The scientists who works in this field are: A. Wierzbickaya, R.M. Keesing, R. Langacker, V. Maslova, V. Karasic, S. Vorcachev, V. Telia, V. Shaklein, F. Vorobev, J. Stepanov, E. Levchenko, V. Kononenko, V. Zhayvoronok.

According to V. Maslova's research the term "linguoculturology" means the science, which appeared at the intersection of linguistics and culturology. This science investigates the question of reflection and consolidation of nation's culture in language.

It should be emphasized that linguoculturology concerns both the sience of culture and the science of language. It represents a sertain unity of knowlege about national-cultural peculiarities of nation and their reflection in language.

The aim of linguoculturology is to study the methods which the language embodies in its units, to keep and to transmit culture.

The main task of linguiculturology is to study and to describe language and culture in their interaction. According to V. Telia goal of this field of linguistics is to study and to describe interrelation of language and culture, language and ethnos, language and national mentality.

MAIN BODY

Methods of linguoculturology are the collection of analitical techniques, operations and procedures which are used in analysis of interaction of language and culture. I should be noted that different methods can be used during the investigations but the most useful are conceptual, descriptional, contextual, analitical, comparisonable ones.

The special field of investigations is the linguoculturological analysis of texts as the real keepers of culture. Here can be used such methods and techniques of investigations as interpritational to psycholinguistical ones.

The main category of linguoculturology is concept which is defined as the conventional mental unit directed to the complex studying of language, mind and culture.

Linguoculturology can be divided into five main fields according to the purposes of the investigations.

1. Linguoculturology of separate social group, ethnos in any bright epoch from the point of view of culture (the investigation of concrete linguistic situation).

2. Diachronic linguoculturology (the investigation of changes of linguocultural state of ethnos in a period of time.

3.Comparative linguoculturology (the investigation of linguocultural demonstrations of different but interconnected ethnoses.

4. Confrontational linguoculturology (the youngest field). There are only several works in this area. The most interesting is M. Golovanivskaya "French mentality from the point of view of Russian person".

5. Linguocultural lexicography (practice the compiling of linguo-area studies dictionaries).

Comparison of culture and language as a whole and particularly in a concrete national culture and in a concrete language discovers something isomorphism in their structure, in functional and hierarchic plan. Accordingly, by the way of discriminating literary language and dialects, specifying in them common speech and in some cases argot too, in any ethno-culture Tolstoy distinguished four types of culture: a) culture of educated layer (stratum) "bookish" or elitist; b) people's culture,

peasantry culture; mediating culture, fitting to common speech, which is usually called “culture for people” or “the third culture”; c) traditional-professional subculture (shepherds, bee-keepers, potters and tradesmen-handicraftsmen’s culture) (Tolstoy, 235).

Scientists put forth two parallel strata having made some changes in the enumerated language and cultural layers: literary language –elite culture ; popular language – “the third culture”; dialects and sayings – popular culture; argot – traditional-professional culture.

For the both rows one and the same type-setting of different indications can be applied:

1) standardization – no standardization
2) overdialectivity (overterritoriality) – dialectivity (territorial mem-bering);
3) openness – closeness (sphere, systems);
4) stability – no stability.

CONCLUSION

Each separately-taken language or cultural stratum is characterized by definite combinations of indications, for example, for the literary language this is standardization, overdialectization, openness, stability, but each column – by means of weakening of indications and by changing into its contradictory indication, for example from standardization of literary language till non standardization of argot, or from vernacularism of elitist culture till dialectalization of traditional-professional culture.

All this can be related, first of all, to the prehistory of science on the correlation of language and culture. These thoughts of the scientist are just not only in relation with culture in general: they are specifically essential and are restricted for the linguoculture.

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ISSUES OF GRAMMAR: MORPHOLOGY AND SYNTAX

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ANNOTATION

Grammar is the fundamental structure that governs the way words and sentences are formed and used in any language. It plays an essential role in ensuring clear and effective communication. In linguistics, grammar is traditionally divided into two primary components: morphology and syntax. Morphology deals with the structure of words, while syntax concerns the structure of sentences. Both areas of grammar are vital for understanding how language works, and their mastery is crucial for both language learners and native speakers. In this essay, I will explore the issues surrounding grammar with a particular focus on morphological and syntactic challenges. These issues often arise in the context of language learning, language analysis, and even in practical communication. By examining common problems related to morphology and syntax, this essay aims to highlight the importance of mastering these aspects of grammar and the role they play in effective communication.

Keywords: grammar, morphology, syntax,word structure, sentence structure, morphemes, free morphemes, bound morphemes, inflection,word formation errors, irregular verbs, affixes, word order, agreement errors, punctuation errors, syntactic rules, subject-verb agreement, sentence construction, language learning, grammar rules, fluency, language proficiency.

INTRODUCTION

Grammar is the backbone of any language, providing the rules that govern the structure of words and sentences. It is essential not only for effective communication but also for ensuring clarity, precision, and coherence in both spoken and written language. At the core of grammar lie two fundamental components: morphology and syntax. While these two fields address different aspects of language, they are intimately connected and together form the framework for how language operates. Morphology, the study of the structure and formation of words, examines how words are built from smaller units known as morphemes—such as prefixes, suffixes, roots, and stems. These units combine to express meaning and can undergo transformations to indicate tense, case, number, gender, and other grammatical features. On the other hand, syntax focuses on the rules that govern how words and phrases are arranged to form sentences. It looks at sentence structure, the order of words, and how different parts of speech interact to convey meaning. The relationship between morphology and syntax is crucial for understanding how meaning is conveyed in any language. However, the complexity of these two grammatical elements often leads to difficulties for learners and speakers. Morphological errors, such as incorrect verb conjugations or misused affixes, can change the meaning of a sentence. Similarly, syntactic issues like word order

mistakes or subject-verb agreement errors can hinder communication and cause confusion. These problems are particularly challenging in languages with complex grammatical systems.

In this essay, we will explore the common issues related to morphology and syntax, examining how these problems arise and their impact on communication. Additionally, we will discuss how mastering these aspects of grammar is crucial for achieving fluency and clarity in any language. Through this analysis, the essay aims to highlight the importance of understanding and addressing morphological and syntactic issues in both language learning and practical communication.

MATERIALS AND METHODOLOGY

To explore the issues related to morphology and syntax, this study draws upon a combination of theoretical materials and empirical data. The aim is to examine common grammatical errors and challenges faced by language learners and native speakers alike, with a particular focus on the role of morphology and syntax in language processing and communication.

Materials

The materials for this study include a wide range of sources, which collectively provide a solid foundation for analyzing morphological and syntactic issues. These materials can be classified into the following categories:

Linguistic Texts: The primary material used for understanding the theoretical concepts of morphology and syntax includes academic textbooks and research papers. These texts cover both general linguistic theories and more specific studies on grammatical structure. Works by linguists such as Noam Chomsky, Ferdinand de Saussure, and William Labov provide an in-depth exploration of sentence structures and word formation processes, offering insights into the complexities of both morphology and syntax.

Corpus Data: Real-world examples of language use are extracted from various linguistic corpora, including written texts, speeches, and dialogues. This data serves as a practical representation of how morphology and syntax are applied in everyday communication. It also provides examples of common errors and challenges that learners face, such as incorrect verb conjugations, misplaced modifiers, and word order issues.

Language Learning Materials: Materials designed for teaching grammar and language structure are another key resource. These include textbooks, exercises, and worksheets aimed at teaching both morphology and syntax. Such materials are useful for understanding how grammatical rules are taught to learners and what kinds of problems they encounter during the learning process.

Case Studies: To illustrate the application of grammatical theories in real-life situations, this study also utilizes case studies from various educational contexts. These case studies include examples of language learners' writing and speech samples, showcasing frequent errors in morphology and syntax. Through these samples, the study will analyze the types of mistakes commonly made by learners at different stages of language acquisition.

The methodology employed in this study combines both qualitative and quantitative approaches to examine the grammatical issues in greater detail. This dual approach allows for a comprehensive understanding of the challenges faced in the study of morphology and syntax. Qualitative Analysis: The qualitative aspect of

the study focuses on the theoretical analysis of morphology and syntax. Key linguistic theories are examined to explain how morphemes function in word formation and how syntactic rules determine sentence structure. Textual analysis is also used to explore language corpora and identify common errors. These errors are categorized into morphological and syntactic types, and patterns of mistakes are identified through close reading of sample texts. This approach helps to provide a deeper understanding of how morphological and syntactic rules are learned and applied in practice.

Error Analysis: A crucial methodology in this study is error analysis, which involves systematically identifying and categorizing common mistakes made by language learners. This analysis includes both morphological errors (e.g., incorrect plural forms, verb conjugation errors, and misuse of prefixes or suffixes) and syntactic errors (e.g., word order mistakes, subject-verb agreement issues, and punctuation errors). Error analysis also examines the impact of these errors on the overall meaning and clarity of communication. The study then explores the underlying causes of these errors, whether they are due to confusion with grammar rules, influence from the learner's native language, or lack of exposure to proper grammatical structures.

Quantitative Analysis: A quantitative approach is used to examine the frequency and distribution of grammatical errors in a larger sample of language learners. A survey is administered to a group of learners of various language backgrounds, asking them to complete exercises on morphology and syntax. The results of these exercises are analyzed to determine the most common errors in both morphological and syntactic structures. This statistical approach allows for the identification of recurring patterns and trends in the types of mistakes made by learners. Data analysis software is used to track the frequency of these errors and to generate insights into how these mistakes correlate with the learners' proficiency level.

Comparison Across Language Learners: The study also compares the types of errors made by learners of different language backgrounds. By analyzing the language acquisition process in students who are learning English as a second language (ESL) and comparing them with native speakers of English, the study examines how errors in morphology and syntax differ depending on the learner's linguistic background. This comparison helps in understanding the specific challenges faced by learners from different language families and the impact of first language interference on their second language acquisition. By utilizing a combination of theoretical texts, linguistic corpora, language learning materials, case studies, and error analysis, this study aims to provide a detailed examination of the issues related to morphology and syntax. The qualitative and quantitative methodologies employed in the research will allow for a deeper understanding of how morphological and syntactic rules are learned, applied, and sometimes misapplied. Ultimately, this research aims to highlight the critical role of proper grammatical knowledge in language acquisition and communication, providing insights for educators and learners alike.

RESULTS

The results of this study provide valuable insights into the common issues related to morphology and syntax, particularly in the context of language learning. By analyzing both qualitative and quantitative data, several key findings were identified that highlight the challenges learners face when mastering these two

aspects of grammar. These findings are divided into two main categories: morphological issues and syntactic issues.

1. Morphological Issues

The analysis of grammatical errors related to morphology revealed several recurring patterns across different groups of language learners. The most common morphological errors were related to word formation and verb conjugation.

Verb Conjugation Errors: One of the most frequent morphological mistakes observed was incorrect verb conjugation. In English, where verbs change depending on tense (e.g., "walk" vs. "walked"), learners often made errors in the past tense. For instance, a common mistake was using the base form of the verb ("I walk yesterday") instead of the past tense form ("I walked yesterday"). This error was especially common among learners from languages with less inflectional morphology, where tense is indicated by auxiliary verbs rather than changes to the verb itself.

Misuse of Affixes: Another significant issue was the incorrect use of affixes, such as prefixes and suffixes. Learners frequently misused or omitted suffixes in pluralization (e.g., "childs" instead of "children") and verb tense (e.g., "runned" instead of "ran"). These errors were more prominent among early-stage learners of English and were often a result of the learners' native language influencing their understanding of English morphology.

Irregular Forms: The use of irregular forms was also a significant source of errors. In English, verbs like "go" (past tense "went") and "eat" (past tense "ate") deviate from regular conjugation patterns. Learners often struggled with these irregular forms, frequently using regular forms where irregular ones were required, such as "goed" instead of "went."

2. Syntactic Issues

Syntactic errors were also prevalent among the language learners analyzed in this study. These errors were largely related to word order, subject-verb agreement, and punctuation.

Word Order Errors: One of the most frequent syntactic mistakes was the incorrect order of words in sentences. In English, the typical word order is subject-verb-object (SVO), but many learners mistakenly followed the structure of their native languages, which may follow a different order. For example, in languages like Japanese (which follows a subject-object-verb order), learners would produce sentences like "I a book read" instead of the correct "I read a book." These errors often caused confusion in meaning, as the word order in a sentence is essential for conveying the correct message.

Subject-Verb Agreement: Errors in subject-verb agreement were also common. In English, the subject and verb must agree in number and person (e.g., "He runs" vs. "They run"). Many learners, especially those from languages without subject-verb agreement markers, frequently made mistakes such as "She run" instead of "She runs," or "They runs" instead of "They run." These errors were particularly noticeable in sentences with complex subjects or compound subjects.

Punctuation Mistakes: Punctuation errors were a frequent syntactic issue, especially among learners who were still in the early stages of language acquisition. Misplaced commas, periods, and question marks caused confusion in sentence boundaries and meaning. For example, the incorrect placement of commas in sentences such as "Let's eat, Grandma!" vs. "Let's eat Grandma!" created a significant change in meaning and were often pointed out as areas of concern in error analysis.

3. Interference from Native Language

A notable finding from the study was the interference from the learners' native languages, which contributed to both morphological and syntactic errors. This phenomenon is common in second language acquisition, where learners apply the grammatical rules of their first language to their second language. For example, in languages with less morphological complexity than English, learners often omitted or misused certain grammatical markers such as verb tense, pluralization, or articles. Additionally, learners whose native language followed a subject-object-verb (SOV) structure often struggled to adapt to the SVO word order of English, leading to word order errors in their sentences.

4. Frequency of Errors Across Proficiency Levels

The frequency and types of errors varied significantly depending on the learners' proficiency levels. Beginner learners were more likely to make basic morphological mistakes, such as errors in verb conjugation or pluralization. Intermediate learners, while still making some basic errors, showed a greater awareness of syntactic structures but still struggled with more complex aspects like subject-verb agreement and word order. Advanced learners, on the other hand, demonstrated a better command of both morphology and syntax, with fewer errors overall. However, even advanced learners occasionally made minor errors in complex sentence structures or in less frequent grammatical rules.

5. Impact of Morphological and Syntactic Errors on Communication

The study also explored the impact of morphological and syntactic errors on communication. While many errors did not completely obscure meaning, they often led to confusion or misunderstanding. For example, incorrect word order or subject-verb agreement issues could make a sentence sound unnatural or awkward, even if the intended meaning was clear. In some cases, errors in verb conjugation or word formation altered the meaning of a sentence altogether. These findings emphasize the importance of mastering both morphology and syntax for effective communication.

The results of this study indicate that morphological and syntactic issues are significant obstacles in language learning and usage. Verb conjugation errors, misuse of affixes, and word order mistakes were among the most frequent challenges encountered by learners. Native language interference also played a crucial role in these errors, highlighting the importance of understanding both the theoretical and practical aspects of grammar. The frequency of errors decreased as learners advanced in proficiency, but even advanced learners still faced challenges with more complex grammatical structures. These findings underscore the need for targeted grammar instruction and continued practice to overcome these issues and improve fluency in language use.

DISCUSSION

The findings of this study provide valuable insights into the complexities of morphology and syntax, shedding light on the frequent challenges encountered by language learners and speakers alike. While many of these issues are common in language acquisition, the study underscores the pivotal role that both morphological and syntactic knowledge play in ensuring clear and accurate communication. This section discusses the implications of the results, the reasons behind the most

common errors, and the importance of addressing these challenges in language teaching and learning.

1. The Interconnectedness of Morphology and Syntax

One of the most significant takeaways from this study is the interdependence of morphology and syntax in language structure. While morphology focuses on the internal structure of words, such as their roots, prefixes, and suffixes, syntax governs how those words are arranged to form meaningful sentences. It is apparent from the results that an error in one area often leads to issues in the other. For example, incorrect verb conjugations (a morphological error) can disrupt the syntactic flow of a sentence, leading to confusion or ambiguity. Similarly, syntactic issues such as word order mistakes can obscure the intended meaning of a morphologically correct sentence. This interplay between morphology and syntax highlights the importance of mastering both aspects of grammar to communicate effectively. In language acquisition, learners may not always distinguish between morphology and syntax when they encounter difficulties, often lumping both types of errors into a broader category of "grammar mistakes." This could explain why beginners tend to make errors in both areas, even though they may be able to identify the problem when it is explicitly pointed out. The complexity of mastering these components simultaneously suggests that a holistic approach to grammar teaching—one that integrates both morphological and syntactic elements—is essential for effective language learning.

2. The Influence of Native Language

A central theme in the discussion of grammatical issues is the influence of the native language on second language acquisition. This phenomenon, commonly referred to as language transfer, was clearly evident in the results of this study. Learners frequently transferred grammatical structures from their native language to the target language, which led to morphological and syntactic errors. For example, learners whose native language follows a subject-object-verb (SOV) word order often produced sentences with incorrect word order in English, which follows a subject-verb-object (SVO) structure. Language transfer is particularly significant when it comes to morphological errors, as the degree of inflection in a learner's native language can influence how they approach verb conjugation, pluralization, and the use of articles or auxiliary verbs in the target language. For instance, learners from languages like Chinese or Japanese, which have relatively simple morphology with little inflection, may struggle to correctly apply tense, number, or gender markings in a language like English that has complex inflectional systems. In contrast, speakers of languages like Spanish or Russian, which share more similarities in terms of inflection, may find the transition to English morphology slightly easier, but they still face challenges with irregular forms and article usage. Recognizing the role of native language interference is crucial for educators and learners alike. It helps to explain why certain errors persist even as learners progress in their studies. It also underscores the need for targeted instruction that addresses specific challenges based on the learner's first language. Understanding the sources of these errors allows educators to focus on areas where language transfer is most likely to occur, thus minimizing confusion and enhancing the learning process.

3. The Development of Proficiency and Its Impact on Errors

The results of this study revealed a clear correlation between language proficiency and the frequency of grammatical errors. As learners advanced in their

proficiency, the number of errors they made in both morphology and syntax decreased. This suggests that continued exposure to the language and practice in real-world contexts gradually leads to an improvement in grammatical accuracy. However, even advanced learners were not completely free from errors, particularly in more complex syntactic structures or less commonly used morphological forms. The persistence of errors, even among advanced learners, raises important questions about the nature of language mastery. While it is true that a higher proficiency level often correlates with fewer errors, it is unrealistic to expect complete grammatical accuracy at all times, especially in spontaneous speech or writing. Even native speakers make grammatical mistakes occasionally. Therefore, the goal of language instruction should not necessarily be to eliminate all errors but rather to help learners recognize and correct their mistakes when they occur and to enhance their overall fluency and communication skills. Additionally, the results suggest that while morphological errors are more frequent at the beginner and intermediate levels, syntactic errors tend to become more prominent as learners progress. This shift could be due to the increasing complexity of sentence structures that learners encounter at higher proficiency levels, where word order, subject-verb agreement, and punctuation become more challenging to master.

4. Pedagogical Implications and Approaches to Teaching Grammar

The findings from this study underscore the importance of comprehensive grammar instruction that addresses both morphology and syntax. Since errors in morphology can affect sentence structure and vice versa, language instruction should not treat these components in isolation. A well-rounded grammar curriculum should integrate both aspects of grammar, providing students with ample opportunities to practice and reinforce their understanding through activities that engage both word formation and sentence structure. In addition to explicit grammar instruction, communicative language teaching strategies that emphasize real-life language use are essential. This approach encourages learners to apply their grammatical knowledge in meaningful contexts, helping them internalize the rules of morphology and syntax more naturally. Activities such as role-playing, storytelling, and written composition allow learners to practice constructing sentences and using words correctly, thus reducing the likelihood of errors in both morphology and syntax. Furthermore, technology can play a key role in reinforcing grammatical concepts. Interactive tools such as language apps, online exercises, and grammar correction software can provide instant feedback, helping learners identify and correct errors in real time. These tools can be particularly useful for learners who do not have immediate access to a teacher or tutor.

5. The Role of Feedback in Error Correction

Finally, the role of feedback in addressing morphological and syntactic errors is critical. Error correction should be a consistent part of language learning, but it is essential that feedback is constructive rather than merely punitive. Encouraging students to reflect on their mistakes and understand why they occurred can be more beneficial than simply pointing out the error. This reflective approach helps learners internalize the correct forms and structures, ultimately improving their proficiency over time.

The discussion of the results highlights the intricacies of grammatical issues in both morphology and syntax and underscores the importance of a holistic approach to language learning. Addressing errors in both areas requires an understanding of

the interplay between them, as well as the influence of the learner's native language. By adopting targeted pedagogical strategies and providing appropriate feedback, educators can help learners overcome these challenges and improve their overall proficiency in the target language. Ultimately, mastering morphology and syntax is crucial for effective communication and fluency in any language.

CONCLUSION

In conclusion, this study has provided a comprehensive examination of the critical issues surrounding morphology and syntax, two foundational components of grammar. Through the analysis of common errors related to word formation and sentence structure, the research has highlighted the challenges faced by language learners, including difficulties in verb conjugation, subject-verb agreement, word order, and punctuation. The findings underscore the interconnectedness of morphology and syntax, emphasizing how errors in one area can affect the clarity and meaning of communication in another. The role of native language interference emerged as a significant factor influencing these errors. Learners often transfer grammatical structures from their first language, which can lead to mistakes in both morphology and syntax. This study also demonstrated that as learners progress in their language proficiency, the frequency of errors decreases, though more complex grammatical structures still present challenges for even advanced learners. These findings suggest that while grammatical accuracy improves with proficiency, complete mastery of morphology and syntax remains an ongoing process. The research emphasizes the importance of integrated grammar instruction, where both morphology and syntax are taught in tandem, providing learners with the necessary tools to recognize, correct, and prevent grammatical errors. A holistic approach that includes explicit teaching, practical application, and consistent feedback is essential for learners to fully grasp the intricacies of grammar. Additionally, the findings suggest that using communicative language teaching methods and technological tools can enhance the learning experience and provide real-time corrections. Ultimately, this study highlights the crucial role that morphology and syntax play in effective communication. As language learners strive for fluency, mastering these aspects of grammar is indispensable. By addressing the common challenges identified in this research, educators can better support learners in their journey to linguistic proficiency, helping them to communicate clearly and confidently in the target language.

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LES IDIOMES EN FRANÇAIS : ÉTUDE ET MÉTHODE D'ENSEIGNEMENT

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RÉSUMÉ

L'étude des idiomes en français est une partie essentielle de l'apprentissage de cette langue. Ces expressions figées, souvent imprévisibles, offrent un aperçu unique de la culture et de la pensée des locuteurs natifs. Cette étude examine les défis liés à l'enseignement des idiomes en français, ainsi que les méthodes pédagogiques qui peuvent être appliquées pour faciliter leur apprentissage. À travers une analyse approfondie des différentes catégories d'idiomes et des approches didactiques, cet article vise à fournir une compréhension complète de la manière dont les idiomes peuvent être enseignés et appris efficacement.

Mots-clés: idiomes, expressions figées, apprentissage du français, pédagogie, culture, linguistique, didactique des langues.

INTRODUCTION

L'enseignement du français, tout comme celui de toute autre langue, va bien au-delà de l'acquisition des structures grammaticales et du vocabulaire de base. Pour maîtriser pleinement la langue, il est essentiel de comprendre et d'utiliser des idiomes, c'est-à-dire des expressions dont le sens ne peut être déduit directement des significations des mots qui les composent. Ces expressions, souvent imprévisibles, constituent une partie importante de la langue parlée et écrite en français. L'apprentissage des idiomes ne se limite pas simplement à connaître leur sens, mais implique également une compréhension des contextes culturels dans lesquels ces expressions sont utilisées.

Cet article explore l'importance des idiomes dans l'enseignement du français langue étrangère (FLE), en mettant l'accent sur les méthodes pédagogiques efficaces pour leur intégration. De plus, il examine les défis rencontrés par les apprenants et les enseignants lors de l'apprentissage et de l'enseignement de ces expressions complexes.

CORPS DE L'ARTICLE

1. Qu'est-ce qu'un idiome ?

Un idiome (ou expression figée) est une unité linguistique dont le sens ne peut pas être compris en analysant les significations des mots individuels qui la composent. Par exemple, l'expression "avoir le cœur sur la main" signifie être généreux et bienveillant, mais une analyse littérale de chaque mot ne permet pas de saisir ce sens figuré. Les idiomes sont donc des expressions métaphoriques ou figurées qui sont utilisées fréquemment dans une langue donnée. En français, les idiomes occupent une place centrale dans la langue parlée comme écrite, et leur compréhension est cruciale pour une communication authentique.

Les idiomes peuvent se classer en plusieurs types, chacun ayant ses propres caractéristiques linguistiques et stylistiques :

Les proverbes : Ces expressions populaires transmettent une sagesse collective. Par exemple, "qui va piano va sano" (qui va lentement va sûrement).

Les locutions verbales : Ce sont des combinaisons de verbes et de prépositions ou d'adjectifs qui forment un sens particulier. Exemple : "avoir le vent en poupe" (être en réussite).

Les métaphores : Des expressions figurées qui prennent leur sens d'une comparaison implicite. Exemple : "avoir les yeux plus gros que le ventre" (avoir des attentes irréalistes par rapport à ses capacités).

2. L'importance des idiomes dans l'enseignement du français

Les idiomes jouent un rôle crucial dans l'apprentissage du français pour plusieurs raisons :

Maîtrise de la langue : Les idiomes sont un aspect essentiel du langage courant. En les maîtrisant, les apprenants peuvent comprendre et produire des discours plus naturels et authentiques. Par exemple, un étudiant qui maîtrise des expressions idiomatiques comme "poser un lapin" (ne pas honorer un rendez-vous) ou "mettre la main à la pâte" (s'impliquer activement dans un travail) parle un français beaucoup plus naturel que s'il utilisait des phrases toutes faites.

Dimension culturelle : Les idiomes sont profondément ancrés dans la culture d'une langue. Par exemple, certaines expressions font référence à des éléments historiques ou culturels spécifiques à la France. L'expression "être dans de beaux draps", par exemple, trouve ses origines dans l'ancien français où elle faisait référence à un tissu de luxe. Comprendre les idiomes permet ainsi aux apprenants de mieux comprendre les subtilités de la culture française.

Amélioration de la fluidité : L'utilisation des idiomes permet une plus grande fluidité dans la conversation. Lorsqu'un étudiant utilise des expressions idiomatiques correctement, cela lui permet de s'intégrer plus facilement dans des discussions naturelles et informelles avec des locuteurs natifs.

3. Les défis dans l'enseignement des idiomes

L'enseignement des idiomes présente plusieurs défis majeurs :

Compréhension des significations figurées : Les apprenants, en particulier ceux qui ne sont pas familiers avec la culture francophone, peuvent avoir du mal à comprendre le sens figuré des idiomes. L'expression "avoir la tête dans les nuages", par exemple, peut être déroutante pour un étudiant qui tente de comprendre les mots de manière littérale.

Absence d'équivalents dans d'autres langues : De nombreux idiomes français n'ont pas d'équivalents directs dans d'autres langues, ce qui complique l'apprentissage. Par exemple, l'expression "coup de foudre" (amour au premier regard) n'a pas de traduction littérale en anglais qui soit aussi précise et expressive.

Utilisation contextuelle : Tous les idiomes ne sont pas appropriés dans chaque contexte. Par exemple, un étudiant qui utilise un idiome trop familier dans un contexte formel peut paraître inapproprié. Enseigner quand et comment utiliser les idiomes de manière appropriée est donc une tâche importante pour les enseignants de français.

4. Méthodes pédagogiques pour enseigner les idiomes

Pour surmonter ces défis, il est crucial d'adopter des méthodes pédagogiques spécifiques. Voici quelques approches efficaces pour enseigner les idiomes :

L'enseignement par le contexte : Les idiomes doivent être enseignés dans leur contexte. Cela peut être fait en utilisant des dialogues, des vidéos, ou des extraits de littérature. Montrer comment les idiomes sont utilisés dans des situations réelles aide les apprenants à comprendre leur sens et à les utiliser de manière appropriée.

Les jeux de rôle : En utilisant des jeux de rôle, les étudiants peuvent pratiquer l'utilisation des idiomes dans des situations de communication authentiques. Par exemple, un jeu de rôle où les étudiants jouent des scènes de la vie quotidienne (comme une rencontre dans un café) peut les aider à utiliser des idiomes comme "avoir un coup de foudre" ou "tomber dans les pommes" (s'évanouir).

L'usage des supports visuels : Les images, dessins, et vidéos peuvent être des outils très efficaces pour expliquer les significations figurées des idiomes. Par exemple, montrer une image d'une personne "qui a les yeux plus gros que le ventre" peut aider à faire comprendre l'expression.

La comparaison interlinguale : Comparer les idiomes français avec ceux de la langue maternelle des étudiants peut aider à faire des liens entre les deux cultures et à rendre l'apprentissage plus pertinent. Par exemple, si un étudiant ouzbek apprend le français, il peut être intéressant de comparer les idiomes français avec ceux en ouzbek qui véhiculent des idées similaires.

5. L'intégration des idiomes dans le quotidien de l'apprenant

L'intégration des idiomes dans l'apprentissage quotidien des étudiants doit être progressive et contextuelle. Voici quelques stratégies pour faciliter cette intégration :

L'apprentissage par petites doses : Introduire un ou deux idiomes à la fois permet aux étudiants de les assimiler sans être accablés. Par exemple, dans chaque leçon, un ou deux nouveaux idiomes peuvent être présentés et pratiqués.

L'utilisation des ressources multimédia : Les plateformes en ligne, les applications mobiles, et les vidéos YouTube sont des outils précieux pour exposer les étudiants à des idiomes dans un contexte authentique. Ces ressources permettent aux apprenants de voir et d'entendre comment les idiomes sont utilisés par des locuteurs natifs dans des conversations réelles.

Révision régulière : Pour assurer que les étudiants intègrent les idiomes dans leur vocabulaire actif, il est important de les réviser régulièrement. Cela peut se faire par le biais de quiz, de jeux linguistiques, ou même de conversations en classe où les étudiants sont encouragés à utiliser les idiomes qu'ils ont appris.

CONCLUSION

L'enseignement des idiomes en français est une composante essentielle de l'apprentissage de la langue. En plus de permettre aux apprenants de parler de manière plus naturelle et fluide, les idiomes leur offrent un accès privilégié à la culture et à l'histoire de la France. Bien que l'enseignement des idiomes présente certains défis, des approches pédagogiques innovantes et adaptées peuvent rendre leur apprentissage plus facile et plus engageant. En fin de compte, l'intégration des idiomes dans le processus d'apprentissage linguistique offre une expérience enrichissante et véritablement authentique.

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REASONS FOR THE EMERGENCE OF INTERLINGUISTIC PHRASEOLOGICAL COMMONALITY

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ANNOTATION

This article presents the reasons for the emergence of interlingual phraseological community and the views of linguists in replenishing the phraseological fund of the language, as well as the ways of the emergence of English phraseological borrowings into the Russian language. The extralinguistic reason for the emergence and existence of interlingual phraseological correspondences are interlingual phraseological coincidences or parallels.

Keywords: Extralinguistic, linguistic, borrowing, typological basis, folklore, international elements, interpretation.

INTRODUCTION

The reasons for interlingual phraseological commonality can be explained only by taking into account the sources of origin of phraseological units. Scientists who study the issues of origin are unanimous in the fact that most phraseological units arise on national soil. It is precisely such phraseological units that, as a rule, constitute the most original, unique part of any national language. The main sources of enrichment of phraseology are living colloquial speech, folklore, national fiction and journalism.[1]

At the same time, as linguists note, phraseological borrowings play an important role in replenishing the phraseological fund of any language. Language contacts between the peoples of many countries at various levels, close contacts between people contribute to the process of interlingual lexical and phraseological borrowings, which in turn leads to the emergence of a common interlingual lexical and phraseological fund.

Thus, the emergence of interlingual phraseological correspondences can be explained primarily by linguistic reasons. These include:

1. Mutual phraseological borrowings between contacting languages, for example, phraseological borrowings of Russian from English and English from Russian, as well as Russian from Uzbek and Uzbek from Russian;

2. Borrowing of identical phraseological units by comparable languages from common linguistic sources.

The extralinguistic reason for the emergence and existence of interlingual phraseological correspondences are interlingual phraseological coincidences or parallels, that is, cases when phraseological correspondences arise in different languages independently of each other due to the common culture, logical and figurative-associative thinking of different peoples.

From the above it follows that for interlingual phraseological correspondences, phraseological borrowings serve as a genetic base, and independent interlingual phraseological coincidences serve as a typological base.В задачи этого раздела входит следующее:

1. To identify English phraseological borrowings in the Russian language as the genetic basis of English-Russian phraseological correspondence; to determine the proportion of English phraseological borrowings in comparison with the proportion of phraseological borrowings in the Russian language from other languages, in particular, from French and German;
2. To examine the issue of the presence of Russian phraseological units in the English language as a real or potential genetic base for English-Russian phraseological correspondence; to outline the paths, methods and sources for searching for Russian phraseological borrowings in the English language;
3. To identify identical phraseological borrowings by Russian and English from common linguistic sources as the genetic base of English-Russian phraseological correspondence;
4. To outline the ways and sources of interlingual (in this case Russian-English-Uzbek) phraseological coincidences as a typological basis of interlingual phraseological correspondences.

It should be noted that the solution of the set tasks requires addressing the etymology of phraseological units – correlates of English-Russian phraseological correspondence. It presupposes, first of all, establishing the sources of origin of these units and explaining the genetic connections that exist between borrowed phraseological units and their prototypes. In order to determine the etymological source of a phraseological unit, it is necessary to establish a more or less precise time of the emergence of this unit, which in most cases is not possible.

Works devoted to political, economic, cultural ties, literary relations between Russia and Great Britain show the presence of favorable historical ground for lexical and phraseological borrowings from English into the Russian language.. English phraseological borrowings penetrated into the Russian language mainly through written means, through translations of the works of outstanding English writers into Russian. In addition to translations of works of fiction, the mass media – the press, radio, television – also contribute to the process of mutual influence of the English and Russian languages, as well as the penetration of international elements into them (including phraseological units).

CONCLUSION

At the same time, there are still many unresolved issues in this area. Thus, the full corpus of English phraseological borrowings in the Russian language has not been determined. There are few theoretical works that consider the causes, ways and means of penetration of English phraseological units into the Russian language.[2] It has not been established for which phraseological borrowings in the Russian language the English language served as an etymological source, and for which – as a historical source, that is, genetic connections between the phraseology of the Russian and English languages have not been identified. The problems mentioned can serve as the subject of more than one study.

Thus, in total, about 400 ERUPhC were identified that arose as a result of phraseological borrowings by English, Russian and Uzbek languages from common sources. It was the comparative study of phraseological units of unrelated languages that made it possible to identify the most significant and profound similarities and differences between the phraseological systems of two or more languages, and also to determine how they manifest themselves in the general aspects of languages - functional-semantic, formal-semantic and structural. Another advantage of the comparative study of the phraseological fund of different languages is that it allowed us to discover intralinguistic and extralinguistic factors of their functioning in the language. It is advisable to study phraseological units not only within the framework of the dictionary interpretation of their meaning, but also their use in a literary text.

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THE USE OF METAPHORS AND SYMBOLS IN T.S. ELIOT'S POETRY

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ANNOTATION

This article examines the use of metaphors and symbols in T.S. Eliot's poetry. The research analyzes significant symbols in Eliot's works, their meanings, and their role in his poetry. The article explores the use of metaphors and symbols in works such as "The Waste Land," "The Love Song of J. Alfred Prufrock," and "Four Quartets."

Keywords: T.S. Eliot, metaphor, symbol, modernism, "The Waste Land," "Four Quartets," poetry analysis.

INTRODUCTION

T.S. Eliot stands as one of the most influential poets of the twentieth century, whose work revolutionized modern poetry through its innovative use of metaphors and symbols. Born in 1888 in St. Louis, Missouri, Eliot later became a British citizen, and his transcultural perspective deeply influenced his poetic vision. His poetry, characterized by dense allusions, fragmented imagery, and complex symbolism, reflects the disillusionment and spiritual anxiety of the post-World War I era [1]. This article examines the intricate system of metaphors and symbols in Eliot's major works, focusing on how these literary devices contribute to the thematic depth and artistic significance of his poetry.

Eliot's mastery of metaphor and symbolism emerges from his profound understanding of literary tradition and his ability to synthesize diverse cultural, religious, and philosophical references into coherent poetic expressions. His symbols often function on multiple levels, creating resonances between personal experience, historical events, and mythical archetypes [2]. The objective of this research is to analyze the most significant metaphors and symbols in Eliot's poetry, particularly in "The Waste Land," "The Love Song of J. Alfred Prufrock," and "Four Quartets," and to explore how these elements convey his vision of modern civilization, spiritual quest, and the human condition.

MAIN BODY

Eliot's "The Waste Land" (1922) represents a watershed moment in modernist poetry, employing a complex network of symbols to depict the spiritual and cultural aridity of post-war European civilization. The central metaphor of the wasteland itself serves as a powerful representation of modern society's spiritual barrenness [3]. This extended metaphor draws upon the Fisher King myth from Arthurian legend, where the king's wound correlates with the infertility of his lands. In Eliot's modern context, this symbolizes the psychological and spiritual wounds of Western civilization following World War I.

Water emerges as a multivalent symbol throughout Eliot's poetry, representing both life-giving potential and destructive force. In "The Waste Land," the absence of water symbolizes spiritual drought: "Here is no water but only rock / Rock and no water and the sandy road" [4]. The Thames River features prominently, serving as both a symbol of life's continuity and, paradoxically, of pollution and decay. This duality reflects Eliot's nuanced approach to symbolism, where meanings are rarely fixed but rather exist in tension with one another.

The Fisher King himself becomes a potent symbol in "The Waste Land," representing wounded humanity awaiting healing and redemption. This figure connects to Eliot's broader concern with spiritual regeneration in a seemingly godless age. As Qodirov notes in his analysis of modernist poetry, "Eliot transforms ancient mythological figures into powerful modern symbols that express the spiritual crisis of twentieth-century humanity" [5]. This technique of mythical parallelism became highly influential in world literature, including Uzbek modernist poetry of the late twentieth century.

In "The Love Song of J. Alfred Prufrock" (1915), Eliot employs metaphors and symbols to explore themes of alienation and paralysis. The famous opening metaphor comparing the evening sky to "a patient etherized upon a table" immediately establishes the poem's clinical detachment and sense of paralysis [6]. Prufrock himself becomes a symbol of modern man's inability to act decisively or connect authentically with others. Throughout the poem, recurring images of fog and smoke symbolize confusion and obfuscation, reflecting Prufrock's psychological state. The metaphor of "measuring out life with coffee spoons" powerfully conveys the triviality and routine that characterizes the protagonist's existence.

Eliot's later masterpiece, "Four Quartets" (1943), represents his most sophisticated use of symbolism, focusing on the intersections of time, spirituality, and human experience. The four elements—air, earth, water, and fire—serve as organizing symbols for each quartet, creating a cosmological framework for Eliot's meditation on time and eternity. In "Burnt Norton," the rose garden functions as a complex symbol of temporal transcendence, representing "the moment in and out of time" where past and future coalesce. This symbol reflects Eliot's growing preoccupation with Christian mysticism and the possibility of transcending temporal limitations.

Fire emerges as a dominant symbol in "Four Quartets," representing both destruction and purification. In "Little Gidding," Eliot writes: "The only hope, or else despair / Lies in the choice of pyre or pyre— / To be redeemed from fire by fire." This paradoxical imagery reflects Eliot's Christian understanding of spiritual transformation, where suffering becomes a means to redemption. As Sultanova observes in her comparative study of Western and Eastern poetic traditions, "Eliot's fire imagery incorporates both Western alchemical symbolism and Eastern purification rituals, creating a transcultural poetic language that bridges diverse spiritual traditions" [7].

Eliot's use of the journey metaphor appears consistently throughout his poetry, evolving from the aimless wanderings in "Prufrock" to the purposeful spiritual pilgrimage in "Four Quartets." This evolution reflects Eliot's own spiritual journey toward Anglican Christianity in 1927. The staircase in "Ash Wednesday" symbolizes the difficult ascent toward spiritual understanding, while the "unknown, remembered gate" in "Little Gidding" represents the threshold between temporal

existence and eternal reality. These journey metaphors illustrate how Eliot's symbolism became increasingly concerned with spiritual transformation and religious experience.

As noted by Uzbek literary scholar Hamidov, "Eliot's poetry demonstrates how traditional symbols can be reinvigorated through modernist techniques to address contemporary spiritual crises. This approach has significantly influenced the development of symbolism in twentieth-century Uzbek poetry" [8]. This observation highlights the global impact of Eliot's innovative use of metaphor and symbolism, extending beyond Western literary traditions to influence poetic developments in Central Asia and elsewhere.

The fragmentation that characterizes much of Eliot's poetry serves as both a stylistic technique and a powerful metaphor for the disintegration of modern civilization. In "The Waste Land," the disjointed structure—with its abrupt transitions between voices, languages, and literary allusions—mirrors the fractured consciousness of post-war society. This formal fragmentation becomes symbolic of cultural dissolution, yet paradoxically, through his careful arrangement of these fragments, Eliot suggests the possibility of creating meaning from chaos. The famous line "These fragments I have shored against my ruins" from the poem's final section encapsulates this dual movement of acknowledging fragmentation while attempting to construct a coherent response to it.

Among the most haunting symbols in "The Waste Land" is the figure of Tiresias, the blind prophet from Greek mythology who has experienced life as both man and woman. Eliot positions Tiresias as the central consciousness of the poem, writing in his notes that "what Tiresias sees, in fact, is the substance of the poem." This mythical figure becomes a symbol of universal witness, transcending the limitations of individual perspective to observe the cyclical patterns of human folly and suffering across time. Through Tiresias, Eliot suggests that contemporary spiritual bankruptcy is not unprecedented but part of an ongoing historical pattern—a perspective that both universalizes modern suffering and offers the possibility that, like previous spiritual crises, it might eventually be overcome.

The symbolic landscape of "The Waste Land" also includes the "unreal city," a recurring image drawn from Baudelaire's "Les Sept Vieillards" but transformed by Eliot into a specifically modern hellscape. London becomes a contemporary inferno, populated by the spiritually dead who flow over London Bridge, "undone" by "death" yet paradoxically still moving through the motions of life. This spectral city serves as a powerful metaphor for modern civilization itself—superficially functional but spiritually hollow. The image recurs throughout Eliot's poetry, appearing again in "The Hollow Men" with its famous refrain, "This is the way the world ends / Not with a bang but a whimper," suggesting the spiritual exhaustion of modern society.

In "Ash Wednesday," Eliot develops a rich symbolic vocabulary to express his newfound religious faith. The poem's title refers to the Christian ritual marking the beginning of Lent, symbolizing penitence and spiritual renewal. Throughout the poem, the "Lady" figure emerges as a multivalent symbol, simultaneously representing the Virgin Mary, Dante's Beatrice, and the abstract principle of divine grace. This deliberate ambiguity allows the symbol to function on multiple levels—personal, literary, and theological—reflecting Eliot's understanding of religious experience as both deeply individual and connected to cultural and spiritual traditions.

The temporal symbolism of "Four Quartets" represents the culmination of Eliot's symbolic technique. Each quartet is associated not only with an element but also with a season and a time of day, creating a comprehensive symbolic system that addresses human experience across multiple dimensions. In "East Coker," Eliot writes, "In my beginning is my end," a chiastic structure that itself becomes symbolic of cyclical time. This phrase is reversed at the poem's conclusion—"In my end is my beginning"—suggesting that apparent endings contain the possibility of renewal. This complex temporal symbolism expresses Eliot's mature understanding of human existence as simultaneously bound by time and capable of transcending it through moments of spiritual insight.

Eliot's use of paradoxical symbolism reaches its apex in "Little Gidding," where opposites are continually reconciled: "Midwinter spring," "the dark dove with the flickering tongue," and "the fire and the rose are one." These paradoxical images reflect the complex nature of spiritual truth, which transcends binary opposition and logical categorization. The symbol of the "still point of the turning world" from "Burnt Norton" similarly expresses this paradoxical vision—a fixed center that gives meaning to movement, eternity manifest within time. Through such paradoxical symbolism, Eliot suggests that spiritual reality cannot be directly articulated but must be approached through a symbolic language that embraces contradiction.

Throughout his career, Eliot developed increasingly sophisticated techniques for deploying symbols in patterns rather than as isolated images. In "Four Quartets," symbols recur with subtle variations across all four poems, creating a musical structure of statement and development similar to that of a musical quartet. This technique allows symbols to accrue meaning through repetition and variation, just as a musical motif gains depth through its development. For instance, the garden symbol appears in each quartet but with different emphases: the rose garden of "Burnt Norton," the "wounded surgeon" in the garden of "East Coker," the "kingfisher's wing" reflecting light in "The Dry Salvages," and finally the "crowned knot of fire" in "Little Gidding." Through this pattern of recurrence and transformation, Eliot creates a cumulative symbolic effect that expresses his vision of unity underlying apparent diversity.

The objective correlative, a concept Eliot himself articulated in his critical writings, provides a theoretical framework for understanding his approach to symbolism. He defined it as "a set of objects, a situation, a chain of events which shall be the formula of that particular emotion; such that when the external facts, which must terminate in sensory experience, are given, the emotion is immediately evoked." This technique allows Eliot to express complex emotional and spiritual states through concrete imagery rather than abstract statement. The "patient etherized upon a table" in "Prufrock," the "handful of dust" in "The Waste Land," and the "moment in the rose-garden" in "Burnt Norton" all function as objective correlatives, embodying emotions too complex for direct expression.

CONCLUSION

T.S. Eliot's masterful deployment of metaphors and symbols constitutes one of his most significant contributions to modernist poetry. His symbols function not merely as decorative elements but as essential structures that organize complex thoughts and emotions into coherent artistic expressions. The evolution of Eliot's symbolism—from the fragmented images of alienation in his early work to the

integrated spiritual symbols of his later poetry—reflects his developing worldview and artistic vision.

The metaphors and symbols in Eliot's poetry serve multiple functions: they create aesthetic coherence amid fragmentary experiences, establish connections between contemporary situations and timeless human concerns, and articulate spiritual insights that might otherwise remain ineffable. Through his innovative use of these literary devices, Eliot transformed modern poetry, demonstrating how traditional symbolism could be revitalized to address the spiritual and existential challenges of the twentieth century.

This study highlights how Eliot's metaphors and symbols create a poetic language capable of expressing the complexities of modern consciousness while simultaneously reaching toward transcendent meaning. His achievement reminds us that great poetry functions not merely as aesthetic expression but as a form of knowledge that illuminates human experience. As contemporary readers continue to engage with Eliot's work, his metaphors and symbols maintain their power to reveal connections between personal experience, cultural history, and spiritual truth.

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OCHIQ SUHBAT – KOMMUNIKATIV VAZIYAT TURI

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ANNOTATSIYA

Ushbu maqolada ochiq suhbat kommunikativ vaziyatning bir turi ekanligi, uning tahliliy mazmuni o'rganiladi Ochiq suhbatning kommunikatsiyadagi ahamiyati va nutqda samimiylikni bildirish usullari yoritiladi. Shuningdek, maqolada ochiq suhbatning muloqotdagi samaradorligi o'rtasidagi bog'liqlik bo'yicha olib borilgan tadqiqotlar natijalari muhokama qilinib, ochiq suhbatga oid misollar bilan boyitilgan.

Kalit so'zlar: ochiq suhbat, verbal va noverbal vositalar, kommunikatsiya, vaziyat, referent vaziyat, nutq hodisasi, so'zlovchi, tinglovchi

KIRISH

Ochiq suhbatning kommunikativ vaziyatini va uning tipologiyasini ko'rib chiqishdan avval lingvistik tadqiqotlarda "vaziyat" tushunchasining o'ziga va uni o'rganishdagi yondashuvlarga aniqlik kiritish lozim bo'ladi. Aniqki, bu atama juda ko'p ilmiy tadqiqotlarda uchraydi hamda turli gumanitar fanlar metatillarining bir qismi hisoblanadi.Uning yagona talqini yo'qligi, bugungi kunda uni talqin qilishning turli xil yondashuvlarning mavjudligi ushbu konsepsiyaning dolzarbligini tasdiqlaydi.

Turli lingvistik paradigmalarda: til falsafasida (M. M. Baxtin, J. Searle), leksik semantikada (Yu. D. Apresyan, G. I. Kustova), grammatikada (A. V. Bondarko, M. V. Vsevolodova, V. G. Gak), nutqiy aloqada (B. Ya. Ladyzhenskaya, N. I. Mironova), kognitiv tilshunoslikda (E. S. Kubryakova; T. A. van Deyk, U. Kinch, I. Xofman), sotsiolingvistika (A. D. Shvaytser) va psixolingvistika (A. N. Leontev)da ham bu tushuncha turlicha talqin etiladi.

Xususan, "vaziyat" atamasi umumiy falsafiy ma'noda qo'llaniladigan referentsial vaziyat (terminologik birikma); muloqot holati, nutqiy vaziyat, kommunikativ vaziyat, nutq vaziyati kabi turlarga bo'linadi.

Birinchi navbatda, konsepsiyaning murakkab tuzilishi tufayli aniq bir ta'rifning yo'qligi , unga olimlar ham aloqa mavzusini, ham muloqot ishtirokchilarining o'zlarini, shu jumladan shaxlararo muloqot va munosabatlarning psixolingvistik xususiyatlarining barcha xilma-xilligi mavjudligini e'tirof etadilar.

Leksikografik manbalarda "vaziyat" termini (lotincha situs - pozitsiya, joylashuv) - muayyan munosabatlarni, vaziyatni yoki pozitsiyani yaratadigan holatlar, shartlar majmui[1] bo'lib, inson tajriba va faoliyati uchun ochiladigan barcha hayotiy vaziyatlarning bir aktlilik tabiati va o'ziga xosligidir. Inson hayotining to'liqligi ushbu vaziyatning xilma xilligi bilan bog'liq.

Muayyan vaziyatda shaxsning qadr-qimmat tuyg'usi qanchalik farqli va o'ziga xos (individuallashtirilgan) bo'lsa, uning shaxslararo munosabatlardagi ishtiroki shunchalik muhim bo'ladi.

Vaziyatlar inson faoliyati va hatto uning butun axloqiy hayotining mazmunli asosidir. Ularning xilma-xilligi uning mavjudligining butun mazmunini tashkil qiladi [2]; hodisa, vaziyat, qo'shilish asosida paydo bo'lgan vaziyat, har qanday sharoit va holatlarning kombinatsiyasidir [3]. Ushbu ta'riflar yana bir bor ushbu konsepsiyaning murakkabligini, shuningdek, vaziyat va inson hayoti o'rtasidagi o'zaro bog'liqligini ta'kidlaydi.

ASOSIY QISM

Lingvistik tadqiqotlarda "vaziyat" atamasi ikkita asosiy ma'noda uchraydi. Bir tomondan, “vaziyat” atamasi voqelikning bo‘lagi, so‘zlashuvchi sub’ekt va uning xatti-harakati hisobga olinmagan holda leksema yoki gap bilan ifodalangan hodisa sifatida tushuniladi. Boshqa tomondan, "vaziyat" - bu muloqot uchun haqiqiy shartlar to'plami. S. Ballining fikriga ko'ra, vaziyat - bu "nutq paytida nafaqat hissiy idrok qilinadigan elementlar, balki suhbatdoshlarga ma'lum bo'lgan, ularning suhbati uchun motiv bo'lib xizmat qilishi mumkin bo'lgan barcha holatlardir" [4].

K. A. Dolininning fikricha, ushbu konsepsiyani aniqlash muammosi vaziyat elementlarini, uning asosiy ishtirokchilarini, shuningdek ularni bog'laydigan munosabatlarni ajratish, aniqlash va tasniflash muammosi bilan chambarchas bog'liq [5].

Shunday qilib, umumiy ma'noda, referent vaziyat - bu voqelikning bir bo'lagi, real dunyodagi ob'ektlar va munosabatlar haqidagi fikrlash predmeti, ushbu fikrni shakllantirish uchun tanlangan til birligini tashkil etadi.(leksema, gap, matn / nutq).

Yu. D. Apresyan vaziyatni “haqiqiy yoki faqat tasavvur qilinadigan voqelikning bir qismi bo‘lib, unda ma'lum ob'yektlar (odamlar, predmetlar, ob'yektiv bo‘lmagan mavjudotlar) qaydaydir vaqtda va qandaydir joyda bir-biri bilan muayyan munosabatlar orqali bog‘langan bo‘lishi mumkin deb hisoblaydi [6] va vaziyatni voqelik ob'ektlari o'rtasidagi munosabat sifatida belgilab, u bilvosita referent vaziyatga ishora qiladi.

V. G. Gakning fikricha, vaziyat aytilayotgan so’z yoki gap bilan uzviy bog'liq. Jumladan, uning aytishicha, “ ob'ektiv voqelikdagi so'zlovchining ongida "so’zlash " paytida mavjud bo'lgan va ma'lum darajada "ibora"ning o'zini shakllantirishda lingvistik elementlarning tanlanishi referent vaziyatni yuzaga keltiradi [7].

Ushbu yondashuvni qat'iy lingvistik deb hisoblash mumkin, chunki muallif vaziyatni bevosita tilda aks ettirilgan voqelikning bir qismi sifatida tasvirlaydi.

V. G. Gakning g'oyasini rivojlantirgan holda, O. S. Axmanova nutq holatini nutqning ma'lum bir konteksti sifatida tushunadi, ya'ni, berilgan bayonot berilgan shartlar majmuidir(holatlar, maqsadlar, motivlar va boshqalar) [8].

Tilshunoslikda “vaziyat” tushunchasining murakkabligi “nutq/kommunikativ vaziyat” va “nutq/kommunikativ hodisa” kabi bir qator o‘zaro bog‘liq tushunchalarning mavjudligi bilan izohlanadi. Muloqotning tarkibiy qismlaridan birini bildiruvchi "nutq hodisasi" tushunchasi D. Hymes tomonidan kiritilgan va keyinchalik bu tushuncha "kommunikativ hodisa" tushunchasi bilan almashtirilgan[9].

A. Yu. Serebryakova kommunikativ vaziyatni qabul qiluvchiga qaratilgan nutqda taqdim etilgan muloqotning tashqi sharoitlari va ichki holatlarining murakkab majmui sifatida tushunadi. Bu kompleks, bir tomondan, nutqni hosil qiladi, ikkinchi tomondan, nutqda uning muhim tarkibiy qismlarini aks ettiradi[10].

Kommunikativ ierarxiya tizimida nutq / kommunikativ vaziyat nutqi / kommunikativ hodisa bilan munosabatda bo'ladi, degan nuqtai nazar mavjud, ya'ni hodisa kommunikativ vaziyatga kiradi, nutqiy hodisa esa nutqiy aktlardan iborat.

Bizning fikrimizcha, kommunikativ hodisalar va kommunikativ vaziyatlar o'rtasida qat'iy ierarxiya mavjud emas. Darhaqiqat, kommunikativ hodisa muqarrar ravishda kommunikativ vaziyat modeliga kiradi.

Xususan, ochiq suhbatni bir nechta nutqiy aktlardan iborat kommunikativ hodisa sifatida ham, bir qator lingvistik va ekstralingvistik komponentlarni o'z ichiga olgan kommunikativ vaziyat sifatida ham ko'rib chiqish mumkin.

V. E. Goldinning fikricha, hodisa va vaziyatning asosiy farqi vaqtinchalik xususiyat deb atalishidir. U vaziyatlarning vaqtinchalik tuzilganligiga ishonadi, ya'ni ular bir-biriga nisbatan vaqtinchalik kontekstda joylashtirilishi mumkin, bu bizga berilgan voqealar davomida, oldin va keyin sodir bo'layotgan narsalar haqida gapirish imkonini beradi. Hodisalar vaqtinchalik sodda va bo'linmas, ya'ni boshini, o'rtasini yoki oxirini ajratib bo'lmaydi.

Shunday qilib, kommunikativ vaziyatning tarkibiy qismlarini muhokama qilishga o'tadigan bo'lsak, biz eng muhim tarkibiy qismlarga, birinchi navbatda, vaziyat (hodisalar) ishtirokchilari, vaziyat ob'ektlari va ularning funksiyalari, shuningdek, voqealarning soni / tarkibi va ularning ketma-ketligini o'z ichiga olishini ta'kidlaymiz [11].

Shuningdek, bizning tadqiqotimiz maqsadi uchun, eng muhimi, ishtirokchilar o'rtasidagi munosabatlardir. M. L. Makarov murojaat etuvchi va qabul qiluvchi o'rtasidagi tanishuvning quyidagi darajalarini belgilaydi: 1) yaqin odamlar; 2) yaxshi tanish odamlar; 3) tanish odamlar; 4) yuzaki tanish odamlar; 5) begonalar[12].

Bundan tashqari, u suhbatdoshlar o'rtasidagi ijtimoiy munosabatlarning ikki turini ajratadi: simmetrik va assimetrik. Assimmetrik munosabatlarda ishtirokchilar antropologik jihatdan farqlanadi: jinsi, yoshi va boshqalar, ijtimoiy-madaniy jihatdan: ijtimoiy institutlarga nisbatan; kasbiy jihatdan: pozitsiyasi yoki kommunikativ kontekst sharoitlari darajasi bo'yicha.

Ochiq suhbat vaqt bilan cheklanmaydi hamda takrorlanishga ham moyil emas. "So'zlovchi-tinglovchi" rollarining tez-tez almashinishi ushbu turdagi muloqot uchun xos emas, chunki suhbat davomida ma’lumotni qabul qiluvchi ochiq suhbatning kommunikativ maydonida etakchi o'rinni egallaydi,unda so'zlashish va qalbni ochish istagi kuchli bo’ladi. Bizning fikrimizcha, ushbu asosiy komponentlar ochiq suhbatni tashkil etish va uning og'zaki va og'zaki bo'lmagan xususiyatlarini belgilaydi.

XULOSA

Shunday qilib, bizning fikrimizcha, ochiq suhbat va samimiy suhbatning umumiy ajralmas xususiyatlari adresatning suhbatdoshini tushunishga bo'lgan hissiy belgisi va moyilligi va o'zini ochib berishga qodir bo'lgan adresat shaxsiyatining o'ziga xos turidir. Dementev aytganidek, "yopiq odam ushbu turdagi muloqotda ishtirok eta olmaydi[13].

Dildan suhbat va ochiq suhbatning yaqinligiga qaramay, mavzu nuqtai nazaridan, dildan suhbatning mazmuni, bizningcha, kengroqdir. Aftidan, samimiy suhbatga kiritilgan mavzular doirasi eng oddiy kundalik mavzulardan tortib eng muhim mavzulargacha, jumladan, hayotiy tamoyillar, pozitsiyalar va qadriyatlarni muhokama qilishgacha o'zgarishi mumkin.

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HEMINGWAY'S MINIMALISM IN A FAREWELL TO ARMS: A COMPARATIVE STYLISTIC ANALYSIS IN ENGLISH AND UZBEK

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ANNOTATION

This article explores the stylistic features of Ernest Hemingway's A Farewell to Arms by contrasting its original English version with its Uzbek translation. It begins by exploring Hemingway's use of minimalism, consisting of sentence brevity, simple diction, and implicit symbolism, and examines how these stylistic features are adapted in Uzbek language. The article then presents the key areas of analysis, including sentence structure, word choice, symbolism, and dialogue, emphasizing the linguistic and cultural difficulties encountered in translation process. The results contribute to translation studies and literary stylistics by shedding light on the challenges of preserving Hemingway's distinctive prose across various languages. This research is specifically based on scholars of literary translation, comparative linguistics, and Hemingway's literary style. The conclusion underscores the values of understanding these aspects for improved literary knowledge in terms of stylistics.

Keywords: Minimalism, Hemingway, A Farewell to Arms, stylistic analysis, translation studies, English-Uzbek comparison, literary style, symbolism, dialogue, sentence structure.

INTRODUCTION

Ernest Hemingway is often linked to the "iceberg theory" that emphasizes implicitly rather than explicitly in literature. That can be seen as an evidence from this article: "Hemingway famously said, "If a writer of prose knows enough about what he is writing about, he may omit things that he knows, and the reader, if the writer is writing truly enough, will have a feeling of those things." This became known as his Iceberg Theory - only a fraction of the story is visible on the surface, while the bulk of its meaning lies beneath."[1] That can mean that the readers cannot understand completely in the first attempt of their reading process since the primary goal is under the water if we compare to the iceberg. *A Farewell to Arms*, set against the backdrop of World War I, exemplifies Hemingway's unique style. The novel's minimalist literary technique often goes through significant changes due to linguistic and cultural differences in translation. This article explores the extent to which Hemingway's minimalism is preserved or altered in the Uzbek translation.

[1] https://medium.com

METHODOLOGY

There are several significant features that should be focused on while we are analyzing this novel through a stylistic lens. First of all, Sentence structure is important to take it into account. In each works of Hemingway, the author tried to follow shortness and simplicity. This is mentioned in this source too "Due to Ernest Hemingway's mastery over the art of modern narration, he earned the Nobel Prize. His writing style is characterized by objectiveness, minimal metaphors, moderate diction, multitude of simple declarative sentences and detailed narration etc. He is also known to convey a lot of information with his laconic style."[2] The following are some examples of propositions which show simple syntax:

You could not see his face but only the top of his cap and his narrow back

"I would like to go with you and show you Things,"

"You will please come and make a good impression on her."

Word choice is also crucial to explore as well as sentence structure as the extent to which direct and straightforward word usage is maintained in translation. In A Farewell to Arms Hemingway uses a lot of simple nouns, and he often repeats them in the same passage. This usually occurs in a chapter's opening paragraphs, as in the following examples:

The forest of oak trees on the mountain beyond the town was gone. The forest had been green in the summer when we had come into town but now there were stumps and the broken trunks and the ground torn up, and one day at the end of the fall when I was out where the oak forest had been I saw a cloud coming over the mountain. It came very fast and the sun went a dull yellow and then everything was gray and the sky was covered and the cloud came on down the mountain and suddenly we were in it and it was snow. The snow slanted across the wind the bare ground was covered, the stumps of the trees projected, there was snow on the guns and there were paths in the snow going back to the latrines behind trenches.

The room was long with windows on the right-hand side and a door at the far end that went into the dressing room. The row of beds that mine was in faced the windows and another row, under the windows, faced the wall. If you lay on your left side you could see the dressing-room door. There was another door at the far end that people sometimes came in by. If anyone were going to die they put a screen around the bed so you could not see them die, but only the shoes and puttees of doctors and men nurses showed under the bottom of the screen and sometimes at the end there would be whispering. Then the priest would come out from behind the screen and afterward the men nurses would go back behind the screen to come out again carrying the one who was dead with a blanket over him down the corridor between the beds and someone folded the screen and took it away.[3]

[2] https://www.ijcrt.org

[3] https://timweed.net

In the first paragraph, the nouns forest cloud and snow are repeated three two and four times, respectively. If the readers were to read the paragraph quickly and then they can close their eyes, the chances are the image that would stick with them would be a forest (in this case a devastated one) that is overcast and covered with snow. So the words ground the reader in a scene, and they also create a certain mood: forest, cloud, snow, silence, winter, death.

In the second paragraph, which has a similar structure, the main repeating nouns are room, row, door, windows, and screen. The shift from the repetition of room row windows door to screen gives the reader the sense of turning, within the interior of the room, to eventually settle on the screen. This creates a strong impression of foreboding if they consider that the subject of the paragraph is death, which, as the narrator points out, occurs behind the screen.

It's worth noting that in the two paragraphs above the repeating nouns shift focus, settling almost obsessively on one noun, snow in the first and screen in the second. In both cases a strong mood is created: call it recognition, claustrophobia, or even suffocation. For me a more compelling use of noun repetition occurs in descriptive passages where the repeated nouns do not settle exclusively on one "main" noun, as in the following example:

Mrs. Guttingen came into the room early in the morning to shut the windows and started a fire in the tall porcelain stove. The pine wood crackled and sparked and then the fire roared in the stove and the second time Mrs. Guttingen came into the room she brought big chunks of wood for the fire and a pitcher of hot water. When the room was warm she brought in breakfast. Sitting up in bed eating breakfast we could see the lake and the mountains across the lake on the French side. There was snow on the tops of the mountains and the lake was a gray steel-blue.

Hemingway was also a master of writing the novels implicitly by using symbols in his works. A farewell to Arms was also written like that. Here, Symbolism and Implicit meaning is essential to analyze from this novel, According to some researches, it is clear that several objects, colors, figures, are used in the novel to represent abstract ideas or concepts. In this novel, Rain, Catherine's hair and The St. Anthony Medal can be some examples for such symbols. In the following, it can be seen the explanation for each of them.

Rain

Rain serves in the novel as a potent symbol of the inevitable disintegration of happiness in life. Catherine infuses the weather with meaning as she and Henry lie in bed listening to the storm outside. As the rain falls on the roof, Catherine admits that the rain scares her and says that it has a tendency to ruin things for lovers. Of course, no meteorological phenomenon has such power; symbolically, however, Catherine's fear proves to be prophetic, for doom does eventually come to the lovers. After Catherine's death, Henry leaves the hospital and walks home in the rain. Here, the falling rain validates

Catherine's anxiety and confirms one of the novel's main contentions: great love, like anything else in the world-good or bad, innocent or deserving-cannot last.

Catherine's Hair

Although it is not a recurring symbol, Catherine's hair is an important one. In the early, easy days of their relationship, as Henry and Catherine lie in bed, Catherine takes down her hair and lets it cascade around Henry's head. The tumble of hair reminds Henry of being enclosed inside a tent or behind a waterfall. This lovely description stands as a symbol of the couple's isolation from the world. With a war raging around them, they manage to secure a blissful seclusion, believing them protected by something as delicate as hair. Later, however, when they are truly isolated from the ravages of war and living in peaceful Switzerland, they learn the harsh lesson that love, in the face of life's cruel reality, is as fragile and ephemeral as hair.

The St. Anthony Medal

The St. Anthony Medal Catherine gives Henry for luck symbolizes the uselessness of tradition. From the start, the medal has been stripped of all its meaning. In Catholicism, St. Anthony is the patron saint of lost things and not necessarily an amulet used for protection in war. However, Catherine wouldn't know that because she is neither Catholic nor religious. Instead, she gives Henry the medal out of a kind of desperation, knowing that giving someone a saint's medal is the kind of thing people do for luck. The medal's usefulness is equally hollow. The very next time Henry is sent near the front, he ends up injured in a mortar attack. Not only does the medal not protect him from danger, but Henry loses the medal in the attack. Even if we consider the medal's traditional significance, instead of helping Henry find something or someone lost, the medal becomes a lost thing itself. The powerful traditional force of Catholicism has no power against the horrors of war.[4]

Dialogue can also play a pivotal role in Ernest Hemingway's novels as well as "A Farewell to Arms" since the readers can see the representation of Hemingway's naturalistic speech patterns in Uzbek language.

RESULTS

In this part, the outcomes will be explained based on data that learned during the Research. On the novel Hemingway's style is defined by short, clear sentences that convey meaning efficiently. A comparison of English and Uzbek texts show syntactic differences:

English text: "The rain continued. It was coming down in sheets."

Uzbek translation: "Yomg'ir davom etardi. U quyilib yog'ardi."

It is obvious that the translation introduces syntactic modifications. The Uzbek language tends to favor longer and more detailed sentences, which can sometimes soften Hemingway's original style. Hemingway's minimalist approach avoids unnecessary words. However, in the Uzbek translation,

[4] https://www.sparknotes.com

certain words tend to be expanded in meaning. For instance, the word **"good"** is often translated as **"yaxshi"** but additional clarifications may be added depending on context. **Rain** in *A Farewell to Arms* serves as a symbol of **death** and **sorrow**. In translation, this **symbolism** is sometimes made more explicit or supplemented with explanatory phrases, which can alter Hemingway's technique of using subtext for deeper meaning. Hemingway's dialogues are **direct** and **concise**. In the Uzbek translation, some dialogues are rendered in a grammatically refined manner, which slightly alters Hemingway's naturalistic style of conversation.

DISCUSSION

The analysis of a farewell to Arms reveals that Hemingway's minimalist style is not completely maintained in the Uzbek translation because of linguistic and cultural changes. As it was mentioned before, Sentence structure, word choice, and symbolism are key features of Hemingway's novels - undergo varying degrees of modification. The keeping of these elements are largely up to the translator's stylistic skill. Although some aspects of linguistics were analyzed in this article, future research could expand this study by comparing translations of Hemingway's works into other languages.

CONCLUSION

While Hemingway's minimalist style shows difficulties for translation into Uzbek, particular aspects of his works remain unchanged. However, syntactic and lexical changes in the translation inevitably impact on the novel's stylistic approach. The information about the challenges of minimalism from this source[5] can support if the process is really difficult or not: "Of course, not everyone is a fan of Hemingway's style. Some critics argue that his minimalism can feel too dry or detached. But I believe that's where personal taste comes in. Hemingway's writing isn't about hand-holding; it is about trusting readers to dive deeper. All in all, Hemingway's minimalist style is believed more relevant than ever. With tweets, Instagram captions, and TikTok videos, brevity is key. Hemingway would have thrived in today's digital landscape - his words would have cut through the noise, but further research on this topic could provide complete insights into literary translation strategies.

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ILMIY-OMMABOP FILM MATNINING JANR-STILISTIK XUSUSIYATLARI

Muallif: Norbekova Farangiza Shuxrat qizi [1]
Affiliyatsiya: ToshDO'TAU doktoranti [1]
DOI: https://doi.org/10.5281/zenodo.15173377

ANNOTATSIYA

Ushbu maqolada ilmiy-ommabop film va ko'rsatuvlar matni stilistik jihatdan ko'rib chiqiladi va tahlil qilinadi. Ilmiy-ommabop matnning o'ziga xos stilistik bo'yoqdorligi va uni tarjimada berish masalasi muhokama qilinadi. Ushbu uslub borasida ba'zi olimlar fikrlari va uning alohida uslub yoki tag uslub ekanligi haqida ma'lumotlar beriladi. Tadqiqot obyekti sifatida "Discovery" kanali ko'rsatuvlarining o'zbekcha tarjima matni olingan bo'lib, asliyat va Tajima matn stilistik xususiyatlari ochib beriladi.

Kalit so'zlar: Stilistika, ilmiy-ommabop, ilmiy uslub, ommabop uslub, ilmiy-ommabop matn, tarjma, ilmiy-texnik tarjima, kadrorti nutq, dublyaj, hujjatli film, audiovizual tarjima, media matn, ko'rsatuv tarjimasi, hujjatli film tarjimasi

KIRISH

Ilmiy-ommabop matnning stilistik maqomi hali ham tilshunoslikda ilmiy munozara mavzusi bo'lib qolmoqda. Ayrim olimlar ushbu matnlarga nisbatan ilmiy-ommabop uslublar haqida gapirsalar, boshqalari nutqning ilmiy ommabop turini mustaqil funksional uslub deb hisoblaydilar. Shu bilan birga, ilmiy ommabop tag uslubni (yoki uslubni) aniqlashning umumiy asosi an'anaviy ravishda adresat omili, ya'ni ilmiy matnning noprofessionalga murojaat qilishi hisoblanadi. Ilmiy-ommabop matnning stilistik maqomini aniqlashdagi qiyinchilik, bizningcha, ko'p jihatdan ikki omil bilan bog'liq. Birinchidan, ilmiy-ommabop adabiyotlar turli janrlar bilan ifodalanadi: kitob, maqola, intervyu va boshqalar. Ikkinchidan, bu matnlarni stilistik tarzda taqdim etishga ta'sir qiluvchi kommunikativ va pragmatik parametrlar ham juda xilma-xildir. Masalan, ilmiy-ommabop matnning oluvchisini turli mezonlarga ko'ra farqlash mumkin: ta'lim darajasi, yoshi, ilmiy bilimlarni idrok etish qobiliyati va uni olish maqsadlari va boshqalar va bu holat, albatta, ta'sir qilish usuliga bog'liq. Noprofessionallar uchun mo'ljallangan ilmiy axborotni taqdim etishning eng keng tarqalgan manbalaridan biri ommaviy axborot vositalaridir. Shu bilan birga, ilmiy-ommabop matnlar ham maxsus ilmiy-ommabop jurnallarda, ham turli sohalardagi dolzarb voqealarga bag'ishlangan "ko'p tarmoqli" gazeta va jurnallarda va ko'rsatuvlar, dasturlar, filmlar orqali taqdim etilishi mumkin. Ommaviy axborot vositalarida taqdim etilgan ilmiy-ommabop matnlarni o'rganishga bag'ishlangan ishlar sezilarli darajada kam.

ASOSIY QISM

Tahlil natijalarini umumlashtirib, shuni ta'kidlash kerakki, ilmiy-ommabop film matnining janr-stilistik xususiyatlari tarjima strategiyasini tanlashga bevosita ta'sir qiladi. Nisbatan yangi badiiy va hujjatli film janrining paydo bo'lishi tarjimon oldida

retsepientga yo'naltirilgan qiyin vazifa qo‘yadi - ikki asosiy maqsadni birlashtirgan strategiyani tanlash, tushunishni osonlashtirish va ilmiy ma'lumotni ommalashtirish. Ilmiy-ommabop filmlar kadrorti tarjimasining strategiyalarini modellashtirish uchun avvalo uning markazida turuvchi tushuncha kinomatn haqida yetarli bilim olish zarur. Kinomatn ko‘pgina tilshunoslar tomonidan o‘rganilgan. G.G.Slyshkin va M.A.Efremova, “Kinomatn” tushunchasi “uyushgan, yaxlit va to‘liq xabar, og'zaki (lingvistik) va noverbal belgilar(til bo'lmagan/ikonik va/yoki indeksli) " deya ta’rif beradi[1:153].

Barchaga ma’lumki, ilmiy-ommabop filmlar hujjatli filmning bir turi hisoblanadi. Ilmiy-ommabop filmlar keng qamrovli tomoshabinga turli ilmiy, madaniy, texnikaviy sohaga oid ma’lumotlarni yetkazadi. Visual ma’lumot mavjud obyektga taqlid qiluvchi belgilari bilan ifodalanadi. Ushbu ma’lumotlar tarkibi atrofimizda biz o‘z ko‘zimiz bilan ko‘ra oladigan ma’lumotlardir. Eshitish orqali ma’lumot olish shovqindan tortib inson nutqini o‘z ichiga oladi. Shuningdek, ilmiy-ommabop filmlarda kadrorti nutqi bo‘lib, ko‘p hollarda bu monolog shaklida bo‘ladi. Monolog visual va eshitish orqali olinayotgan ma’lumotga izoh berib ketish vazifasini bajaradi. Ilmiy-ommabop filmlarda kadrorti nutqning mavjudligi ushbu janrning o‘ziga xosligini belgilab beradi.

Ilmiy-ommabop filmlarda kadrorti nutqning asosiy xarakteristikasi uning ilmiy-funksional uslubga xosligi va shu bilan birga o‘ziga xos badiiy bo‘yoqdorligi mavjudligidadir. Boshqa so'zlar bilan aytganda, kadrorti ovoz obyektivlik, mavhumlik va umumiylik bilan ajralib turadi. Shu bilan birga obrazlilik va emotsional-ekspressiv elementlarni: subyektivlik, konkretlilik va dialog, suhbat elementlarini ham aks ettiradi.

HOST VOICEOVER: Now at every amusement park there’s always that one guy obsessed with the midway games.

KADRORTI BOSHLOVCHI: Endi har bir istirohat bog‘ida har doim o‘yinlar bilan shug‘ullanadigan bitta yigit topiladi.

HOST VOICEOVER: He has to play and play and play until he takes home a prize.

KADRORTI BOSHLOVCHI: Odatda bunday odamlar o‘yinlarni o‘ynayveradi, o‘ynayveradi va o‘ynayveradi. Toki.. yutuqni qo‘lga kiritmaguncha...

Birinchi misolda umumiylik, mavhumlik bo‘lsa, ikkinchi misolda hissiy-ekspressivlik elementlarini kuzatish mumkin.

Ommaviy axborot manbasining tabiati ko'p jihatdan ilmiy mavzulardagi matnning stilistik tashkil etilishini belgilaydi. Tahlil shuni ko'rsatdiki, ilmiy-ommabop jurnallar va ommaviy axborot vositalarida nashr etilgan matnlar uslub parametrlari bo'yicha bir-biridan sezilarli darajada farq qilishi mumkin. Ilmiy-ommabop jurnallarda matnlar uslubi, qoida tariqasida, an'anaviy ravishda qat'iy ilmiy, ya'ni professionallarga qaratilgan pastki uslubga iloji boricha yaqinroqdir. Bu nashrlar maxsus atamalarning tushuntirish va ta’riflarsiz faol qo‘llanilishi, birlashmagan bog‘lanishlar va bir xil a’zolar qatorlari bilan uzun sintaktik konstruksiyalardan foydalanish va hokazolar bilan tavsiflanadi. Ommaviy jurnallarda esa ilmiy mavzulardagi matnlarning asosiy stilistik parametrlari ilmiy uslubga emas, balki jurnalistikaga yaqinligni ko‘rsatadi. Shuni ta'kidlash kerakki, bunday uslub birligining yetishmasligi bir xil janrdagi matnlar - ilmiy-ommabop maqolalarda kuzatiladi. Shu bilan birga, ushbu matnlarning stilistik tashkil etilishini belgilovchi hal qiluvchi omil ommaviy axborot manbasining tabiati bo'lib, u o'z navbatida matnga murojaat qilishning o'ziga xos xususiyatlarini belgilaydi.

Asosiy adresatga (jurnalist) tegishli monolog fragmentlar ilmiy ma'lumotlarning taqdimotini yoki ilmiy ma'lumotlar kiritilgan voqea konturidagi hisobot elementini ifodalaydi. [2:39] Masalan:

MUALLIF: Men Ozarbayjonning poytaxti Bakudaman. Mazkur davlat Yevropa, Osiyo va Yaqin sharq kesishgan chorrahada joylashgan. Qora va Kaspiy dengizlari oralig‘ida joylashgan Ozarbayjon - Eron, Turkiya va Rossiya bilan chegaradosh. Bu yerlar sayyoramizning eng ziddiyatli hududi hisoblanadi. Ozarbayjonning tarixiga nazar tashlaydigan bo‘lsak, u uzluksiz chegaradosh Islom Imperiyalari va sobiq Sovet ittifoqi tomonidan qamal qilingan va ularga qaram bo‘lib kelgan.

Bunday fragmentlarning pragmatik komponentining asosi - tegishli metamatn belgilari (tushuntirib bersam, siz ko’rib turgan, ko’rsatib o’tadigan bo’lsam, aytib o’tadigan bo’lsak, va hokazo) orqali yoki tushuntirish konstruksiyalari orqali yoki o'xshashlik qurilmasi orqali amalga oshiriladigan tushuntirish niyatidir (qiyoslash, metafora), ya'ni murojaat qiluvchi bu yerda professional bo'lmagan (ommaviy adresat)ga nisbatan nutq so'zlaydi[3:40]. Ba'zi hollarda, reportaj qismlarida asosiy adresatning maqomi o'zgarishi mumkin: jurnalist nutq mavzusiga nisbatan noprofessional pozitsiyani egallaydi va shu bilan o'zini ommaviy adresat bilan tanishtiradi. Bunday identifikatsiyani bilvosita, stilistik darajada amalga oshirish mumkin. Masalan, murojaat qiluvchi nutq predmetini so‘zlashuv tili vositalari va kundalik metaforalardan foydalangan holda ifodalaydi.

MUALLIF: Bu g‘ayrioddiy cho‘qqi ko‘rinishi chang‘i uchish tepaligiga o‘xshaydi. Mana, ishchilar shu yerda ekan. Bu yigitlarga qarang, to‘rt rok yulduzi kabi turishibdi.

Nutq mavzusini "havaskorning ko'zi bilan" vizualizatsiya qilishning bir turi mavjud, ya'ni nutq mavzusi o'quvchining o'zi ko'rgandek taqdim etiladi.

Aytmoqchimanki, bino tikka tepalikdan boshlanadi, keyin pastlaydi. U aylanib nihoyat, bino tomini hosil qiladi. Bu g‘ayrioddiy cho‘qqi ko‘rinishi xuddi chang‘i uchish tepaligiga o‘xshaydi.

Suhbat elementlarini kiritish nutq shakllarining monologdan dialogga o'zgarishini ta'minlaydi. Nutq shakllarining bunday almashinuvi hikoyani monotonlikdan mahrum qiladi va o'quvchi e'tiborini jalb qilishga imkon beradi. Dialogik nutqni ochish jarayonida adresat o'zgaradi.

01:04:07

MUALLIF:2000 yillik neft qazilmasiga boy Ozarbayjon davlati o‘zligini tanitish uchun kelajakda shuhrat olib keluvchi qurilish loyihalarini tanladi va yiliga 500 ta yangi taraqqiyot namunalari uchun 6 milliard dollar ajratib kelmoqda. Bu o‘zgarishlar 15 yil ichida shaharni Manhettendan 3 marta katta shaharga aylantiradi. Hozirda shaharda ikkita ulkan loyiha qurilishi ketmoqda. Biri alangasimon osmono‘par bino bo‘lsa, ikkinchisi yer yuzining hech yerida uchramaydigan to‘lqinsimon tomga ega muzey, milliy kutubxona va 120 o‘rindiqli tomosha zalini o‘z ichiga olgan Haydar Aliyev nomidagi Madaniy markazdir.

TAHIR GOZEL: Bu binolarga qaraganingizda ularni bizning kelajagimizni ko‘rsatuvchi bir nishon deb tushunasiz. Agar avtoritar uslubdagi bino bo‘lganida

MUALLIF:Xo‘sh?

TAHIR GOZEL:...u katta katta ustun va yirik zinalardan tashkil topgan bo‘lardi.

Suhbat janrining elementlari bo'lgan dialog fragmentlarida ilmiy ma'lumotlarning tarjimoni mutaxassis (olim), ya'ni u asosiy adresatga aylanadi. (Tahir Go’zel-quruvchi-arxitektor); Ilmiy axborot manbai sifatida murojaat qiluvchini o‘zgartirish nutqning stilistik tarkibiy qismini o‘zgartiradi. Buning sababi shundaki, bu

nutqiy vaziyatda adresat-jurnalist mutaxassisga nafaqat kommunikativ tashabbusni beradi, balki uning kommunikativ rolini ham o'zgartiradi. Mutaxassis adresatga nisbatan u noprofessional pozitsiyani egallaydi, ya'ni u aslida o'zini ommaviy adresat bilan tanishtiradi. Mutaxassisga berilgan savollarning shakli va mazmuni nutq mavzusini "sodda" tushunishni aks ettiradi. An'anaviy muammoli intervyulardan farqli o'laroq, aniq havaskor savollar mutaxassisni nutq mavzusini ommaviy qabul qiluvchiga tushunarli va qiziqarli tarzda taqdim etishga majbur qiladi.

Oddiy odam va professional o'rtasidagi bunday muloqot bayonotning stilistik tuzilishini soddalashtirishga yordam beradi, uni og'zaki norasmiy nutq uslubiga imkon qadar yaqinlashtiradi, bu esa ilmiy bilimlarni olish jarayonini tushuntirishga imkon beradi. O'quvchi-adresant ushbu jarayonda "bu yerda va hozir" ishtirok etadi. Ko'rib turganimizdek, janr fragmentlarining o'zgarishi ilmiy bilimlarni ifodalashning stilistik doirasini ham kengaytiradi: reportaj parchalarida "sodda" vizualizatsiya kundalik lug'atdan foydalanishni faollashtiradi; Kommunikativ pozitsiyalarning taqsimlanishi tufayli intervyu suhbat uslubining elementlari faol qo'llaniladigan norasmiy dialogga o'xshaydi. Janr fragmentlarining o'zgaruvchanligi nutqning mazmuni, stilistik va kommunikativ-pragmatik darajasida dinamik xarakterini ta'minlaydi va butun muloqot jarayonida adresatning e'tiborini saqlashga imkon beradi. Zamonaviy ommaviy axborot vositalarida ilmiy ma'lumotlarning bunday ifodalanishi, ma'lum ma'noda, R. A. Budagov ta'kidlagan demokratlashtirish tendentsiyasini amalga oshiradi. Shunday qilib, ommaviy axborot vositalarida yangi janr shakllarining yaratilishi, bir tomondan, ilmiy-ommabop matnlarning stilistik doirasini kengaytirsa, ikkinchi tomondan, ilmiy bilimlarni olish jarayonini yanada jo'shqin va qiziqarli qilish imkonini beradi. Ilmiy ma'lumotlarni taqdim etishning ana shunday usuli zamonaviy o'quvchining ilmiy bilimga qiziqishini faollashtirishning samarali usullaridan biridir.

XULOSA

Matnning manbasi va qabul qiluvchisi(o’quvchisi) jamoaviy, guruhli yoki individual bo'lishi mumkin. Ammo ommabop ilmiy matnda qabul qiluvchi har doim kollektiv bo'ladi. Ommabop matn eng keng auditoriya uchun mo'ljallangan. Bir qarashda bu individuallikdek tuyulsa-da, aslida ilmiy-ommabop matnlarning barcha mualliflari ilmiy materialni ommalashtirish va soddalashtirish uchun bir xil lingvistik vositalardan foydalanadilar. Albatta, muallifning o'ziga xosligi uning ushbu vositalarni o'z o'quvchisiga qanchalik aniq taqdim etishida namoyon bo'ladi, ammo shunga qaramay, ilmiy-ommabop matnlarning manbasida kollektivlik xususiyatlari ustunlik qiladi. Manbaning kollektiv tabiati muallif o'z bilimini to'liq namoyish etmasligida namoyon bo'ladi, chunki u matnni soddalashtiradi va ilmiy ma'lumotlarni deyarli har qanday yoshdagi va bilim darajasidagi oluvchilar uchun moslashtirishga harakat qiladi. Agar ilmiy matnda manba va qabul qiluvchilar bir sohaga mansub bo‘lsa va zaruriy boshlang’ich ma’lumotga ega bo‘lsa, unda ilmiy- ommabop uslubda muallif va o‘quvchilar o‘rtasida bo‘shliq yuzaga keladi, shuning uchun leksik va sintaktik darajada bu vaziyatdan chiqishga qaratilgan maxsus til vositalari paydo bo‘ladi. Ilmiy ommabop matn o’quvchisining tabiati - bu keng auditoriya, deyarli har qanday yoshdagi va o'rtacha bilim darajasidagi o'quvchilar. O’quvchi, tomoshabin professional olim yoki jurnalist bo'lishi mumkin, lekin har holda, bu vazifalar ilmiy-ommabop matnning deyarli har bir muallifi uchun qiyinchilik tug'diradi. Ilmiy-ommabop adabiyot tarjimoni ilmiy-ommabop matnning muallifi kimligini

tushunishi va uni boshqa tilga malakali tarjima qilish uchun manba va retseptentlar, tomoshabinlar o‘rtasidagi munosabatlarning dialogik xarakterini unutmasligi muhim ahamiyatga ega.

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NEOLOGIZMLARGA DIAXRONIK YONDASHUV

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ANNOTATSIYA

Ushbu maqolada ingliz va o'zbek tillarida neologizmlarning paydo bo'lishi, rivojlanishi va ularning diaxronik o'zgarishlari tahlil qilinadi. Tadqiqotda ijtimoiy, texnologik va madaniy o'zgarishlar natijasida yuzaga kelgan yangi so'zlarning tilga ta'siri ko'rib chiqiladi. Natijalar shuni ko'rsatadiki, har bir tilning neologizmlarni shakllantirish usullari va ularni qabul qilish darajasi milliy madaniyat va global jarayonlarga bog'liqdir. Maqola neologizmlarning til rivojidagi ahamiyatini yoritishga qaratilgan.

Kalit so'zlar: Neologizm, diaxronik tahlil, globalizatsiya, texnologik rivojlanish, til o'zgarishi, xalqaro atamalar

KIRISH

Neologizmlar tilshunoslikda yangi paydo bo'lgan so'zlar, iboralar, atama yoki so'z birikmasini ifodalaydi. Ular odatda ijtimoiy, texnologik va madaniy o'zgarishlar natijasida yuzaga keladi. Ushbu maqolada neologizmlarning diaxronik o'zgarishlari, ya'ni vaqt davomida qanday rivojlanganligi va tilga qanday ta'sir ko'rsatganligi o'rganiladi.

ADABIYOTLAR SHARHI VA METODOLOGIYA

Neologizmlarni o'rganishda ko'plab boy va qimmatli manbalar mavjud.

Fifty years among the new words – 1941-1991 – ushbu lug'at 50 yil davomida ingliz tilida paydo bo'lgan 5 000dan ortiq yangi so'z va iboralarni o'z ichiga olgan bo'lib, ularning kelib chiqishi, qanday omillar asosida shakllanganligi va qanday kontekstda qo'llanilishi ilmiy jihatdan tahlilga tortilgan. [1]

English as a global language – ushbu kitobda ingliz tilining global o'sishi va bu jarayonda neologizmlarning tutgan o'rni batafsil yoritilgan. Kitobda ingliz tilining xalqaro til sifatidagi ahamiyati ham muhokama qilingan. [2]

A.Solijonov O'zbek tilida neologizmlarning shakllanish xususiyatlari nomli maqolasida o'zbek tilida neologizmlarning shakllanishi va qo'llanilish xususiyatlari yoritilgan. Muallifning fikricha, o'zbek tilida yangi so'zlarning shakllanishi asosan xalqaro atamalarni moslashtirish orqali amalga oshiriladi. [3]

N.Mirzayeva tomonidan esa globalizatsiya davrida o'zbek tilining rivojlanishi va neologizmlarning tilga ta'siri chuqur tahlil qilingan. Muallifning Globalizatsiya davrida o'zbek tilining rivojlanishi maqolasi tildagi paydo bo'layotgan neologizmlarning milliy xususiyatlarining ahamiyatini ko'rsatadi. [4]

Tadqiqotda diaxronik tahlil usuli qo'llanilgan. Ingliz va o'zbek tillaridagi neologizmlar lug'ati, ilmiy maqolalar va matnlar o'rganilgan. Olingan ma'lumotlar sintez qilinib, ularning kelib chiqishi, qo'llanilishi va ijtimoiy-madaniy konteksti tahlil

qilingan. Shuningdek, neologizmlarning qabul qilinishi va ommalashish jarayoni o‘rganilgan.

TAHLIL VA NATIJALAR

Ingliz tilidagi neologizmlar asosan texnologik va ilmiy rivojlanish natijasida yuzaga kelgan. Masalan, ***selfie*** *(selfi),* ***cryptocurrency*** *(kriptovalyuta) va* ***cloud computing*** *(masofaviy hisoblash)* kabi so‘zlar oxirgi o‘n yillikda keng qo‘llanila boshladi. Ularning paydo bo‘lishi axborot texnologiyalari sohasidagi o‘zgarishlar bilan bog‘liq.

O‘zbek tilida esa ko‘proq xalqaro atamalarni o‘zlashtirish jarayoni kuzatiladi. *Internet, blogger, marketolog* kabi so‘zlar to‘g‘ridan-to‘g‘ri o‘zbek tiliga qabul qilingan. Shuningdek, yangi so‘zlarning so‘z yasash yo‘li orqali paydo bo‘lishi ham kuzatiladi. Masalan, *axborotlashuv, raqamlashtirish* kabi atamalar so‘z yasovchi qo‘shimchalar orqali hosil qilingan.

Neologizmlar har bir davrda o‘ziga xos bo‘lgan ehtiyojlarga javoban paydo bo‘ladi. Masalan, mustaqillikdan oldin ko‘plab ruscha so‘zlar neologizm sifatida qabul qilingan. Istiqloldan keyingi davrlarda esa ingliz tilining xalqaro dominant til sifatida e’tirof etilishi natijasida shbu tilga oid ko‘proq yangi so‘zlar o‘zlashmoqda. Bu holat globalizatsiya va texnologik rivojlanish bilan bog‘liq.

O‘tkazilgan tahlil natijalari shuni ko‘rsatadiki, neologizmlarning shakllanishi va rivojlanishi global jarayonlarning tilga ta’sirini yaqqol namoyon etadi. Ingliz tilidagi neologizmlar asosan texnologik rivojlanish mahsuli bo‘lsa, o‘zbek tilida ularning qabul qilinishi ko‘pincha madaniy va ijtimoiy ehtiyojlarga asoslanadi. Shu bilan birga, yangi so‘zlarning ko‘pchiligi xalqaro jarayonlar bilan bog‘liq bo‘lib, ularning tilda ommaviylashish tezligi milliy siyosatga ham bog‘liq ekanligi kuzatiladi.

MUNOZARA

Ingliz va o‘zbek tillaridagi neologizmlar o‘rtasidagi asosiy farq ularning shakllanish manbalarida kuzatiladi. Ingliz tilida yangi so‘zlar ko‘pincha mavjud so‘zlarni birlashtirish yoki ularni qisqartirish orqali yaratiladi. O‘zbek tilida esa chet tillaridan so‘z olish yoki o‘zlashma so‘zlarni moslashtirish asosiy usul hisoblanadi.

Neologizmlarning qabul qilinishi til madaniyati va jamiyat ehtiyojlariga ham bog‘liq. Ba’zi so‘zlar tez ommalashgan bo‘lsa, ba'zi atamalar faqat maxsus sohalarda ishlatiladi. O‘zbek tilida esa yangi so‘zlarning ommalashuvi ko‘pincha davlat siyosati va rasmiy terminologiya bilan belgilanadi.

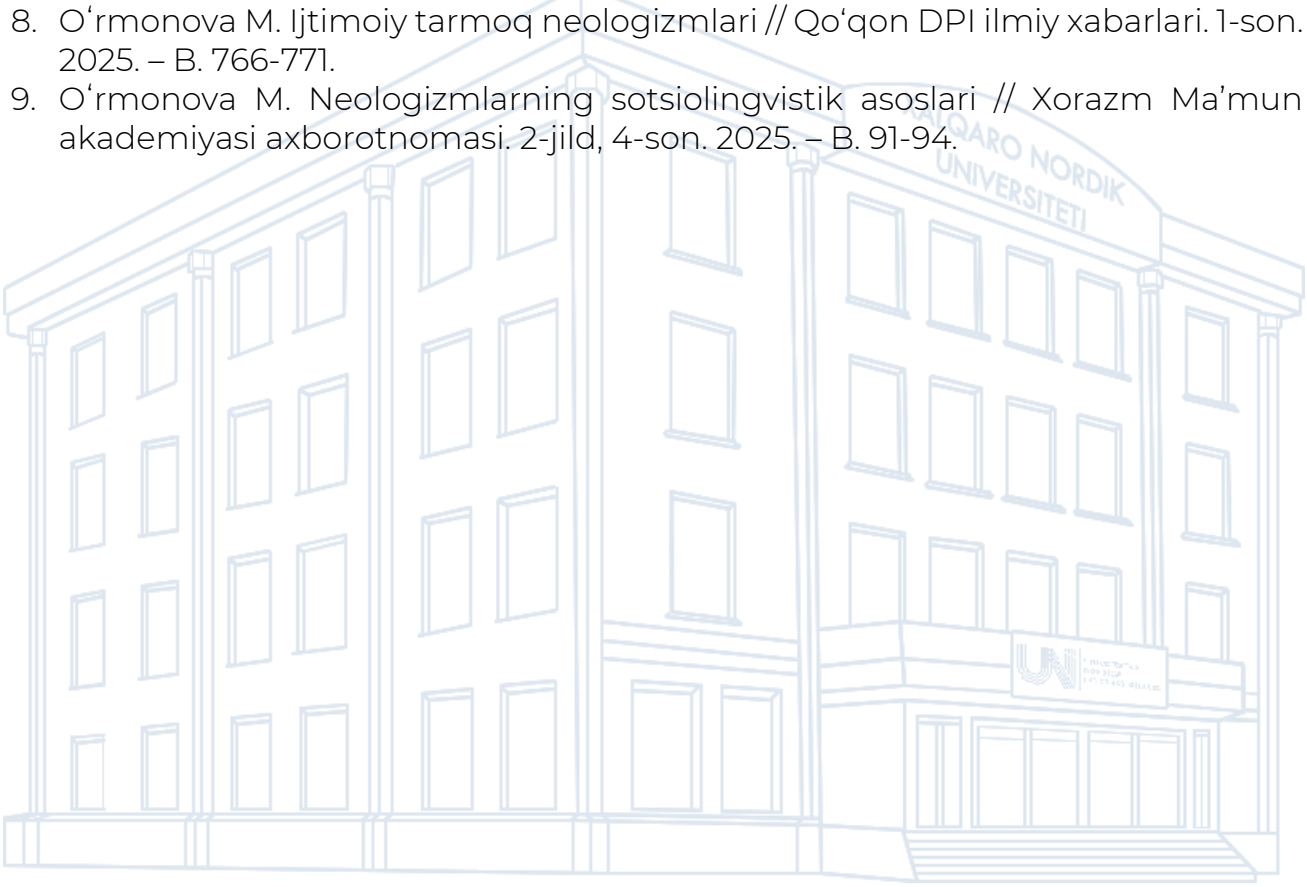
XULOSA

Neologizmlar tilning rivojlanishida muhim ahamiyatga ega. Neologizmlarga diaxronik yondashuv asosida o‘rganish shuni ko‘rsatadiki, ular ijtimoiy, iqtisodiy va texnologik o‘zgarishlarni aks ettiradi. Ingliz va o‘zbek tillaridagi neologizmlarning paydo bo‘lishi va rivojlanishi ularning ijtimoiy-madaniy kontekstini yorqin aks ettiradi. Kelgusida ushbu mavzuda qo‘shimcha tadqiqotlar o‘tkazish til o‘zgarishlarini chuqurroq tushunishga yordam beradi.

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POLIKODLI MATNLARDA TIL VA TASVIRLARNING INTERAKTIV ROLI: KOGNITIV YONDASHUV

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ANNOTATSIYA

Ushbu maqolada polikodli matnlarda til va tasvirlarning o'zaro ta'siri kognitiv tilshunoslik nuqtai nazaridan o'rganiladi. Tadqiqot natijalariga ko'ra, matn va tasvirlarning birgalikdagi qo'llanilishi ma'no yaratish va axborotni uzatish jarayonlarini sezilarli darajada kuchaytiradi. Kognitiv modellar asosida polikodli matnlarning tuzilishi va qabul qilinishi tahlil qilinadi.

Kalit so'zlar: polikodli matnlar, kognitiv tilshunoslik, multimodal diskurs, vizual semiotika, kontseptual metafora, mental modellar, ma'no yaratish, axborot uzatish

KIRISH

Zamonaviy kommunikatsiya jarayonlarida polikodli matnlarning roli tobora ortib bormoqda. Ushbu maqolada polikodli matnlarda til va tasvirlarning interaktiv roli kognitiv tilshunoslik nuqtai nazaridan o'rganiladi. Tadqiqotning maqsadi matn va tasvirlarning birgalikdagi qo'llanilishi natijasida yuzaga keladigan kognitiv jarayonlarni aniqlash va tahlil qilishdan iborat.

ASOSIY QISM

Polikodli matnlar tushunchasi va ularning turlari

Polikodli matnlar tushunchasi va ularning asosiy turlari ko'rib chiqiladi. Kress va van Leeuwen (2006) ning multimodal diskurs nazariyasiga asoslanib, polikodli matnlarning tuzilishi va funksiyalari tahlil qilinadi [1]. Albatta, 2.1-bo'limni kengaytirib beraman:

Polikodli matnlar - bu ma'no yaratish va uzatish uchun bir nechta semiotik resurslardan foydalanuvchi murakkab kommunikativ birliklar hisoblanadi. Ular verbal (til) va noverbal (tasviriy, audio, video) elementlarning o'zaro ta'siri natijasida yuzaga keladi. Kress va van Leeuwen (2006) ta'kidlaganidek, zamonaviy kommunikatsiya muhitida polikodli matnlar tobora keng tarqalmoqda va ularning ahamiyati ortib bormoqda [1].

Polikodli matnlarning asosiy xususiyatlari:

1. Semiotik resurslarning ko'p qatlamliligi
2. Verbal va noverbal elementlarning integratsiyasi
3. Ma'no yaratishda turli kodlarning o'zaro ta'siri
4. Kontekstga bog'liqlik
5. Multimodal kogerentlik

Polikodli matnlarning asosiy turlari:

1. Matn-tasvir kombinatsiyalari:
   - Kitob illyustratsiyalari
   - Infografikalar
   - Reklama plakatlar
   - Komikslar va grafik romanlar
2. Audio-vizual matnlar:
   - Filmlar va videoroliklar
   - Televizion dasturlar
   - Multimediya taqdimotlari
3. Interaktiv polikodli matnlar:
   - Veb-saytlar
   - Mobil ilovalar
   - Kompyuter o'yinlari
4. Gibrid polikodli matnlar:
   - Augmented reality (AR) ilovalar
   - Virtual reality (VR) tajribalar
   - Transmedia loyihalar

Bateson (1979) ning "axborot - farqni yaratuvchi farq" degan ta'rifiga asoslanib [7], polikodli matnlarda turli semiotik resurslarning birlashishi yangi ma'nolar va interpretatsiyalar yaratishga imkon beradi. Masalan, matn va tasvir birgalikda qo'llanilganda, ular alohida-alohida qo'llanilganidan ko'ra ko'proq ma'no va ta'sir kuchiga ega bo'ladi.

Forceville (2020) ning tadqiqotlari shuni ko'rsatadiki, polikodli matnlarda qo'llaniladigan semiotik resurslar o'rtasidagi munosabatlar turlicha bo'lishi mumkin [3]: 1. O'zaro to'ldiruvchi (complementary): har bir element boshqasini to'ldiradi va umumiy ma'noni kuchaytiradi. 2. Paralel (parallel): elementlar bir xil ma'noni turli usullarda ifodalaydi. 3. Ziddiyatli (contradictory): elementlar o'rtasida ma'no jihatidan ziddiyat yuzaga keladi, bu esa ko'pincha ironiya yoki yumorni yaratish uchun qo'llaniladi. Polikodli matnlarning samaradorligi ko'p jihatdan ularning maqsadli auditoriyaga moslashtirilganligiga bog'liq. Jewitt (2009) ta'kidlaganidek, polikodli matnlarni yaratish va talqin qilish jarayonlari ijtimoiy-madaniy kontekst bilan chambarchas bog'liq [8].

Kognitiv tilshunoslikning asosiy tushunchalari va ularning polikodli matnlar tahliliga qo'llanilishi muhokama qilinadi. Lakoff va Johnson (1980) ning kontseptual metafora nazariyasi asosida polikodli matnlardagi metaforik konstruksiyalar o'rganiladi [2]. Kognitiv tilshunoslik tilni inson bilish jarayonlari va tafakkuri bilan chambarchas bog'liq holda o'rganadi. Bu yondashuv polikodli matnlarni tahlil qilishda ham muhim ahamiyat kasb etadi, chunki u matnning turli semiotik tizimlar orqali yaratilgan ma'nolarini tushunish va talqin qilish jarayonlarini ochib beradi.

Lakoff va Johnson (1980) tomonidan ishlab chiqilgan kontseptual metafora nazariyasi polikodli matnlarni tahlil qilishda keng qo'llaniladi [16]. Bu nazariyaga ko'ra, metaforalar faqat til hodisasi emas, balki tafakkur va bilish

jarayonlarining asosiy mexanizmidir. Polikodli matnlarda metaforalar verbal va vizual elementlar orqali ifodalanishi mumkin, bu esa ma'noning yanada chuqurroq va ko'p qatlamli bo'lishiga olib keladi. Misol uchun, ekologik muammolarga bag'ishlangan plakatda "Yer - bizning uyimiz" degan yozuv va sayyoramizning uy shaklida tasvirlangan rasmi bo'lishi mumkin. Bu yerda "uy" metaforasi ham so'zlar, ham tasvir orqali ifodalanib, Yerning muhofazaga muhtoj, qadrli va yagona makon ekanligini ta'kidlaydi.

Freymlar nazariyasi (Fillmore, 1976) ham polikodli matnlarni tahlil qilishda muhim o'rin tutadi [17]. Freym - bu ma'lum bir vaziyat yoki tushuncha haqidagi bilimlarni tashkil etuvchi tuzilma. Polikodli matnlarda freymlar verbal va noverbal elementlar orqali faollashtiriladi, bu esa matnning ma'nosini to'liqroq tushunishga yordam beradi.

Masalan, tibbiy reklama plakatida "Sog'lom yurak - uzoq umr" degan yozuv va yurak rasmi tasvirlangan bo'lishi mumkin. Bu yerda "sog'liq" va "umr" freymlari faollashadi, ular o'z navbatida boshqa bog'liq tushunchalarni (masalan, to'g'ri ovqatlanish, jismoniy faollik) ham yuzaga keltiradi. Johnson-Laird (1983) tomonidan taklif etilgan mental modellar nazariyasi polikodli matnlarni qabul qilish jarayonini tushuntirishda muhim rol o'ynaydi [18]. Bu nazariyaga ko'ra, matn o'qilganda yoki ko'rilganda, inson ongida uning mental modeli shakllanadi. Polikodli matnlarda bu model verbal va vizual ma'lumotlarning integratsiyasi natijasida yaratiladi. Masalan, yangi avtomobil haqidagi reklamani ko'rganda, iste'molchi nafaqat uning texnik xususiyatlari haqidagi ma'lumotlarni, balki tasvirlar orqali uning dizayni va qulayliklarini ham o'zlashtiradi. Natijada, avtomobil haqida yaxlit mental model shakllanadi, bu esa mahsulot haqida to'liqroq tasavvur hosil qilishga va potensial xaridorning qaror qabul qilish jarayoniga ta'sir ko'rsatishga yordam beradi.

Kognitiv xaritalar va polikodli matnlar

Kognitiv xaritalar nazariyasi (Tolman, 1948) polikodli matnlarni tahlil qilishda qo'llanilishi mumkin bo'lgan yana bir muhim yondashuvdir [19]. Bu nazariya insonlarning atrof-muhit haqidagi ma'lumotlarni qanday tashkil etishi va foydalanishini tushuntirib beradi. Polikodli matnlarda kognitiv xaritalar verbal va vizual elementlarning o'zaro ta'siri natijasida shakllanadi. Misol uchun, shahar xaritasi va uning diqqatga sazovor joylari haqidagi ma'lumotlarni o'z ichiga olgan turistik broshyurani olaylik. Unda so'zlar va tasvirlar birgalikda shahar haqida yaxlit kognitiv xarita yaratishga yordam beradi, bu esa sayyohga shaharda mo'ljal olish va qiziqarli joylarni topishni osonlashtiradi. Fauconnier va Turner (2002) tomonidan ishlab chiqilgan kontseptual integratsiya (yoki "blending") nazariyasi polikodli matnlarni tahlil qilishda alohida ahamiyatga ega [20]. Bu nazariya turli kontseptual sohalardan kelgan ma'lumotlarning qanday birlashishi va yangi ma'nolar hosil qilishini tushuntiradi. Polikodli matnlarda bu jarayon verbal va vizual elementlarning o'zaro ta'siri orqali amalga oshadi. Masalan, ekologik tashkilotning plakatida "Plastik okeanlarni bo'g'moqda" degan yozuv va plastik qoplar ichida qiynalayotgan baliqlar tasviri bo'lishi mumkin. Bu yerda "bo'g'ilish"

tushunchasi (odatda tirik mavjudotlarga nisbatan qo'llanadigan) va "okean ifloslantirish" g'oyasi birlashib, kuchli emotsional ta'sir ko'rsatuvchi yangi ma'no hosil qiladi.

Kress va van Leeuwen (2001) tomonidan rivojlantirilgan multimodal diskurs tahlili yondashuvi polikodli matnlarni o'rganishda keng qo'llaniladi [21]. Bu yondashuv turli semiotik resurslarning (til, tasvirlar, ranglar, shriftlar va boshqalar) ma'no yaratishdagi rolini va ularning o'zaro munosabatlarini tadqiq etadi.

Multimodal diskurs tahlili polikodli matnlarda quyidagi jihatlarga e'tibor qaratadi:

1. Kompozitsiya: matn elementlarining joylashuvi va ularning vizual ierarxiyasi.
2. Modallik: matn elementlarining haqiqatga yaqinlik darajasi.
3. Reprezentatsiya: tasvirlar va so'zlar orqali ifodalangan g'oyalar va munosabatlar.
4. Interaktivlik: matn va uning qabul qiluvchisi o'rtasidagi munosabat. Misol uchun, reklama plakatini tahlil qilishda multimodal diskurs tahlili quyidagi savollarga javob berishi mumkin: Qaysi elementlar (verbal yoki vizual) markaziy o'rinni egallaydi? Tasvirlar qanchalik realistik? Mahsulot qanday g'oyalar va qadriyatlar bilan bog'lanmoqda? Plakat qanday qilib o'quvchini jalb qilishga harakat qilmoqda?

Van Leeuwen (2005) tomonidan taklif etilgan semiotik resurslar nazariyasi polikodli matnlarni tahlil qilishda muhim ahamiyatga ega [22]. Bu nazariya turli semiotik resurslarning (masalan, til, tasvirlar, ranglar, shriftlar) ma'no yaratish imkoniyatlarini va ularning ijtimoiy-madaniy kontekstdagi rolini o'rganadi.

Polikodli matnlarda semiotik resurslar nazariyasi quyidagi jihatlarga e'tibor qaratadi:

1. Resurslarning semiotik potensiali: har bir resursning ma'no yaratish imkoniyatlari.
2. Resurslarning o'zaro ta'siri: turli resurslarning birgalikda qanday yangi ma'nolar hosil qilishi.
3. Resurslarning ijtimoiy-madaniy konteksti: ma'lum bir jamiyatda resurslarning qanday qabul qilinishi va talqin etilishi. Masalan, tibbiy mahsulot reklamasida ko'k rang (tinchlik va ishonchlilik ramzi sifatida), oq xalat kiygan shifokor tasviri (ekspertlik va professionallik belgisi) va ilmiy atamalar (ishonchlilik va samaradorlikni ta'kidlash uchun) qo'llanilishi mumkin. Semiotik resurslar nazariyasi bu elementlarning har birini alohida va ularning birgalikdagi ta'sirini tahlil qilishga imkon beradi. Vizual ritorika (Kostelnick & Roberts, 1998) polikodli matnlarning vizual komponentlarini tahlil qilishda muhim yondashuvdir [23]. Bu yondashuv klassik ritorika tamoyillarini vizual kommunikatsiyaga qo'llaydi va tasvirlarning ishontirish, ta'sir ko'rsatish va ma'no yaratish usullarini o'rganadi.

Vizual ritorika polikodli matnlarda quyidagi jihatlarga e'tibor qaratadi:

1. Vizual argumentlar: tasvirlar orqali ifodalanadigan mantiqiy dalillar.

2. Vizual troplar: metafora, metonimiya kabi obrazli ifoda usullarining vizual ko'rinishlari.

3. Vizual ethos, pathos va logos: tasvirlarning ishonchlilik, emotsional ta'sir va mantiqiy asoslanganlik jihatlarini ifodalashi. Misol uchun, atrof-muhitni muhofaza qilish tashkilotining plakatida o'rmon yong'ini fonida turgan yosh bola tasviri bo'lishi mumkin. Bu tasvir kuchli emotsional ta'sir (pathos) ko'rsatadi, kelajak avlodlar oldidagi mas'uliyatni eslatadi (ethos) va global isish oqibatlarini ko'rsatadi

Polikodli matnlarda til va tasvirlarning o'zaro ta'siri va ularning ma'no yaratishdagi roli tahlil qilinadi. Forceville (2020) ning multimodal metafora konsepsiyasi asosida til va tasvirlar orasidagi murakkab munosabatlar o'rganiladi [3].

Johnson-Laird (1983) ning mental modellar nazariyasi asosida polikodli matnlarni qabul qilish jarayoni tahlil qilinadi. Johnson-Laird (1983) ning mental modellar nazariyasi asosida polikodli matnlarni qabul qilish jarayoni tahlil qilinadi [4]. Matn va tasvirlarning birgalikda qo'llanilishi natijasida yuzaga keladigan mental modellarning xususiyatlari va ularning axborotni qayta ishlash jarayoniga ta'siri o'rganiladi.

Polikodli matnlarda qo'llaniladigan ma'no yaratish strategiyalari va ularning kognitiv asoslari muhokama qilinadi. Fauconnier va Turner (2002) ning kontseptual integratsiya nazariyasi asosida matn va tasvirlar orasidagi semantik aloqalar tahlil qilinadi [5]. Polikodli matnlarning pragmatik funksiyalari va ularning kommunikativ maqsadlarga erishishdagi roli o'rganiladi. Sperber va Wilson (1986) ning relevanlik nazariyasi asosida polikodli matnlarning kontekstual interpretatsiyasi tahlil qilinadi.

XULOSA

Tadqiqot natijalariga ko'ra, polikodli matnlarda til va tasvirlarning interaktiv roli quyidagi xulosalarga olib keladi:

1. Matn va tasvirlarning birgalikda qo'llanilishi axborotni uzatish va qabul qilish jarayonlarini sezilarli darajada kuchaytiradi.

2. Kognitiv modellar polikodli matnlarning tuzilishi va qabul qilinishini tushuntirishda muhim ahamiyatga ega.

3. Polikodli matnlar kontseptual metaforalar va mental modellarning shakllanishiga kuchli ta'sir ko'rsatadi.

4. Ma'no yaratish jarayonida til va tasvirlar o'rtasidagi murakkab o'zaro ta'sir kognitiv tilshunoslik nuqtai nazaridan yanada chuqurroq o'rganilishi kerak.

Kelajakdagi tadqiqotlar uchun polikodli matnlarning turli janrlarda va madaniy kontekstlarda qo'llanilishini o'rganish, shuningdek, ularning ta'lim jarayonidagi rolini aniqlash tavsiya etiladi. Polikodli matnlar zamonaviy kommunikatsiya muhitining ajralmas qismi bo'lib, ular verbal va noverbal

elementlarning murakkab o'zaro ta'siri orqali ma'no yaratish va uzatishning samarali vositasi hisoblanadi. Ushbu tadqiqot polikodli matnlarning tushunchasi, xususiyatlari va turlarini ko'rib chiqdi, shuningdek, ularning kognitiv va pragmatik jihatlarini tahlil qildi.

Polikodli matnlarning samaradorligi ularning maqsadli auditoriyaga moslashtirilganligi, kontekstga bog'liqligi va turli semiotik resurslarning uyg'un integratsiyasiga asoslanadi. Kelajakda polikodli matnlarning yangi shakllari va ularni qabul qilishning yangi usullari paydo bo'lishi kutilmoqda, ayniqsa raqamli texnologiyalar va sun'iy intellekt rivojlanishi bilan bog'liq holda.

Keyingi tadqiqotlar polikodli matnlarning ta'lim, marketing, ijtimoiy media va boshqa sohalardagi samaradorligini o'rganishga, shuningdek, ularning turli madaniy kontekstlarda qabul qilinishi va talqin etilishini tahlil qilishga qaratilishi mumkin.

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INGLIZ VA O`ZBEK TILLARIDA "SHUKRONALIK"NI IFODALAYDIGAN BIRLIKLARNING MA`NOVIY TASNIFI

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ANNOTATSIYA

Mazkur maqola ingliz va o'zbek tillarida shukronalikni ifodalovchi birliklarning ma'noviy tasnifini taqdim etadi. Shukronalik — bu ijtimoiy muloqotda keng qo'llaniladigan nutqiy harakat bo'lib, har ikki tilda ham o'ziga xos semantik ifodalar orqali bildiriladi. Maqolada ingliz tilidagi "thank", "I appreciate", "I am thankful" kabi iboralarning va o'zbek tilidagi "rahmat", "minnatdorman", "shukr qilaman" kabi ifodalarning ma'nolari, ularning ishlatish konteksti va pragmatik xususiyatlari taqqoslanadi.

Kalit so'zlar: shukronalik, minnatdorchilik, ingliz tili, o'zbek tili, pragmatik xususiyatlar, tilshunoslik, taqqoslash, semantik ifodalar

Shukronalik (minnatdorchilik) til orqali ifodalanganida, odatda nutqiy harakat sifatida qaraladi. Bu harakatni ifodalovchi birliklar har ikki tilda ham mavjud bo'lib, ularning ma'nosi va ishlatish nuqtai nazaridan ba'zi o'xshashliklar va farqlar mavjud. Quyida ingliz va o'zbek tillarida shukronalikni ifodalovchi birliklarning ma'noviy tasnifi keltiriladi:

Ingliz tilining dunyo bo'ylab tarqalishi va rivojlanishi e'tibordan chetda qolmaydi. O'zbekistonda ingliz tili asosan chet el bilan muloqotda o'rganiladigan va ishlatiladigan asosiy til bo'lib, uning qo'llanilishi sezilarli darajada oshdi. Har bir milliy tilda "to'g'ri til" tushunchasi mavjud bo'lib, bu jamiyatda qabul qilingan grammatik, leksik va fonetik me'yorlarga mos kelishni anglatadi. Faqatgina ona tilida so'zlashuvchilarning tili aks ettirilgan materiallar orqali til o'rganuvchilar ma'lum bir tilda pragmatik kompetentsiyani egallashlari mumkin. Kundalik muloqotda eng ko'p ishlatiladigan nutq amallaridan biri – rahmat aytishdir. Biz minnatdorchiligimizni rahmat, maqtov yoki qadrlash so'zlari orqali ifodalaymiz.

"Rahmat" so'zi hissiy javobni ifodalaydi va minnatdorchilikni bildirish uchun so'zlovchilar tomonidan ishlatiladigan bir nechta ifodalar mavjud. Chunki minnatdorchilik ijtimoiy funktsiyaga ega, o'rganuvchilar maqsadli tilda minnatdorchilik bildirishning qoidalarini bilishlari kerak. Minnatdorchilik standartlashtirilgan tartiblar yordamida amalga oshirilganligi sababli, talaba faqat minnatdorchilik bildirish uchun kerakli semantik formulalarni bilishlari kerak emas, balki bu formulalarni qaysi vaqtda ishlatishni ham tushunishlari kerak. Madaniy jihatdan noto'g'ri kechirim so'zlarini ishlatish yarashishni buzadi, g'azabni kuchaytiradi va dushmanlikni davom ettiradi. Muloqotning yagona funktsiyasi, hozirgi global barqarorlikka ko'proq salbiy ta'sir ko'rsatadigan madaniyatlararo tushunmovchiliklarni o'z ichiga olmaydi. Har xil madaniyatlar, universal funksiyalarni bajaruvchi shakllar uchun turli xil ma'nolarga ega. Barcha jamiyatlarda uzr so'rash va

minnatdorchilikni ifodalashning o'ziga xos yo'llari mavjud. Uzr so'rash – bu universal funktsiya. Ammo, so'zlar, grammatika va imo-ishoralar turlicha. Ular shakllar bo'lib, turli madaniyatlarda turli ma'nolarga ega. Mening tadqiqotimning dolzarbligi, zamonaviy ingliz va o'zbek tillarida minnatdorchilik nutqining ahamiyatini aniqlash va zamonaviy ingliz tilida so'zlashuvchi jamiyat kontekstida minnatdorchilik xulq-atvorining o'ziga xos xususiyatlarini aniqlash zarurati bilan belgilanadi. [2:214]

Ingliz tilidagi shukronalik ifodalovchi birliklarning ma`nolari:

1. "Thank" – Bu ingliz tilida shukronalikni bildirish uchun eng keng tarqalgan so'zdir. U to'g'ridan-to'g'ri minnatdorchilik bildirishni anglatadi. Masalan:
   "Thank you for your help." (Yordam uchun rahmat.)
   Ma'nosi: Shukronalik, minnatdorchilik.
2. "I am thankful" / "I am grateful" – Bu iboralar ko'proq rasmiy va shakllangan minnatdorchilikni ifodalashda ishlatiladi. Masalan:
   "I am thankful for your support." (Qo'llab-quvvatlaganingiz uchun minnatdorman.)
   "I am grateful for your understanding." (Tushunishingiz uchun minnatdorman.)
   Ma'nosi: Minnatdorchilik va qadr-qimmatni ifodalash. [1:5]
3. "I appreciate" – Bu ifoda minnatdorchilikni ifodalashda, ayniqsa, biror kishining qilgan xizmati yoki yordamiga nisbatan ishlatiladi. Masalan:
   "I appreciate your help." (Yordamingizni qadrlayman.)
   Ma'nosi: Qadrlash, shukronalik, rahmat bildirish.
4. "Thanks a lot" / "Many thanks" – Ushbu ifodalar ko'proq norasmiy va do'stona minnatdorchilik bildirish uchun ishlatiladi. Masalan:
   "Thanks a lot for your kindness." (Yaxshiligingiz uchun katta rahmat.)
   Ma'nosi: Rahmat, katta minnatdorchilik.

O'zbek tilidagi shukronalik ifodalovchi birliklarning ma'nolari :

1. "Rahmat" – Bu so'z o'zbek tilida shukronalikni bildiruvchi eng oddiy va keng tarqalgan ifodadir. Masalan:
   "Yordam uchun rahmat." (Yordam berganingiz uchun rahmat.)
   Ma'nosi: Shukronalik, minnatdorchilik.
2. "Minnatdorman" / "Qadrlayman" – Bu iboralar ko'proq rasmiy va samimiy minnatdorchilikni bildiradi. Masalan:
   "Yordamingiz uchun minnatdorman." (Yordamingiz uchun minnatdorman.)
   "Ishingizni qadrlayman." (Ishingizni qadrlayman.)
   Ma'nosi: Minnatdorchilik, qadr-qimmatni ifodalash.
3. "Rahmat aytaman" – Bu rasmiyroq va minnatdorchilikni chuqurroq ifodalash uchun ishlatiladi. Masalan:
   "O'z vaqtida yordam berganingiz uchun rahmat aytaman." (Yordam berganingiz uchun rahmat aytaman.)
   Ma'nosi: Minnatdorchilikni chuqur ifodalash. [3:8]
4. "Shukr qilaman" – Bu ibora ko'proq din orqali olingan minnatdorchilikni ifodalashda ishlatiladi, ya'ni shukronalikni bildirishda. Masalan:
   "Shukr qilaman, sog'ligim yaxshi." (Sog'ligim uchun shukr qilaman.)
   Ma'nosi: Minnatdorchilik, rahmat.

Taqqoslash:

1. Iboralar o'xshashligi:

Ingliz tilida "thank", "I appreciate", "I am thankful" va o'zbek tilida "rahmat", "minnatdorman", "shukr qilaman" kabi ifodalar bir xil semantik ma'noga ega bo'lib, ular minnatdorchilikni bildirish uchun ishlatiladi.

2. Iboralar farqlari:

Ingliz tilida "I am thankful" yoki "I appreciate" kabi iboralar o'zbek tiliga to'g'ridan-to'g'ri tarjima qilinganda "minnatdorman" yoki "qadrlayman" kabi iboralarga mos keladi, lekin ingliz tilidagi ba'zi ifodalar o'zbek tilida kamroq ishlatiladi yoki kamroq keng tarqalgan. Masalan, ingliz tilida "Thanks a lot" yoki "Many thanks" kabi ifodalar ko'proq norasmiy va do'stona bo'lsa, o'zbek tilida bu kabi ifodalar odatda "katta rahmat" yoki "rahmat aytaman" shaklida ishlatiladi. [5:102]

Ingliz va o'zbek tillarida shukronalikni ifodalovchi birliklar o'xshash semantik ma'nolarni tashiydi, ammo ularning ishlatish konteksti va shakllari farq qilishi mumkin. Har ikki tilda ham shukronalik bildiruvchi iboralar o'ziga xos pragmatik xususiyatlarga ega va ular rasmiy yoki norasmiy, samimiy yoki oddiy holatlarga mos ravishda qo'llaniladi.

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СЕМАНТИЧЕСКОЕ ПОЛЕ «МУЖЧИНА» ВО ФРАЗЕОЛОГИИ РУССКОГО ЯЗЫКА

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АННОТАЦИЯ

В статье исследуется семантическое поле «мужчина» во фразеологии русского языка, охватывающее устойчивые выражения, связанные с образом мужчины. Рассматриваются ключевые аспекты этого образа, включая физические характеристики, социальные роли, эмоциональные и моральные качества, а также поведенческие особенности. Анализ проводится с учетом культурно-исторического контекста, который формирует значения фразеологизмов, и гендерных стереотипов, отраженных в языке. Исследование выявляет как традиционные представления о мужественности, так и их трансформацию в современном русском обществе. В работе используются данные фразеологических словарей и примеры из русской литературы, что позволяет проследить эволюцию образа мужчины в языковом сознании носителей русского языка.

Ключевые слова: семантическое поле, мужчина, фразеология, русский язык, гендер, культура, устойчивые выражения, мужественность, социальные роли

ВВЕДЕНИЕ

Фразеологизм – устойчивый оборот, значение которого основано на возникновении постоянного контекста, возникающего тогда, когда одно из слов выпадает из свободного употребления, превращаясь в компонент составной лексемы. По существу, в основе образования фразеологизма лежит семантическое опрощение. Степень семантического опрощения различна. Чем древнее фразеологизм и чем менее он связан со словами общего употребления, тем менее мотивировано фразеологическое значение [1:438].

Фразеология русского языка – это уникальный пласт лексики, который отражает мировоззрение, традиции и ценности народа. Устойчивые выражения фиксируют культурные архетипы, среди которых особое место занимает образ мужчины. Семантическое поле «мужчина» включает в себя не только прямые обозначения (слова «мужчина», «муж», «парень»), но и богатый набор фразеологизмов, раскрывающих различные грани мужественности. Эти выражения формировались веками под влиянием исторических событий, социальных норм и бытовых реалий, что делает их ценным материалом для лингвистического и культурологического анализа.

ОСНОВНАЯ ЧАСТЬ

Семантическое поле – ономасиологическая и семантическая группировка слов, их иерархическая организация, объединенная одним родовым значением и представляющая в языке определенную семантическую сферу [1:267]. В русском языке поле «мужчина» охватывает лексику и фразеологию, связанные с обозначением мужского пола и его характеристиками. Это поле неоднородно и включает несколько уровней: - ядерные элементы –слова с прямым значением («мужчина», «муж»); - периферийные элементы – фразеологизмы и идиомы, расширяющие семантику («здоров как бык», «мужик сказал – мужик сделал»).

Фразеологизмы, как устойчивые сочетания слов, обладают экспрессивностью и образностью, что делает их особенно показательными для анализа. Внутри поля «мужчина» можно выделить следующие семантические группы: физические характеристики, социальные роли, эмоциональные и моральные качества, а также поведенческие черты. Эти категории пересекаются, создавая многогранный образ мужчины в русском языке.

1. Физические характеристики мужчины во фразеологии. Физическая сила и выносливость – одна из центральных черт образа мужчины в русской фразеологии. Выражение «здоров как бык» подчеркивает крепкое телосложение и жизненную энергию, ассоциируя мужчину с мощным животным [5]. Аналогично «крепкий как дуб» отсылает к образу дерева, символизирующего устойчивость и долговечность. Эти фразеологизмы уходят корнями в крестьянскую культуру, где физическая мощь была залогом выживания и успешного труда.

Другие примеры включают «сильный как медведь», где медведь – традиционный символ силы в русском фольклоре, и «косая сажень в плечах», указывающее на внушительные размеры и размах плеч, и выражение преувеличивает физические данные, создавая гиперболический образ идеального мужчины [5].

Однако физические характеристики могут приобретать и негативный оттенок. Например, «пьет как лошадь» подчеркивает выносливость, но в контексте чрезмерного употребления алкоголя, что осуждается в обществе. Еще одно выражение – «гнуть спину» – указывает на тяжелый труд, часто ассоциируемый с мужской долей, но с оттенком изнурения. Таким образом, фразеология отражает как восхищение мужской силой, так и критику ее проявлений.

2. Социальные роли и статус. Мужчина во фразеологии часто предстает как лидер, защитник или глава семьи. Выражение «хозяин в доме» закрепляет за мужчиной роль доминантного лица в семейной иерархии, что соответствует патриархальным традициям [3:112]. Похожий смысл несет «столп семьи», где мужчина воспринимается как опора, поддерживающая близких. Эти образы уходят корнями в дореволюционную Россию, где мужчина был главным кормильцем и авторитетом.

В то же время фразеология фиксирует и утрату этого статуса. Выражение «сидеть под каблуком» (от «под каблуком жены») высмеивает мужчину, потерявшего власть в семье, и указывает на гендерную инверсию ролей [5]. Исторически каблук как часть обуви символизировал подчинение, и этот фразеологизм стал популярным в XIX веке, отражая изменения в семейных отношениях.

Другая группа выражений связана с общественным статусом: «большой человек» обозначает влиятельную личность, а «свой парень» – простого, доступного мужчину, близкого к народу.

Выражение «Соль земли» характеризует мужчину как человека, который является опорой общества, обладает высокими моральными качествами и приносит пользу окружающим. Этот образ часто используется для обозначения крестьян, учителей, врачей и других представителей важных профессий. «*Иван Петрович был настоящей солью земли, его уважали все жители деревни*».

Эти примеры показывают, как социальная роль мужчины варьируется от авторитета до равного товарища.

3. Эмоциональные и моральные качества. Образ мужчины во фразеологии тесно связан с такими качествами, как честь, стойкость и ответственность. «Мужское слово» или «слово чести» подчеркивает надежность и верность обещаниям, что было особенно важно в традиционной культуре, где устные договоренности имели вес. Выражение «стоять как скала» усиливает образ непреклонности и мужества перед трудностями.

«Мужская гордость» – это выражение символизирует важность чести и достоинства для мужчины, подчеркивая его эмоциональную независимость и способность гордиться собой.

С другой стороны, фразеология высмеивает слабость или малодушие. «Баба в штанах» [5] – уничижительное выражение, указывающее на отсутствие мужественности и противопоставляющее мужчину женщине как символу слабости в гендерных стереотипах. Эти фразеологизмы демонстрируют жесткие ожидания общества от мужчины как эмоционально устойчивой личности.

Интересен также фразеологизм «сдержать себя в руках», который подчеркивает контроль над эмоциями как важное мужское качество. В русской литературе, например у современных авторов вроде Пелевина, подобные мотивы встречаются в описании героев, стремящихся к внутренней дисциплине.

«Кремень» (о человеке). Это выражение характеризует мужчину как стойкого, несгибаемого, волевого человека, способного выдерживать любые испытания. Кремень – это твердая горная порода, которая высекает огонь при ударе, символизируя внутреннюю силу и готовность к действию в экстремальных ситуациях. Образ «кремня» связан с представлением о мужественности как о способности преодолевать трудности, сохранять самообладание и не поддаваться слабости. В литературе образ «кремня» часто встречается в описании военных, революционеров или других людей, которые прошли через тяжелые испытания и сохранили верность своим принципам. Пример использования: «*Иван был настоящим кремнем, он выдержал все тяготы войны и не сломался*».

Выражение «рубаха-парень» описывает мужчину как простого, искреннего, душевного человека, открытого к общению и готового прийти на помощь. «Рубаха» – это традиционная русская одежда, символизирующая близость к народу и отсутствие социальной дистанции. «Рубаха-парень» легко находит общий язык с разными людьми, не стесняется проявлять свои чувства и эмоции, и ценит дружбу и товарищество. Однако, в некоторых контекстах этот

фразеологизм может подразумевать некоторую наивность и простодушие. Пример: «*Петр был рубаха-парень, с ним всегда было весело и легко*».

4. Поведенческие особенности. Мужское поведение во фразеологии часто связано с решительностью и активностью. «Взять быка за рога» – выражение, призывающее к смелости и инициативе, происходит из сельскохозяйственной практики укрощения животных [5]. «Рубить с плеча» указывает на быстроту и решительность действий, хотя иногда с оттенком необдуманности.

Однако поведение мужчины может быть и негативным. «Гоняться за каждой юбкой» осуждает легкомыслие и распущенность, отсылая к стереотипу мужской любвеобильности [5]. «Лезть на рожон» характеризует излишнюю смелость, граничащую с безрассудством, и связано с древнерусским «рожон» – острым колом, используемым в бою.

«Лежать на печи» – фразеологизм характеризует мужчину как ленивого, бездеятельного, избегающего работы и ответственности. «Печь» – это традиционный символ домашнего очага и тепла, но в данном контексте она ассоциируется с бездельем и уклонением от активной жизни. «Лежать на печи» означает не приносить пользу обществу, не развиваться и не использовать свои возможности. Этот образ часто встречается в русских народных сказках, где лень и пассивность высмеиваются и противопоставляются трудолюбию и целеустремленности. Например: «*Иван был горазд лежать на печи, вместо того чтобы помогать отцу в поле*». Эти примеры показывают двойственность мужского образа: от героизма до пороков.

5. Культурно-исторический контекст. Многие фразеологизмы о мужчине имеют глубокие исторические корни. «Казак вольный» отсылает к эпохе казачества, символизируя свободу и независимость [5]. «Мужик сказал – мужик сделал» отражает крестьянскую этику, где слово и дело были неразделимы. В то же время «тянуть лямку» описывает тяжелый, изнурительный труд, часто монотонный и бесперспективный. Он отсылает к труду бурлаков, которые тянули баржи вверх по реке с помощью лямок. Этот труд считался одним из самых тяжелых и унизительных. Данный фразеологизм символизирует мужскую долю, связанную с необходимостью зарабатывать на жизнь тяжелым трудом, часто в неблагоприятных условиях. В современном контексте он может означать рутинную работу, выполнение неприятных обязанностей или преодоление трудностей: «*После сокращения на заводе Петру пришлось тянуть лямку на стройке, чтобы прокормить семью*».

Современное употребление этих выражений адаптируется к новым реалиям. Например, «быть мужиком» сегодня может означать не только силу, но и умение брать на себя ответственность в любой ситуации. Это показывает эволюцию образа мужчины от традиционного к универсальному.

ЗАКЛЮЧЕНИЕ

Семантическое поле «мужчина» во фразеологии русского языка представляет собой сложную систему, включающую физические, социальные, эмоциональные и поведенческие аспекты. Фразеологизмы подчеркивают силу, стойкость и лидерство как идеальные черты мужчины, но также фиксируют критику слабостей и отклонений от нормы. Анализ выявляет глубокую связь этих выражений с культурно-историческим контекстом, от крестьянских традиций до современных реалий.

Образ мужчины оказывается динамичным: традиционные представления о мужественности постепенно трансформируются, отражая изменения в обществе. Дальнейшие исследования могли бы сосредоточиться на сравнении семантических полей «мужчина» и «женщина», чтобы глубже понять гендерную асимметрию в русском языке.

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PERSUASIVE STRATEGIES IN UZBEK AND ENGLISH ECONOMIC ADVERTISEMENTS

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ABSTRACT

This article presents a comparative analysis of pragmatic persuasive strategies used in Uzbek and English economic advertisements. Based on pragmatic theory, linguistic features, cultural context, and the effectiveness of linguistic devices in advertisements are examined. The research identifies similarities and differences between the two languages, providing practical insights for advertisers and linguists.

Keywords: pragmatics, economic advertisement, persuasive strategies, cultural context, comparative analysis, speech acts, Uzbek language, English language, linguistic features, communicative effectiveness.

INTRODUCTION

Economic advertisements play a vital role in modern society as they shape consumer decisions and guide market activities. Linguistic tools and pragmatic methods employed in advertisements significantly influence how products and services are presented [1]. The pragmatic features of advertisements vary considerably across different cultures, necessitating comparative research.

The purpose of this article is to analyze the persuasive strategies used in Uzbek and English economic advertisements from a pragmatic perspective. The research explores the following questions: (1) What pragmatic features are manifested in Uzbek and English economic advertisements? (2) What are the similarities and differences between the two languages? (3) How do these pragmatic features affect the effectiveness of advertisements?

As Levin [2] notes, "pragmatic analysis of advertising discourse is essential for understanding how this communicative act influences the target audience." This research is based on literature analysis and aims to develop recommendations for improving advertising effectiveness by studying Uzbek and English economic advertisements using linguistic pragmatic theory.

MAIN BODY

Pragmatics is a branch of linguistics that studies the contextual aspects of language use. Grice's [3] cooperative principle and speech act theory serve as important foundations for analyzing advertisements. Advertisements frequently exhibit deliberate violations of pragmatic principles, which creates

specific communicative effects. According to Tanaka [4], "advertisers intentionally flout maxims of quality, quantity, relevance, and manner to generate implicatures that attract consumer attention."

In Uzbek and English economic advertisements, different pragmatic strategies are employed to persuade potential customers. These include speech acts (directives, commissives, assertives), presupposition, implicature, and deixis. The cultural context significantly influences how these strategies are implemented in each language.

Speech acts represent a fundamental aspect of pragmatic analysis in advertising. In English economic advertisements, directive speech acts (commands, requests) are frequently used: "Buy now," "Don't miss this opportunity," "Visit our website today" [5]. These direct appeals to action are considered acceptable and effective in English-speaking contexts.

In contrast, Uzbek economic advertisements tend to employ more indirect speech acts, often using commissives (promises) and assertives (statements of fact) rather than direct commands. As Umarova [6] points out, "Uzbek advertising discourse demonstrates preference for indirect persuasion strategies that align with cultural values of politeness and collective decision-making." This difference reflects deeper cultural variations in communication styles and social hierarchies.

Both languages utilize implicature and presupposition as powerful tools for persuasion, but with notable differences. English advertisements frequently employ conversational implicatures where meanings are conveyed without being explicitly stated. According to Morgan [7], "English advertising relies heavily on the audience's ability to infer unstated claims, creating engagement through cognitive processing."

Uzbek advertisements, however, tend to utilize more conventional implicatures that align with shared cultural knowledge. Presuppositions in Uzbek advertisements often appeal to traditional values and collective identity, while English advertisements presuppose individual choice and personal benefit [8]. For example, Uzbek advertisements might presuppose family approval as an important factor, while English advertisements presuppose consumer autonomy.

The implementation of politeness strategies significantly differs between Uzbek and English economic advertisements. Brown and Levinson's [9] politeness theory provides a framework for understanding these differences. English advertisements often employ positive politeness strategies that emphasize closeness and common ground with consumers through informal language and direct address.

Uzbek economic advertisements, reflecting the high-context culture, demonstrate greater use of negative politeness strategies that show deference and respect. Abdullayev [10] notes that "Uzbek advertising discourse maintains social distance through formal language and indirect requests, in

accordance with cultural norms of respect and hierarchy." These differences highlight how deeply cultural values are embedded in advertising language.

The lexical choices in economic advertisements reveal significant pragmatic differences. English advertisements frequently employ metaphors, hyperbole, and comparative structures to create persuasive effects. The use of superlatives and intensifiers is common: "the best," "revolutionary," "extraordinary." These linguistic choices reflect cultural values of competition and innovation.

Uzbek economic advertisements, while adopting some global advertising techniques, maintain distinct lexical features. They often utilize more poetic language, traditional metaphors, and cultural references that resonate with local audiences. Repetition, rhythm, and culturally significant terminology are pragmatic tools that create persuasive effects aligned with Uzbek cultural expectations and communication patterns.

A significant difference between Uzbek and English economic advertisements lies in their application of emotional appeals. English advertisements typically employ a wide range of emotional triggers, from happiness and excitement to fear and anxiety, depending on the product category and target audience. Western advertising frequently leverages emotional contrast to create memorable impressions, moving audiences between negative and positive emotional states within a single advertisement.

Uzbek economic advertisements, however, show a stronger preference for positive emotional appeals that align with cultural values of harmony and optimism. Negative emotional appeals, such as fear or guilt, appear less frequently in Uzbek advertising discourse and are generally more subtle when employed. This aligns with broader cultural communication patterns that emphasize maintaining positive social relationships and avoiding direct confrontation.

The effectiveness of these different emotional strategies relates directly to cultural expectations about appropriate public discourse. Uzbek consumers respond more favorably to advertisements that maintain emotional consistency and promote positive social outcomes rather than those that emphasize individual emotional journeys.

The pragmatic use of authority figures and social proof in advertisements reveals important cultural distinctions. English economic advertisements frequently feature experts, celebrities, and authority figures whose credibility is based on professional qualifications or public recognition. The persuasive effect relies on individual achievement and specialized knowledge, reflecting cultural values of individualism and expertise.

In contrast, Uzbek economic advertisements often incorporate authority figures whose credibility stems from their position within social hierarchies, including respected elders, community leaders, and family figures. The persuasive power of Uzbek advertisements frequently derives from appeals to collective wisdom and traditional authority rather than individual expertise.

This pragmatic approach reflects the importance of social relationships and collective decision-making in Uzbek culture.

Social proof manifests differently in the two advertising contexts as well. English advertisements typically showcase individual testimonials emphasizing personal benefits, while Uzbek advertisements more commonly depict collective approval and community adoption of products or services. This pragmatic choice reflects deeper cultural orientations toward individualism versus collectivism.

The pragmatic use of temporal and spatial deixis (words like "now," "here," "today," "soon") reveals interesting patterns in both languages. English economic advertisements frequently employ urgent temporal deixis to create a sense of immediacy and exclusivity: "Act now," "Limited time only," "Today's special offer." This urgency reflects cultural values related to time efficiency and competitive advantage.

Uzbek advertisements demonstrate more flexible approaches to temporal deixis, often emphasizing continuity and tradition rather than urgency. References to historical legacy, traditional production methods, and long-lasting quality are pragmatically employed to establish credibility. Uzbek advertising language positions products within a temporal continuum connecting past and present, rather than isolating them in an urgent, time-limited opportunity.

Spatial deixis also manifests differently, with English advertisements frequently emphasizing global reach and international standards, while Uzbek advertisements more commonly reference local pride, regional specialization, and national identity. These pragmatic choices reflect different cultural orientations toward globalization versus localization.

The pragmatic function of humor varies significantly between the two advertising contexts. English economic advertisements frequently employ irony, sarcasm, and linguistic play that may challenge audience expectations or create amusing incongruities. These strategies align with cultural values that appreciate wit, novelty, and the subversion of expectations. Humorous violations of pragmatic norms in English advertisements create cognitive engagement that enhances brand recall and positive associations.

Uzbek economic advertisements tend to utilize more situational humor that reinforces rather than challenges social norms. Wordplay in Uzbek advertisements often builds on cultural references, traditional sayings, and shared knowledge. The humor typically avoids potential face-threatening acts or ambiguity that might lead to misinterpretation. This pragmatic approach reflects cultural values of clarity, social harmony, and respect for established patterns.

The effectiveness of humorous strategies depends significantly on cultural context, with failed humor potentially causing greater damage to brand perception than no humor at all. Cross-cultural adaptation of humorous

advertising requires careful pragmatic consideration rather than simple linguistic translation.

Recent developments in digital advertising have begun to influence the pragmatic features of economic advertisements in both languages. Social media platforms and global advertising campaigns are creating spaces where pragmatic strategies increasingly converge, particularly among younger audiences. Digital native consumers in Uzbekistan demonstrate greater receptivity to direct persuasive strategies traditionally associated with Western advertising.

However, this convergence remains selective and strategically implemented rather than representing a wholesale adoption of global advertising norms. Uzbek digital advertisements continue to incorporate culturally specific pragmatic features while adapting to new media formats and audience expectations. English digital advertisements similarly maintain distinctive pragmatic patterns while incorporating elements that appeal to diverse global audiences.

The analysis of hashtags, user engagement prompts, and call-to-action phrases in digital advertisements reveals how pragmatic strategies are evolving in response to new communication channels. These developments suggest that while technological platforms may be standardized, pragmatic adaptation remains essential for effective cross-cultural advertising.

Gender representation in economic advertisements reveals significant pragmatic differences between Uzbek and English advertising discourse. English advertisements have increasingly moved toward more diverse and non-traditional gender representations, though stereotypes persist in certain product categories. The pragmatic features of address, directive speech acts, and presuppositions increasingly avoid gender-specific assumptions.

CONCLUSION

This comparative analysis of persuasive strategies in Uzbek and English economic advertisements reveals significant pragmatic differences that reflect broader cultural contexts. English advertisements tend to employ direct speech acts, individual-focused appeals, and explicit persuasion techniques. In contrast, Uzbek advertisements demonstrate preference for indirect speech acts, collective values, and culturally embedded implicatures.

These findings have important implications for cross-cultural advertising and translation. Advertisers must consider not only linguistic equivalence but also pragmatic appropriateness when adapting economic advertisements between these languages. The pragmatic features identified in this research provide a framework for understanding how persuasion operates within specific cultural contexts.

Future research could expand on these findings by examining how digital platforms and globalization are influencing the convergence or divergence of pragmatic strategies in Uzbek and English advertising discourse. Additionally,

exploring consumer responses to various pragmatic features would provide valuable insights for developing culturally appropriate and effective economic advertisements.

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LINGUISTIC AND NON-LINGUISTIC FACTORS OF UNIVERSAL VALUES

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ABSTRACT

This article explores the complex interplay between linguistic and nonlinguistic factors that shape universal values across diverse cultures. By examining the role of language as a means for expressing core human values, we identify how linguistic structures, vocabulary, and pragmatics influence cultural perceptions and moral frameworks. Additionally, we investigate nonlinguistic factors such as social norms, historical contexts, economic conditions and psychological underpinnings that contribute to the formation of universal values. Through a multidisciplinary approach that integrates insights from linguistics, anthropology, psychology, and sociology, this study highlights the complexity of value systems and argues for a holistic understanding of how these factors coalesce to form shared human principles. Our findings suggest that while certain values may be universally recognized—such as fairness and respect—their expressions are profoundly affected by linguistic nuances and contextual variables. This research contributes to the ongoing discourse on cross-cultural communication and ethical understanding in an increasingly interconnected world.

Keywords: universal values, linguistic factors, nonlinguistic factors, cross-cultural communication, moral frameworks.

INTRODUCTION

Value is a concept used to show the universal, social, moral, cultural and spiritual significance of certain events in reality. The theory of values appeared in the 19th century when the process of people's transition from traditional culture to personal culture began. It is clear that no society can exist without values. Values are reflected in the thought and goals of a person's life, actions in society, ideals of society. However, accepting this value or not is up to each individual. Universal values include life, freedom, science, health, humanitarianism. These values have been passed down from generation to generation and they continue to serve people's well-being. When talking about its factors affecting universal values, it is permissible to take into account the national culture, historical experience, religious beliefs, family values, education system, social life, globalization of a certain nation. Because these factors play an important role in the life of society.

Rich cultural heritage, traditions and customs of the nation can be the basis of universal values. Several areas in the formation of universal values; literature, music, dance, art play an important role. The history, past, relations with different peoples, and their influence are among the main factors in the formation of values. Different countries have different religious beliefs. This, in turn, determines the moral rules and values of the nation

Moreover, universal values represent the highest goals and aspirations in the mind of mankind. Peaceful coexistence of people, full provision of human rights and freedoms, prevention of various wars, construction of a world without wars and violence, creation of conditions for effective use of science and advanced technologies, prevention of ecological destruction related to humanity, the prevention of negative social consequences of science and technology, various epidemics, diseases, etc., all depend on ensuring the priority of universal values.

However, international terrorism, drug addiction, and demographic explosions are causing various problems that are against the common interests of mankind. In conclusion, universal human values are important not only for the history and past, but also for the future of humanity.

LITERATURE REVIEW

Multiple research has been conducted to study linguistic and non-linguistic factors of universal values. One of them is G. Hofstede who stated that the main factors influencing values can be childhood thinking and its educational system. The same idea was given by Kuehn (2016). He thinks that value based education can help to increase pupil's problem solving ability. The article "Inculcating universal values via English language education" by Haja Mohideen Bin Mohamed Ali gives information about the National Institute of technology in India which promotes universal values on the basis of technological education. According to Robert Cialdini non linguistic factors of universal values can be also social norms. He analysed deeply different social behaviors of different nations. Another factor can be state laws of a particular nation. Constitution of Uzbekistan was analysed as an example , which reflect important values of uzbek people. One of the most important factors influencing values is analysed by Geerts. He explains the importance of nation's traditions analysing balinise cockfighting.

Besides, there are also linguistic factors of universal values that has been explored by scholars. One of the linguistic factors is explored by Naomi Chomsky who worked out his own theory of "Universal grammar". In addition universal values are expressed in the works of many scholars, writers like G. Lacoff and Johnson. M.

RESEARCH METHOD AND PROCESS

This research was carried out by means of comparative analysis. This research method was used to compare and contrast the factors influencing universal values in different countries. Different nation's cultures and traditions are compared. As linguistic factors of universal values metaphors are compared in both languages. This comparative analysis enabled the researcher to examine the influence of grammatical structure, semantic opportunities of the language in expressing values. Comparative method facilitated the identification of a number of linguistic nuances in expression of values in different languages.

DATA ANALYSIS

One of the factors which plays a crucial role in universal values is education system. The education system helps to shape and instill important values for human. It promotes empathy and respect for diversity. This understanding can lead to a greater appreciation of universal values that transcend cultural boundaries. The future generation is informed about universal values with the help of the educational

system. The essence of values allows a person to be satisfied with himself. It is a fundamental belief that a person has, through which a person's needs, preferences or dreams, ideals and inner happiness are related to their goals. Value-based education is the basis for the development of universal values such as respect, tolerance, and peace. It emphasizes the spirituality and values that are valued by the society. These values, which are accepted by almost everyone, are love for man, the attitude of man to animals, opposition to violence, a sense of tolerance for the religious beliefs of others, mutual solidarity among members of the community, a sense of understanding for disabled people, and the weak and vulnerable. support, etc. Values are the basis of human existence and positivity is embodied in them. It gives moral responsibility to people and society. National Institute of Technology in India promotes universal values along with technological education. The main purpose of this is to contribute to the comprehensive development of a person, to ensure healthy relationships in the family, and to achieve social and economic satisfaction. Universal values are synonymous with spiritual (moral) values.

Geert Hofstede, a Dutch sociologist and psychologist, based on his research and research in the 1960s and 1970s, proposed the idea of the generality of indicators that show the cultural characteristics of different nations. He states that one of the main reasons for this is that his childhood thinking is strengthened in the process of the mentality of the family and its educational system.

Kuehn (2016) states that teaching such values to young people in the school education system will increase the ability of young people to solve problems in society more intelligently. Condemnation of anti-values such as insults, threats, cheating in exams, universal values are taught. When its bad consequences are explained to them, they become the best model students. Value-based education affects the formation of responsible citizens, it encourages people to live in harmony with nature and humanity. It should be noted that due to the rapid development of science and technology, some values are being lost. Therefore, it is necessary to warn the young generation about the main problems and issues of society.

Arizona State University scientists Robert B. Cialdini and Melanie R. Trost write that society changes its social life under various influences. Social norms affect values in different countries. Greeting manners and customs that reflect respect, which is a universal value, are different in different countries. However, its expression is different. In some countries, greeting - greeting with hand, greeting with open palm, greeting with a kiss on the cheek, etc.

Social norms are rules and standards understood by a certain group, and their implementation is not necessarily controlled by law. These norms are formed during the interaction of people with each other, and sometimes they may not be clearly manifested. But it is passed down from generation to generation, it is preserved because it is supported and appreciated in the culture of the society.

If we consider another universal value "marriage" traditions, the sign of marriage is different in different nations. In India it means a “sindoor” on the forehead, in many countries it can be a ring on the fourth finger, or in some countries it can be a jewelry on the foot, etc.

Another non-linguistic factor of universal values is national consciousness and self-awareness. National consciousness, like all forms of social consciousness, is created on the basis of social existence, it always develops under the active influence of social existence in socio-historical processes, national consciousness also has

relative independence at certain stages of social development and is important in the spiritual life of people. Being aware of the etiquette and rules of hospitality, by following them, feelings of friendship and humanity are formed in people. Family traditions are important in this regard. Because stability in the family serves as a factor determining the economic, social, political, national security of the society, its development and progress. Most of the ancient customs and wedding ceremonies of our people are a factor of universal human values. For example, in Uzbek families, a rich table during weddings and ceremonies is an age-old tradition of our people. This value is a tradition of a progressive and democratic nature that has been formed over thousands of years and is acceptable to all. The family as a social place is important in the development of a child and forms his attitude to universal values. In family relations, religious faith serves to unite people, a certain society. Religious faith is equally important in social, political, spiritual, cultural spheres, relations and relationships between nations, and in the family. In Uzbekistan, the concept of family is honored by our society. In our society, family relations go back to the deep historical roots of Islamic and national values. The "Holy Qur'an" and hadiths, which are considered the main sources of Islam, provide information about family life, marital relations, and sharia laws. The role of husband and wife is defined in the verses of the Holy Qur'an. A person's religious orientation is important for ensuring family stability and raising a mature generation. Because this factor affects the religious knowledge of children, the importance of religious values in the family and the attitude towards them. As an important factor, Islam plays an important role in regulating community life.

In addition, one of the factors affecting universal values can be state laws, normative legal documents. Such laws ensure the priority of one or another value in a given society. For example, in the Constitution of the Republic of Uzbekistan, freedom, humanity, and science are shown as high values. The norms of our country's society allow and ensure that these values are prioritized.

For example: Article 25 "The right to life is the right of every person and it is protected by law. Attempting to kill a person is the most serious crime. The death penalty is prohibited in the Republic of Uzbekistan"

Article 35 "Freedom of conscience is guaranteed for everyone. Everyone has the right to believe in any religion or not to believe in any religion. Forced indoctrination of religious views will not be allowed.

One of the urgent problems of today is the problem of health, which has become a universal value for society. Therefore, it is important to have quality medical services in the country. It is very important that citizens can rely on the state for medical services when necessary. Therefore, the Constitution of the Republic of Uzbekistan stipulates that citizens have the right to receive medical care at the expense of the state. Article 48 of the Constitution states that "Everyone has the right to use health care and qualified medical services. Citizens of the Republic of Uzbekistan are guaranteed medical assistance"

It is notable that the financing of health care from the state budget, during the years of the Kovid 19 pandemic, specialized medical complexes were built at the expense of the state budget to prevent the spread of infection and treat the sick, reduce the risk of illness and provide qualified medical care to patients. In those years, the free medical service was significantly beneficial for the population.

Similarly the constitutions of Germany, Sweden, and France, which are one of the most developed countries in Europe, entrust the health care system to the state, and there is a requirement to provide quality medical care to every citizen.

Moreover, it should be noted that nation's culture can be an important factor which plays an important role in the formation of universal values. Anthropologist Clifford Geerts analyzes the Balinise (Indonesia) cockfighting game as an important cultural event. This study gives a deep understanding of the beliefs, social structure and values of that society. Geert explains that cockfighting is a window into Balinese people's identity, status, and social relationships. This is not only an entertaining game, but also a complex social ritual with deep symbolic significance. It reflects concepts such as masculinity, respect, and the status of the Balinese people. Battles serve as a way for participants to display their wealth and social status. The stakes are often high, not only financially, but also in terms of prestige and honor among peers.Geertz emphasizes the theatricality of the event. The organization of the fights, the rituals surrounding them, and the participation of the spectators reveal an aesthetic quality that goes beyond mere competition. Cockfighting embodies the multicultural experience and beliefs of Bali. They can be seen as a reflection of social tensions, conflicts and alliances between different groups. By analyzing how people behave at this event, Geerts - how they interact with each other during a fight - shows concrete examples of social behavior and cultural norms in Balinese society. Geertz analyzes Balinese cockfighting through an anthropological approach where understanding culture requires looking beyond surface behaviors to understand the underlying meanings that shape these behaviors. This analysis shows how deeply these cultural practices are tied to identity, power dynamics, and community cohesion. Anthropologist Clifford Geerts analyzes the Balinese (Indonesia) cockfighting game as an important cultural event. This study gives a deep understanding of the beliefs, social structure and values of that society. Geert explains that cockfighting is a window into Balinese people's identity, status, and social relationships. This is not only an entertaining game, but also a complex social ritual with deep symbolic significance. It reflects concepts such as masculinity, respect, and the status of the Balinese people.

Semantic possibilities of language are considered as one of the linguistic factors of universal values. Values are expressed differently in different languages. Expressing the words "liberty", "justice", "love" in some languages can affect the promotion or interpretation of these values. Languages that emphasize collectivism may have different verb forms or pronouns that reflect group identity rather than individualism. For example, in Native American languages, plural and singular are not differentiated, just like in English. This in turn affects the culture. Worf also analyzes the Hopi language, which he argues has a different conceptualization of time that fits a more general worldview. He wrote the article "Some verbal categories in Hopi" in 1935. Hopi focuses on events and processes rather than chronological order. There is no past, present, future tense system in this language. Hopi speakers can describe the event or the future without placing it in a strict temporal frame. In this language, the focus is not on when the event happened, but more on whether it happened or is expected to happen.

According to Naomi Chomsky's theory of Universal Grammar, language ability is innate to humans, which may mean that some fundamental values or concepts

are also universally understood. Concepts such as kinship, community, and morality are often expressed in different languages.

Although these ideas may not correspond directly to traditional notions of "values," they reflect key principles in Chomsky's linguistic theory, which are important in understanding human nature, cognition, and social interaction. may have a wider meaning

Another linguistic factor of values is metaphor. The novel "Bygone days", a work created by the writer Abdulla Qadiri, contains many metaphors and universal values. Through this novel, the common values of humanity, such as love, loyalty, patriotism and the beauty of life are described.

In “The Metaphors We Live By”, George Lakoff and Mark Johnson argue that our conceptual framework is largely shaped by metaphorical language, which reflects and influences our thoughts, actions, and values. They argue that metaphors are not just linguistic expressions, but fundamental aspects of how we understand the world. Lakoff and Johnson argue about how different metaphors represent universal values and shape our perception. They explore how these metaphors reveal core beliefs about life, relationships, time, and more.

Through these examples, Lakoff and Johnson demonstrate how metaphors are deeply embedded in our language and thought processes, reflecting universal human values such as progress, managing conflict, and valuing time, ultimately shaping our social interactions and understanding of complex concepts.

It is worth noting that mythology and folklore also serve as a means of expressing universal values. Mythological stories and folklore works that exist in every culture are an important source for expressing universal values.

Mythology is rich in stories that convey universal values and lessons. Here are some examples from different mythological traditions:

In the Epic of Gilgamesh (Mesopotamian mythology), friendship and death are expressed as follows: The friendship between Gilgamesh and Enkidu is the central theme of the epic. Their bond teaches Gilgamesh about friendship, love, and the human experience of loss. After Enkidu's death, Gilgamesh embarks on a quest for immortality and eventually realizes that death is an integral part of life.

Achilles' inner conflict over honor and personal loss shows the value of glory in battle as well as the personal consequences of pride. With little credit for his own honor, his withdrawal from battle results in great losses for his comrades and ultimately teaches him that team is more important than personal pride. These examples of how myths in different cultures encompass universal values such as friendship, honor, duty, justice, heroism, and death show the importance of this work as a linguistic agent of values.

Over the years, masterpieces of world literature have served as a linguistic factor of universal values.

DISCUSSION

Having analysed all the factors of universal values it is possible to observe difference in cultures. There is a big difference between cultures. Many universal values are influenced by shared religious beleifs or philosophies that promote concepts such as justice compassion, honesty across different societies. Values are deeply embedded in cultural practices traditions, and social norms. This includes rituals, ceremonies, and local cutoms that embody universal principles like respect or

hospitality. Linguistic nuances in both languages help us to find similarities in prioritizing universal values. Metaphors are given as an example from the novel "Bygone Days" by Abdulla Qodiri and from "Metaphors we live by" by G. Lacoff and M. Johnson, some examples are given from myth. Surprisingly origin of English mythology is connected with Greece and other nations. Metaphors play a crucial role in understanding which values are important within a particular culture. This research also gives opportunity to consider other key aspects of the language.

CONCLUSION

In conclusion, studying linguistic and non-linguistic factors in universal values show the interrelation of language, culture, and human experiences. Nonlinguistic factors, such as social norms, environment, education, traditions shape people's values and gives the opportunity prioritize them. As it was mentioned every nation have their own traditions and behaviour. Linguistic factors, such as semantics, syntax play a crucial role how values are communicated and understood across different cultures. Meanwhile non-linguistic factors such as social structures and individual experiences may have further influence how values perceived and prioritized. All these factors make understandable this complex phenomenon. However it is important to highlight certain global principles such as justice, respect. Interpretation and application of this concepts can vary significantly across different contexts. Acknowledging this complexity is vital for fostering cross-cultural dialogue and understanding. By appreciating both linguistic nuances and rich sources of non-linguistic influences that shape our values, we can better dive in the challenges of a diverse world. It gives us opportunity to deliver further research on this topic.

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ZAMONAVIY TILSHUNOSLIKDA JINOYAT SUBMADANIYATI – ARGO, KRIMINAL INVEKTIV LEKSIKA VA VULGARIZM TUSHUNCHALARI HAMDA ULARNING KONTEKSTUAL FARQLI JIHATLARI

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ANNOTATSIYA

Tadqiqotda zamonaviy tilshunoslikda jinoyat submadaniyati, argo, kriminal invektiv leksika va vulgarizm tushunchalari ta'rifi hamda o'xshash va differensial jihatlari tahlil qilinadi. Jinoyat submadaniyatining tilshunoslik va sotsiologiya kontekstidagi vazifasi hamda ahamiyati yoritiladi. Shuningdek, argo, invektiv leksika va vulgarizm elementlarining tildagi ifodalanish shakllari, ularning ijtimoiy qo'llanilishi, o'zaro munosabatlari misollar yordamida ko'rsatib beriladi.

Kalit so'zlar: submadaniyat, kriminal invektiv leksika, argo, fenya, konflikt, vulgarizm, diskreditatsiya, kontekstual, konnotatsiya

KIRISH

Zamonaviy tilshunoslikda jinoyat submadaniyati va uning tildagi ifodalari, xususan, argot, kriminal invektiv leksika va vulgarizm kabi elementlar orqali o'rganilishi kriminal olamni ochish uchun ahamiyatli. Til nafaqat kommunikatsiya vositasi, balki jamiyatdagi turli guruhlarning dunyoqarashini va ijtimoiy holatini aks ettiruvchi kuchli mexanizm hisoblanadi. Jinoyat submadaniyati, o'z navbatida, jinoiy guruhlarning tilida shakllanadi va ular orqali o'zining ijtimoiy, madaniy va axloqiy me'yorlarini ifodalaydi. Jinoyatchilik, har qanday jamiyatga xos bo'lgan hodisa hisoblanadi. Mazkur hodisa o'zining belgilari va xususiyatlariga ega. Ammo jinoyatchilik submadaniyatini bevosita jamiyatning umumiy madaniy davomiyligi sifatida qabul qilish also to'g'ri emas.

ASOSIY QISM

Jinoyat submadaniyati – jinoyatchilik bilan bog'liq guruhlarning turmush tarsi, xulq atvori va noqonuniy faoliyatini tartibga soluvchi ma'naviy va moddiy qadriyatlar tizimi [6]. Bu submadaniyat o'zining maxsus ijtimoiy me'yorlari va qoidalari orqali jinoyatchilikka oid xatti-harakatlar tartibini shakllantiradi va jinoyat sohasidagi alohida guruhlarning ichki intizomini ta'minlaydi. Shuningdek, ushbu submadaniyat ijtimoiy qatlamning alohida bir triga xos bo'lib, undagi qadriyatlar tizimi jamiyatning umumiy qadriyatlaridan keskin farq qiladi. Shu nuqtaiy nazardan, jinoyat submadaniyati jamiyatning keng

ijtimoiy madaniyatiga qarama-qarshi bo‘lgan, uning o‘ziga xos xususiyatlarini aks ettiruvchi maxsus fenomen sifatida namoyon bo‘ladi.

Jinoyat olami so‘zlashuv nutqi esa maxsus ijtimoiy guruhlar tomonidan shakllangan bo‘lib, bu qatlam ichki aloqada o‘ziga xos yashirin muloqot vositasi sifatida yuzaga chiqadi. Kriminalistik-invektiv leksika esa jinoyatchilik olamida ishlatiladigan va maxsus semantik yoki stilistik ma’noga ega bo‘lgan so‘z va iboralarni o‘z ichiga qamrab oladi. Mazkur leksikaning asosiy xususiyati, uning ko‘pincha yashirin yoki kodlangan shaklda ifodalanishidir, sababi, ushbu qatlamning keng jamoatchilik uchun tushunarsiz bo‘lishini ta’minlaydi.

Kriminalistik leksika jinoyat olamidagi faoliyatni ifodalash bilan birga, ko‘pincha haqoratli (invektiv) yoki keskin salbiy baho tusiga ega bo‘ladi. Leksik birlikning lingvistik jihatlari, odatda metaforalar va qiyosiy obrazlarga asoslanagan bo‘lib, ular jinoyat olamida ozaro ishonchni ta’minlash va begonalar ma’lumotni yashirish maqsadida qo‘llaniladi [4:128]. Shu sababli, kriminaltik-invektiv leksika til tizimining normativ qatlamidan chetda, chegaraviy ijtimoiy qatlam sifatida saqlanib keladi.

Rus milliy madaniyatida jinoyat olamiga xos tilida ishlatiladigan so‘zlar va ifodalar turli atamlar bilan ifodalanadi. Jinoyatchilar tiliga odatda “криминальный жаргон” yoki “арго” deyiladi, mahbuslar orasida keng tarqalgan maxsus leksikaga esa “феня” atamasi ishlatiladi. Haqoratli yoki ijtimoiy jihatdan salbiy so‘zlar esa “инвективная лексика” atamasi bilan izohlanadi. Mahbuslar jargoni tilida eng mashhur atama “феня” hisoblanadi. Qizig‘i shundaki, bu atamaning kelib chiqishi jinoyat olami bilan bog‘liq emas. “Феня” so‘zi eski “ofenya” atamasidan kelib chiqqan bo‘lib, bu so‘z mayda tovarlar bilan savdo qiluvchi savdogarlar uchun qo‘llangan [3:37]. Bunday savdogarlar o‘zaro muloqotda o‘ziga xos maxsus dialektdan foydalangan, ya’ni “ofencha gaplashgan”. XX asrning 10-yillariga kelib, “fenyada gaplashmoq” iborasi shakllangan bo‘lgan, u mahbus jargoni leksikasidan foydalnishni anglatadi. Manbaning tarixiy ildizlari “ofen” savdogarlari bilan bog‘liq bo‘lib, ular o‘zaro maxsus muloqot qilish usuli orqali jinoiy olamga xos nutq shakllanishiga ma’lum darajada ta’sir ko‘rsatgan.

Ingliz tilshunosligida esa jinoyat olamining tiliga nisbatan “argot”, “criminal jargon”, yoki “cant” kabi atamalar ishlatiladi. Ingliz tilida “argot” ko‘pincha maxsus ma’nolar va yashirin leksikani ifodalash uchun ishlatiladi. “Cant” atamasi esa XVII–XVIII asrlardan boshlab, maxsus ijtimoiy guruhlarning maxfiy muloqot vositasini ifodalash uchun qo‘llanilgan [2:207]. Ingliz tilidagi substandart leksika bo‘yicha lug‘at muallifi J.E. Layter ta’kidlashicha, ijtimoiy qatlamlarning maxfiy tili sifatida tilning eng qadimiy shakli “cant” hisoblanadi. Ushbu lingvistik hodisa qadimgi Britaniyaning jinoyat olamiga tegishli bo‘lib, keyinchalik uning o‘rnini “argot” egallagan. Fransuz tilidagi “argot” va ingliz tilidagi “cant” atamalari o‘zaro sinonim sifatida qaraladi va jinoyatchi guruhlar tomonidan maxfiy muloqot uchun ishlatilgan. Ushbu fenomenni boshqa bir qator tilshunoslar va leksikografik tadqiqotchilar, jumladan, R.Spirs [8:7] va

V.A.Xomyakov [10:43] kabi olimlar ham tasdiqlab, ushbu atamalarning o‘xshahsliklarini qayd etishgan.

Argo – ma’lum bir ijtimoiy qatlamning qiziqarli, mashg‘ulotlari va yoshi kabi omillarga asoslangan holda, nutqdagi kommunikatsiya mazmunini yashirish maqsadida ishlatiladigan leksik birliklardir. Bu leksikalar umumxalq tili tarkibidagi so‘zlarning og‘zaki nutqdagi soddalashtirilgan sinonimlari, omonimlari yoki ko‘p ma’noli shakllari sifatida yuzaga keladi [7:33]. Argo so‘zlari keng omma uchun tushunarsiz bo‘lib, faqatgina shu ijtimoiy guruh a’zolari tomonidan anglashiladi. Ular maxsus yashirin maqsadga xizmat qilgan holda, “parol” vazifasini bajaradi. Bundan tashqari, ayrim guruhlar uchun argo kriptologik (yashirin va maxfiy) maqsadlarni ham o‘z ichiga oladi, bu uning lingvistik va kommunkikativ funksiyasini yanada boyitadi.

Argodan farqli o‘laroq, invektiv leksika o‘zining kuchli konnotatsiyasini to‘laqonli ravishda mojaro yoki ziddiyatli matn ichida namoyon etadi. Bu leksika matndan ajratib olib yoki alohida lug‘atlar asosida o‘rganilganda bunday darajada ifodalilikka ega bo‘lmasligi mumkin [4:129]. Milliy tillarning barcha turlarida mojarolilikning yagona tasnifini taklif qilish uchun lingvistik va axloqiy mazmun jihatdan bir qator xususiyatlarni hisobga olish lozim.

Tadqiqotchi E.A.Petrova “invektiv leksika” atamasini inglizcha invective – “insulting, abusive – tanqidiy nutq, so‘kinish” ma’nosidan kelib chiqqan bo‘lib, bu tushuncha ijtimoiy subyektni nishonga oluvchi matn orqali ijtimoiy diskredidatsiya qilish madaniy fenomenini anglatadi [4:128], deydi. Shuningdek, u ma’lum bir madaniy an’anada haqoratomuz yoki tajovuzkorlikni ifodalovchi, barqaror til qurilmasini bildiradi. Biroq, ingliz tiliga bu so‘z o‘zlashma bo‘lib, aslida invektiv so‘zining kelib chiqishi lotin va fransuz tillariga borib taqaladi. Kechki lotin tilida (Late Latin): invehere – hujum qilish tanqid qilish ma’nosini anglatadi, bu so‘zdan invectives (attacking–hujumkor, tanqidiy) shakllangan. Keyinchalik, fransuz tilida infectif, –ive suffiksi – tanqidiy, haqoratomuz shakllari paydo bo‘lgan. O‘rta ingliz tili (Middle English) da ushbu so‘z dastlab “inveigh” sifatida qo‘llanilgan. Keyinchalik (Late Middle English), invective – reviling, abusive ma’nosini olgan. Shundan so‘ng, Lotin tilidagi so‘z birikmasini “invectiva oratio – tanqidiy yoki haqoratomuz nutq” ishlatishni boshlagan [1]. Demak, invektiv leksika – bu haqoratomuz, tanqidiy yoki o‘ta salbiy mazmunni ifodalovchi tildan iborat. Ushbu so‘zlar odatda agressiv, tanqidiy yoki masxaralovchi konnotatsiyaga ega bo‘lib, og‘zaki nutqda kimgadir yoki biror narsaga nisbatan tahdid yoki kamsituvchi munosabatini bildirish uchun qo‘llaniladi. Jinoyat olamida esa, ushbu leksika madaniy-diskursiv fenomen sifatida ijtimoiy qiyosiy tahlilda ko‘plab milliy tillarning jinoyat jargonlari bilan o‘xshashliklarga ega. Masalan, ingliz tilida “argot”, “slang”, rus tilida “феня” va h.k.lar.

Kriminal invektiv leksikaga kelsak, bu jinoyat olami vakillari tomonidan qo‘llaniladigan, salbiy yoki haqoratomuz mazmunni ifodalovchi maxsus nutqiy birliklar to‘plamidir. Mazkur leksika madaniy va ijtimoiy jihatdan jinoyatchilik submadaniyatining ajralmas qismi bo‘lib, tilni yashirisn yoki kodlangan

kommunikatsiyasi sifatida namoyon bo‘ladi. U jinoyat olamining ichki normalarini, qoidalarini va ijtimoiy muhitni ifodalash uchun xizmat qiladi.

Yuqoridagi fenomenga nisbatan yana bir yondosh tushunchani ko‘rishimiz mumkin, u ham bo‘lsa ko‘pchilikka ma’lum bo‘lgan “vulgarizm” atamasidir. U ham lotin tilidan o‘zlashgan bo‘lib, vulgaris – “dag‘al va qo‘pol” [11:76] so‘z sifatida til tizimida madaniy, ijtimoiy yoki ahloqiy me’yorlarga zid bo‘lgan odobsiz yoki haqoratomuz leksik birliklar to‘plamidir. Vulgarizm odatda muloqotning norasmiy kontekstlarida nutqda hissiyotlarni ifodalash, norozilik bildirish yoki ijtimoiy chegaralarni buzish uchun qo‘llaniladi. Bu leksika turli madaniyatlarda axloqiy va sotsiokultural me’yorlar doirasida baholanadi.

Vulgarizm va invektiv leksika bir-biriga yaqin bo‘lishiga qaramay, ularning o‘ziga xos farqlari mavjud:

Xususiyatlar	***Vulgarizm***	***Invektiv leksika***
Semantik mazmuni	Odobsiz, madaniy va axloqiy me’yorlarga zid bo‘lgan, har doim ham haqoratni ifodalamaydigan dag‘al leksika	Aniq haqoratomuz ma’noga ega bo‘lgan, nutqiy agressiyani ifodalovchi, tinglovchini kamsitishga yo‘naltirilgan salbiy so‘z va iboralar
Qo‘llanish maqsadi	Odatda ekspressiv (hissiy) reaksiyalarni, salbiy emotsiyalarni yoki qattiq munosabatni ifodalash uchun ishlatiladi	Muloqotda nutqiy agressiyani ifodalash, tinglovchini tahqirlash yoki konflikt vaziyat hosil qilish uchun atayin qo‘llaniladi
Konnotatsiyasi	Qo‘pol, odobsiz, ammo ayrim hollarda neytral yoki hazil-kinoyaviy tusga ega	Keskin salbiy baholashga ega, madaniy yoki ijtimoiy noqulaylikni ifodalaydigan og‘ir ton
Konflikt diskursidagi ahamiyati	Konflikt vaziyatlarda qo‘llanilishi mumkin, ammo doim ham janjal yoki keskin vaziyatni kuchaytiruvchi asosiy omil emas	Odatda janjal yoki konflikt vaziyatini kuchaytirish, tinglovchini agressiv tarzda kamsitish yoki nizoli vaziyatni qo‘zg‘ashda asosiy vosita bo‘ladi
Milliy-madaniy xususiyati	Ko‘proq mahalliy yoki madaniy kontekstga bog‘liq bo‘lib, boshqa madaniyatlarda tushunilishi cheklangan	Xalqaro xususiyatga ega, turli madaniyatlarda bir xil konfliktiv va haqoratlovchi ta’sir uyg‘otishi mumkin

Anglashiladiki, vulgar leksika tilning stilistik qatlamini o‘rganishga qaratilib, semantik va stilistik tavofutlarni qamrab oladi. Invektiv leksika esa konfliktli diskurslar, jinoyat nutqi va ijtimoiy-madaniy diskreditatsiya yoki agressiyani ifodalovchi maxsus til birliklari sifatida qabul qilinadi. Tadqiqotda ta’kidlanganidek, har bir jinoiy elementning mustaqil ta’rifi, tushunchasi va qo‘llanilish doirasi mavjud.

Mazkur qatlamlarni, Tohir Malikning “Shaytanat” [9:480] qissasi hamda Mario Puzoning “Cho‘qintirgan ota” (The Godfather) [5:496] asarida aks etgan jinoyat olami so‘zlashuv nutqi va kriminalistik-invektiv substandart leksika orqali tahlil qilamiz. Bu leksika o‘zbek va ingliz jamiyatidagi jinoyatchilik submadaniyatining ba’zi elementlarini qamrab oladi.

“Shaytanat”da qo‘llanilgan vulgarizm va kriminal invektiv leksika: hezalak, hayvon, haromi, itvachcha, xunasa, suvarak, qanjiq, to‘ng‘iz, ablah, gazzanda, galvars, lattasan, ko‘zdan yoqot, yag‘ir, ovsar, g‘alamis, tirraqi, so‘tak, palid va h.k.

U o‘rnidan shart turib baqirdi:

— Yo‘qol, gazzanda! Men seni odam deb jinnixonadan chiqarib oldimmi hali! (Tohir Malik. Shaytanat. Qissa. 1 – kitob, 152)

Kontekstdagi gazzanda leksemasi pragmatik-semantik jihatdan vulgarizm emas, balki kriminal invektiv (haqoratlovchi) leksika sifatida namoyon bo‘ladi. Mazkur leksema odatda turli xil hasharot yoki zararli jonivor ma’nosini anglatsa-da, berilgan muloqot vaziyatida uning semantikasi kengayib, bezorilik qiluvchi, yaramas, zarar yetkazuvchi, bezovta qiluvchi shaxs kabi konnotativ salbiy ma’nolarga ega bo‘lgan haqoratli so‘z shakliga aylangan. Shuningdek, Yo‘qol gazzanda! shaklida ishlatilishi orqali bu leksema tinglovchini agressiv tarzda kamsitishga qaratilgan kriminal nutqiy aktning (konfliktiv-invektiv) asosiy elementi hisoblanadi. Qo‘llanilgan metafora jinoyat olamidagi nutqiy jarayonda odatda shaxslararo munosabatlar keskinlashgan, mojaroli diskurs sharoitida foydalanilgan va dialogning umumiy pragmatik ohangini jiddiy kuchaytirgan.

Buyruq berilishi bilan Chuvrindi: Balki ablahlik qilgandir, lekin dunyoda undan besh battar ablahlar yashab yurganida u ham tirik qolsa bo‘lardi», degan aniq bir to‘xtamga keldi. (Tohir Malik. Shaytanat. Qissa. 2 – kitob, 95)

Berilgan muloqot vaziyatida ablah so‘zi kuchli salbiy baho beruvchi haqorat sifatida qo‘llangan. Leksik ma’nosi jihatidan u xulq-atvori tuban, yaramas axloqli odam degan mazmunni anglatadi. Kontekstdagi personaj bu so‘z orqali adresatning axloqiy sifati past, ishonchsiz kishi ekanini ifodalayapti. Ablah hissiy-ekspressiv tonda aytilgan bo‘lib, mazmunan odobdan tashqari haqorat vazifasini bajaradi. So‘z odatda so‘kinish ohangida qo‘llanar ekan, bu holatda ham u vulgarizm sifatida xizmat qilayotganini ko‘ramiz. Vulgarizm – adabiy tilda qo‘llanmaydigan, qo‘pol va yoqimsiz ma’nodagi so‘z bo‘lib, keng jamoatchilikka tushunarli, ammo odob me’yorlariga zid ekspressiyani ifodalaydi. Ablah ham vulgarizm sifatida keng tarqalgan qo‘pol va yoqimsiz haqorat turi bo‘lib har kimga tushunarli haqoratomuz so‘z sanaladi. Kriminal invektiv leksika esa muayyan jinoyatchi submadaniyatga xos, tor doiradagi

argolarni qamrab oladi. Ablah so‘zi esa maxsus kriminal argo emas – u umumxalq tilidagi haqorat. Vulgarizm sifatida ablah odatiy nutqda qo‘llansa-da, jinoyatchilar ham undan foydalanishi mumkin, lekin u jinoyat olamiga xos maxsus atama emas.

Vulgarizm va kriminal invektiv leksika mazmunan tutashadi – ikkisi ham noadabiy (adabiy me’yordan tashqari) qatlamga mansub, qo‘pol ekspressiyani bildiruvchi haqoratli so‘zlardir. Har ikkala holatda ham bunday so‘zlar kommunikativ vaziyatda tajovuzkor munosabatni ifodalash, suhbatdoshni kamsitish yoki hissiy bosim o‘tkazish uchun ishlatiladi. Masalan, oddiy odam jahl ustida ablah deb so‘ksa, jinoyatchi ham xuddi shunday vaziyatda shu so‘zni aytishi mumkin – ya’ni konfliktli muloqotda, g‘azab yoki nafrat ifodasida, bu so‘z birday qo‘llanishi mumkin. Ikkala tur so‘zlar ham odob me’yoriga zid bo‘lgani uchun rasmiy-uslubiy nutqda ishlatilmaydi; faqat og‘zaki yoki badiiy nutqda personaj nutqini xoslashda uchraydi. Shuningdek, vulgarizm ham, kriminal haqorat ham keskin ekspressiv bo‘yoqqa ega – ular nutqda kuchli hissiyot uyg‘otadi va suhbatga qo‘pol, ehtirosli ohang beradi.

“Cho‘qintirgan ota”da qo‘llanilgan vulgarizm va kriminal invektiv leksika: fucking sonofabitch – haqorat, o‘ta qo‘pol so‘zlashuv shakli, screw – zo‘ravonlik yoki aldashni ifodalovchi qo‘pol va vulgar shakldagi fe’l, balls – jasorat yoki qo‘pol tarzda kuch-qudratni ifodalovchi og‘zaki vulgarizm, guinea – haqoratli atama, bastard – ablah, tuban odam, son of a bitch – tahqirlash uchun ishlatiladi, bitch – ayolga qaratilgan haqorat, strunz – axlat, tuban odam, dago – kamsituvchi so‘z, greaseball/greaser – yog‘ bosgan, iflos, crap – yolg‘on gap va h.k.

Roman qahramonlari odob normalaridan chetga chiqqan qo‘pol so‘zlarni tez-tez qo‘llashadi. Masalan, Sonni Korleone Federal agentlarga nisbatan g‘azabini Those lousy bastards, they don’t respect anything degan so‘zlar bilan ifodalaydi. Jumladagi bastard so‘zi ingliz tilida asli nikohsiz tug‘ilgan bola degan ma’noni anglatsa-da, mazkur kontekstda u haqoratomuz vulgarizm (dag‘al so‘z) sifatida qo‘llangan. Bastard so‘zining denotativ ma’nosi – haromi, otasiz tug‘ilgan bola. Biroq, konnotativ ma’nosi va nutqdagi funksiyasi keskin salbiy: u kishini haqoratlash, kamsitish uchun ishlatiladi. Sonni ushbu so‘z orqali federal agentlarni kamsitib, ularga nisbatan nafratini oshkora bildiradi. Boshqa bir misolda, Korleone oilasi raqiblari o‘z dushmaniga “Sitsiliyacha xabar” yuborishadi: The fish means that Luca Brasi is sleeping on the bottom of the ocean, ya’ni to‘g‘ri ma’noda baliq o‘ralgan paket Luka Brazining dengiz tubida “uxlayotganini” bildiradi. Qo‘llanilgan metaforik-majoziy ifoda oddiy tasvir bo‘lib ko‘rinsa-da, jinoyatchilar submadaniyatida o‘ta tahdidli ma’noga ega: Luca Brasi sleeps with the fishes iborasi uni o‘ldirib, jasadi suvga tashlanganini anglatadi. Bu – jinoiy invektiv leksikaga oid ibora, ya’ni mafiyozlar o‘zaro muloqotda ishlatadigan, boshqa birovni qo‘rqitish yoki kamsitish maqsadidagi maxsus argot ifodadir.

XULOSA

Argo, vulgarizm va invektiv leksika – substandart qatlamning til madaniyati me'yorlaridan chekinuvchi turli shakllari bo'lib, ularning har biri o'zining xos struktur-semantik va funksional-pragmatik xususiyatlariga ega. Argo o'ziga xos yopiq guruh tilidir va aynan guruh ichidagi aloqa jarayonini begona odamlardan yashirishga xizmat qiladi. Vulgarizm esa ijtimoiy etik va axloqiy me'yorlarga zid bo'lgan, tilning qo'pol va odobsiz, hissiy ekspressiv qatlamini ifodalaydi hamda asosan salbiy hissiy munosabatlarni ifodalash uchun qo'llanadi. Kriminal invektiv leksika esa tinglovchini haqoratlash va agressiv munosabat orqali ruhiy bosim ostiga olishga xizmat qiluvchi, keskin salbiy ekspressiv pragmatik yuklamaga ega bo'lgan nutq birliklaridir. Mazkur uch substandart birliklar guruhi bir-biridan til qatlamiga tegishliligi, kontekstual funksional yuki va qo'llanilish doirasi jihatdan keskin farqlanadi, lekin umumiy holda barchasi standart tildan chekingan holda nutqiy ifoda kuchini oshirish vositasi sifatida qo'llanadi.

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LINGUISTIC AND NON-LINGUISTIC FACTORS OF UNIVERSAL VALUES

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In any language, the process of terminology formation is carried out primarily on the basis of its own vocabulary, that is, the national vocabulary of that language. Therefore, terms are formed from words and roots that already exist in the language. In this regard, among the terms there are various types of constructions characteristic of a given language: root words, derived words, complex words, phrases, etc.

Academician O. Aitbayev in his work "Kazakh sozi" dwells in detail on the problem of the methods of terminology formation in the Kazakh language: "First of all, there are several ways to create new terms that have developed in languages, especially in Turkic: semantic, morphological, syntactic approaches, as well as the method of calculus. All the mentioned approaches basically come from two different sources. One of them is the use of words already existing in the language as terms, the other is the creation of new terms using the word—formation capabilities of the Kazakh language" [1,17].

The field of terminology, which conveys the functioning and sequence of scientific concepts through linguistic units, is one of the most dynamic parts of the modern vocabulary of any language. Currently, there are undoubtedly conditions under which knowledge becomes the basis for the formation of new terms, regardless of the branch of science.

In terminology, consistency is interpreted as a natural relationship between different systems, which is reflected in the paradigmatic relationships between units of the same terminological field. When a term is removed from the system, it turns into an ordinary word, since "the term cannot exist by itself, it makes up one syllable in the system of scientific concepts" [2, 45]. Thus, the concept of consistency can be interpreted in different ways. However, if we consider terminology as a system, then it is based on natural connections between different vocabulary systems.

The terminological field of the Oil and Gas Industry in the Kazakh language consists of a number of elements that are systematically related to each other and mutually interpret each other. The terminological field "Oil and Gas" includes a terminological system, a terminological series, and individual terms that are interrelated. The definition of the oil and gas terminological field is based on the syntagmatic and paradigmatic relations of terms. Paradigmatic relations form the outline of the content of the terminological field. A terminological field is a collection of lexical units, as well as word—forming morphemes and formal syntactic structures that provide important syntagmatic connections between lexical units [3, 36].

The main expression of the terminological field of the oil and gas industry is to reflect the level of knowledge of a person in this field. This terminological field is in

the process of formation and change, as its development is closely related to the development of the branch of science itself. Oil and gas terminology as a naming system develops as a result of purposeful human activity and is formed in parallel with the development of the economy. "The system of scientific concepts of any science is not permanent, it changes and transforms in accordance with the development of this field of science" [4, 106-109]. Accordingly, the oil and gas terminological field of the Kazakh language includes a vocabulary reflecting new changes at the lexico-semantic level, which requires study from a linguistic point of view. The terminological field under consideration allows us to reveal the specifics of oil and gas terms. A new term in this field also inherits these structural and semantic features.

When considering the oil and gas terminological field, such a systemic characteristic as entropy is taken into account, that is, the internal disorder of the system, which increases over time [5, 29].

The comparison of one word with another that is close in meaning is used to interpret the characteristics of words.

To denote a group of words belonging to the same domain and to determine the corresponding meanings of these words, the German scientist I. Trier introduced the concept of a semantic field. Here are examples of semantic fields: the field of time, the field of animal husbandry, the field of related names, the field of names of flowers, the field of names of movement, etc. Words in the semantic field are related to each other through semantic relationships. Determining the types of relationships between words within a specific semantic field is one of the main problems of lexical semantics. Semantics as a linguistic phenomenon is considered one of the topical issues of theoretical and practical lexicology.

The term is not only a keeper of social experience and memory (the strongest source of professional information), but also a phenomenon of semantic riddles of words. Consideration of the semantic process is an important component of the study of terminological vocabulary. Semantic analysis allows for a deeper understanding of the content of terms, their interaction and relationships in lexico-semantic groups.

The study of the semantics of a term differs from the consideration of the semantics of a word in that, firstly, its main object of research is the correspondence of terms and concepts equivalent to them. Terminological semantics differs in that it is a closed-type semantics.

The terminological system is becoming the subject of study by many Russian scientists and represents an interconnected set of concepts related to a particular field at the level of linguistics. It is formed under the influence of a common literary language, where the term is a member of a lexical system that performs a special function. Any terminological system is perceived as part of a broader system and obeys the laws of its functioning. In addition, each terminological system has its own characteristic linguistic, structural and semantic features.

The oil and gas terminological system is a complex entity that includes features of various interrelated scientific and professional concepts of the market language at the level of linguistics. The terminological system is also the main element of the oil and gas field, that is, it is considered part of the system (as a whole). Consequently, when mastering the terminological system, a characteristic juxtaposition (linguistic and logical) of terminological systems of various branches of science is revealed. "It

should be borne in mind here that while maintaining a certain continuity of different periods of the language's history, their vocabulary and terminology systems that are sensitive to external influences are constantly being updated" [6, 25]. The oil and gas industry system is also one of these systems, as its vocabulary has undergone major changes, especially at the beginning of the 21st century. The immediate growth of terminological units in volume "covers a large terminological range of linguistic science, but these newly added terms go beyond linguistic research, since most of them are not included in the main reference books and explanatory dictionaries, but are presented only in terminological dictionaries and reference books related to one specific field" [7, 147]. Therefore, the language of this field needs to be studied, as it contains a lot of research material.

Today's system of terms in the oil and gas industry is characterized by an internally organized set of interrelated and interdependent units, the specifics of which are manifested in the structural and semantic organization and ways of its creation. The term mysticism of the oil and gas industry as an active part of the vocabulary of the literary language corresponds to the level of development of society. Therefore, when considering it, a special chronological order must be observed. Language is not a closed system at a synchronous level. It retains multifaceted connections and dependencies, and although the constitutional units of language in many cases function as elements of large or small systems, its structure remains dynamic.

According to scientists, "the strict principle of the integrity of one period in synchrony has never been respected and could not be preserved ..." [8, 3]. These studies analyze the oil and gas terminology of the 90s - early 21st century. This period was characterized by the emergence of a new industry language and new concepts, which, in turn, led to an increasing need for new names. All this led to a "terminological explosion" in the language, that is, new terms, terminological fields and terminological systems began to appear en masse, which required significant changes in existing systems.

Combining the terms of the oil and gas industry into one object of research is explained by the fact that the elements of the terminology under study are represented by terminological units that are structurally interconnected and identified from the communicative side. Similarly, terms have common logical, structural, and semantic features, such as the conceptual side of the semantics of terms, the word formation of terms, and the derivatology of terms that capture semantic connections that affect the formation of terminological systems and their relationships.

The process of adopting terminological units from other languages also involves the transfer of rules from one language to another. In combination with the vocabulary of the "oil and gas" terminological field in both languages, a single terminological fund is created, where the structural and semantic characteristics of terminological units are monitored.

From the terms in the Kazakh language, the thematic concepts and the origin of which confirm the sequence of semantic relations between terminological units, the following terminological territory has emerged: «мұнай өңдеу» (oil refining), «мұнай химиясы» (petrochemistry), «мұнай өндіру өндірісі» (oil product production), «жобалау» (engineering design).

For instance, мұнай (oil): мұнай шоғыры (oil deposit); мұнайдың көрінуі (manifestation of oil), etc. "Among the terms in the terminology zone «oil refining» there is a volumetric block denoting “drilling” and “ well”: бұрғылау (drilling), құрымдылық бұрғылау (structural drilling); бұрғылау жылдамдығы (drilling speed), etc. You can see several terms derived from the word «well» : қисайған ұңғыма (inclined well), іздеу ұңғымасы (exploratory well), игерімді ұңғыма (developed well), жабық ұңғыма (closed well), барлаулық ұңғыма (exploration well), апаттық ұңғыма (emergency well), сарқылған ұңғыма (depleted well), жиектеу ұңғыма (fringing well), өнімді ұңғыма (productive well), тоғытулы ұңғыма (live well), геофизикалық ұңғыма (geophysical well), өнімсіз ұңғыма (unproductive well), суланған ұңғыма (irrigated well), ұңғыма тығындауы (well plug), ұңғыма сағасы (wellhead), ұңғыма оқпаны (borehole), ұңғыма жіңішкерні (well fineness), ұңғыма тереңдігі (well depth), ұңғыма өнімділігі. (well productivity).

The same methods of word formation are used in the construction of terms and the creation of new words. However, in the construction of the term, unlike the word, "terminological nomination requires full disclosure of the content." That is, the definition of the concept should be included in the word-formation act of the newly emerged term, because without definition, without defining the boundaries of the content of this concept, the term cannot be called full-fledged [1, 94].

The international vocabulary "oil development", "gas development", "petrochemistry", "oil refining" is becoming common to English and Kazakh languages. At this level of language development, many potential opportunities associated with the peculiarities of the structure of the literary word as a whole are realized in the formation of the term. On the one hand, there is an expansion of meanings (metaphorization), in some cases there is a semantic development (conversion, semantic compression). The system of constructing a general term is a complex organism consisting of formal components (methods of terminology and term-forming structures), manifested in the functioning of the language of science and technology [9, 30]

With the introduction of terms from another language or from an international terminological base, the emergence of new terminological units in the oil and gas industry is also carried out using the semantic method. For example, the appearance of names of tools and equipment in the Kazakh language, as well as some mechanisms, was influenced by the introduction of certain tools, such as an anode eyelet, a drilling sleeve, etc. Along with the increase in the number of word-terms, the semantics of some groups of words is developing in opposite directions, i.e. the general meaning is increasing, and the specific specific features of the old terms are decreasing: ladder – ladder, handrails, slides, trays.

The terminology of the oil and gas industry consists of interrelated and interdependent units, the specifics of which are manifested in their structural and semantic organization and methods of creation. The process of borrowing terminological units from other languages involves transferring rules from one language to another. In combination with the vocabulary of the terminological field "oil and gas" of the two languages, a single terminological fund is created, in which the structural and semantic characteristics of the terminological units are traced.

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QAZIRGI QAZAQ TILI LEKSIKASYNYŃ NEGIZGI ARNALARY

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Qoǵam ómirinde bolyp jatqan jańalyqtar men ózgerister tilge áser etip otyrady. Ásirese onyń leksıkasy ózgeriske neǵurlym beıim, ásire sezimtal keledi. Sózdiń ishki semantıkalyq baılanysy onyń maǵynasy men uǵymynyń araqatynasynan kórinedi.

Tilimizdegi sózderdiń eń úlken toby zattar men qubylystardy, olardyń negizgi qasıetin bildiretin tolyq maǵynaly, derbes sózder bolyp keledi. Leksıkalyq maǵynaǵa ıe bolatyn negizinen osy sózder. Gramatıkalyq turǵydan alǵanda olarǵa zat esim, syn esim, san esim, esimdik, etistik, ústeý sózder jatady. Bulardyń eń mańyzdy qasıeti – zattar men qubylystardy, is-áreketi, olardyń belgilerin atap bildiretindiginde. Sondyqtan bular leksıkologıada qarastyrylady. Al shylaý, odaǵaı, kómekshi sózder, modál sózder shyndyq bolmystaǵy zat, qubylystarǵa tikeleı qatysty bolmaǵandyqtan, olar ádette leksıkologıada emes, gramatıkada zertteledi.

Sóz maǵynasy zat, qubylys, áreket jaıynda túsinik, uǵym paıda bolǵannan keıin qalyptasady. Eger belgili bir zat týraly uǵymymyz bolmasa, onyń maǵynasyn da bilmeımiz. Uǵym bar jerde maǵyna bar. Demek, uǵymnyń bolýy sóz maǵynasynyń eń mańyzdy sharty bolyp tabylady. Biraq sóz maǵynasynyń qalyptasýyna uǵymnan basqa da sebep bolatyn jaıttar bar. Sóz maǵynasy zattyq-logıkalyq uǵymnan basqa aıtýshynyń aqıqat dúnıege kózqarasyn, ár túrli kóńil-kúıin, sezimin jáne sózdiń gramatıkalyq sıpatyn da bildire alady.

Qazirgi qazaq tiliniń sózdik qory qazaq halqynyń tarıhymen qatar damyp qalyptasqan. Sondyqtan da sózderdiń paıda bolýy ártúrli sebepke jáne tarıhqa baılanysty, til-tildiń ózine tán tól leksıkasy jáne gramatıkalyq qurylysy bolady. Biraq onymen shektelip qalatyn til joq. Halyqtar qashan da tuıyq ómir súrmeıdi, ózge halyqtarmen ekonomıkalyq, saıası, mádenı baılanysta bolady. Al bul qatynas tilge áserin tıgizip otyrady. Sonyń ishinde tez qabyldanatyn, tez ózgeriske enetin leksıka bolady. Qazaq halqy da ár dáýirde ártúrli halyqtarmen baılanysta bolyp, sózdik quramyn baıytyp otyrǵan.

Tildegi sózderdiń tutas jıyntyǵy sózdik quram nemese leksıka dep atalady. Sózdik quram belgili bir halyqtyń turmys jaǵdaıyn, kúnkóris-tirshiligin, kásibin túgel qamtyp kórsetedi. Belgili bir halyqtyń qoǵamdyq, sharýashylyq, mádenı turmysy neǵurlym kúrdeli bolsa, soǵurlym sol tildiń sózdik quramy da baı bolady degen sóz. Óıtkeni qazaq tiliniń leksıkalyq quramynda ǵasyrlar boıy saqtalyp kele jatqan baıyrǵy sózder de, kirme sózder de, keıin paıda bolǵan neologızmder men termın sózder de, ádebı sózder men aýyzeki tilge tán qarapaıym sózder de, dıalektızmder men kásibı sózder de, qysqasy, tilimizdegi barlyq sózder kiredi. Osynshama mol sózdiń qoldanylý jıiligi, qalyptasý tarıhy, atqaratyn qyzmeti de birdeı emes. Soǵan baılanysty sózdik

quram óz ishinen birneshe topqa bólinedi. Sózdik quramdaǵy sózder qoldanýjıiligine qaraı aktıv jáne pasıv sózder bolyp eki salaǵa bólinedi [1].

Kúndelikti áleýmettik qajettiligi mol, qarym-qatynas jasaýǵa jii qoldanylatyn baıyrǵy sózder, olardan órbigen týyndy sózder men sóz tirkesteri, kóp maǵynada jumsalatyn sózder – polısemıa, omonımder, sınonımder, antonımder, maqaldar men mátelder quramyndaǵy leksıka, kirme sózder men termınder jáne neologızmderdiń tilge ábden sińisip ketken túrleri, t.b. tildiń aktıv leksıkasyna jatady. Mundaılar qarym-qatynas jasaý, pikir alysý, ózara túsinisýdiń kúndelikti quraldary retinde til stılderiniń báriniń de derlik quramynda jáne sóıleýdiń aýyzeki de, jazbasha da túrlerinde jii kezdesedi.

Sóıleý prosesinde sırek qoldanylatyn sózder pasıv leksıka qataryna jatqyzylady. Pasıv leksıka sózderi jurtshylyqtyń bárine birdeı túsinikti bola bermeýi de múmkin; keıde ǵylym men tehnıkanyń arnaýly bir salasyna ǵana tán bolýy yqtımal; keıde belgili bir áleýmettik top, mamandyq, kásip ıeleri arasynda ǵana, keıde belgili bir aımaq turǵyndarynyń tilinde ǵana ushyrasýy múmkin. Máselen, jańadan paıda bolǵan kezdegi neologızmder jáne arhaızmder men tarıhı sózder, dıalektızmder, professıonalızmder, varvarızmder, argolar, ár túrli jargondar men pıdjınder, kreoldar leksıka t.b. tildiń pasıv leksıkasyna kiredi. Biraq kóp jaǵdaıda mynaý – tildiń aktıv leksıkasy, mynaý – pasıv leksıkasy dep, ekeýiniń shekarasyn dál aıqyndap, qolmen qoıǵandaı aıta qoıý qıyn [2].

Sózderdiń aktıv jáne pasıv qabattarǵa bólinýinde belgili bir dárejede sharttylyq bar. Bir zamanda aktıv qoldanylǵan sózderdiń birqatary kelesi bir zamanda pasıv qabatqa aýysýy yqtımal. Mysaly, jaýgershilik zamanda jii qoldanylǵan atoı salý, qoramsaq, adyrna, kireýke, saýyt, dýlyǵa, sherik, qol, t. b. sózder sol kezdegi leksıkanyń aktıv qabatynda boldy. Áleýmettik qurylysqa baılanysty han, hanzada, aqsúıek, tóleńgit, jataq, bolys, júzbasy, qarashyǵyn, barymta, shabarman, t.b. sózder XVIII-XIX ǵasyrlardaǵy leksıkada jii qoldanylǵan sózder. Biraq bulardyń bári de qazirgi qazaq leksıkasynyń pasıv qabatyndaǵy sózder bolyp tabylady. Bul kezde halyq tilinde aktıv qoldanylǵan aı, jyl attaryn (naýryz, kókek, maýsym, tyshqan, qoı, jylqy, t.b.) Keńes ókimeti jyldarynda halyqtyń kópshiligi qoldanbaıtyn bul sıaqty sózder qaıtadan leksıkanyń aktıv qabattaryna aýysty.

Til-tilderdegi sózderdiń tabıǵaty men túrli qasıetteriniń sáıkes kele bermeıtindigi keı ǵalymdarymyzdyń jalpy sózge tıanaqty anyqtama berýge bolmaıdy degen qorytyndyǵa kelýine sebepshi bolǵan Keńes ókimeti jyldarynda qazaq tiliniń sózdik quramynda mynadaı basty ózgerister boldy.

1. Qazaq tiliniń leksıkasy qanshama jańa sózdermen tolyǵyp baıydy. Bular óndiris, aýyl sharýashylyǵy, tehnıka men ǵylym salalaryndaǵy jańalyqtarmen baılanysty edi. Sonyń nátıjesinde qazaq leksıkasynda neologızmder, termınologıa salalary paıda boldy.

2. Eski salt-sana, ádet-ǵurypqa qatysty, kóne qurylys júıesine baılanysty birqydyrý sózder kúndelikti qoldanystan shyǵyp qaldy. Olar pasıv sózge aınaldy.

3. Sózdik quramdaǵy birqydyrý sózderdiń maǵynalary túrli ózgeriske ushyrady:

a) kóptegen sózder burynǵy maǵynasynyń ústine jańadan ústeme maǵyna qosyp, kóp maǵynaly bolyp qalyptasty. Máselen, tap degen sóz revolúsıadan buryn el, rý, ata (tek) uǵymynda ǵana jumsalatyn edi. Bul sózdiń burynǵy tar maǵynasy keńeıip, orystyń klass degen termın sóziniń qazaqsha balamasy bolýmen birge, til bilimindegi

sóz taby degen termındi jasaýǵa negiz boldy. Sonymen tap degen sóz aktıv kóp maǵynaly sózge aınalyp ketti.

á) Buryńǵy maǵynasynan qol úzip, basqadaı maǵynaǵa ıe bolǵan sózder de kezdesedi. Máselen, buryn uran degen sóz el men rý, rý men rý jaýlasqanda, at jarystyryp, balýan kúrestirgende ata-babasynyń arýaǵyn shaqyryp rýhtandyrýdy bildirgen sóz bolsa, keıin qoǵamdyq máni bar úndeý, shaqyrý degendi bildiretin boldy [3, 110]. Sóıtip, bir dáýirdegi jańa sóz kónege, kónesi jańaǵa, az maǵynaly sóz kóp maǵynalyǵa, aktıv pasıvke, pasıv sóz aktıvke, beıneli sóz qarapaıym sózge, jaı sóz beınelige aýysyp otyrý zańdylyǵy tildiń sózdik quramyna tán nárse. Bular úzdiksiz damyp, únemi tolyǵyp ózgerýmen bolady.

Til men din egiz uǵymdar. Dını leksıka qazaq tilinen tys ómir súrmek emes. Dını leksıka qazaq tiliniń sózdik qorynyń bólinbes quramdas bóligi bolyp tabylady. Qazaq tilindegi dını leksıkalar etnomádenıetke dendep engeni sonshalyqty olardy qazaq turmysynan bólip qarastyrýdyń ózi ábestik bolar edi. Qazaq mádenıetin ıslam dininsiz kózge elestetýdiń ózi qıyn. Arab jazýy qazaq mádenıetiniń damýyna úlken úles qosty. V. Bartold: "Arabskıı ıazyk, kak ıazyk ıslama ı ıazyk kúltýry, okazavshei nesomnennoe vlıanıe n kúltýrý zapadnoı Evropy, vsegda prıvlekal k sebe nebolshee chıslo ıssledovatelei sredı evropeıskıh orentalıstov; naýchnye ýspehı dostıgnýtye etogo otraslú znanıa, znachıtelno prevoshodát ýspehı drýgıh otraslei vostokovedenıa" – deıdi [3,154].

Qorqyt ata VIII-IH ǵ. ómir súrgenmen, shyǵarmalary bertin jaryqqa shyqty. Sondyqtan da shyǵarmalarynda oǵyz-qypshaq eliniń salty men turmysy keńinen kórinedi. Qorqyt ata shyǵarmasy ıslam dini dáýirine dóp kelgen soń musylman qaǵıdalary, dını leksıkalar ushyrasady. Temir dosy, din tutqasy Muhammed kórikti, Muhamedtiń oń jaǵynda namaz oqyǵanda Ábýbákir - Syddyq kórikti, "Iasın" aıaty kórikti, paıǵambarlar, quran, qutba namazy, azan t.b. [4,13-14].

Mahmut Qashqarı sózdiginde kóne túrik zattyq jáne rýhanı mádenıet sózderi óte kóp: at, oq, ýn, alb, ot, ır, on, atyz, ókýz, ydysh, ýrýǵ, ochaq, azýq, átýk, ichýk, órýk, ýzým, erkák taqǵý, arqar, orǵaq, altýn, ýlar, arpa, ýǵýrshyq, qyn, qanat, qylych, kómách, qobýz, qymyz, qamysh, kýmýsh, qoryǵ, balyq, bilik, tázák, tóshák, tishák, kórýk, kólýk, kelin, lachyn, qatýn, týshaq, ýlan, kógán, qamchy, kákrá, tamǵa, qarǵa, kátmán, qalqan, býzaǵý, qysǵach, baldyz, sývlyq, t.b. [5].

Ahmed Iassaýı shyǵarmasynda: óner, bilim, oı, aqyl, abyroı, baqyt, ýaqyt, jut, shyraq, jaryq, ádeptilik, qul, qyzmet, nur, qurmet, dástúr, bısmılloh, hıkmat, daftarı, ǵarıb, faqır, dargohıǵa, ǵarıblaryn, Madınaǵa Rasýl, mehnat, qýon, namoz, qazo, mýhabbatnı, shaıton, ımon, nafsım, maktab, sýnnat, kofır, nýrǵa, rýh, jıbrıl, haftým, alast, arvoh, zıkr, ollah, bobom, sharob, tovba, azozıl, ılliıýn, ınshoalloh, labbaık, mýl, ýqbo, olam, orıf, arsh, azob, jamol, chorter, chıltan, darvesh, dın, adab, ıbodat, ıkkı nýr, karomat, mehmon, mehroj, nafs, zıkr, mýrshıd, nolmýs, sýfıı sofylyq baǵyttaǵy ıslam dını leksıkalary men rýhanı mádenıet leksıkalary ushyrasady [6,254].

Ahmet Iúgineki eńbeginde: duǵa, kitap, dúnıe, jomart, tili, zıaly, sarań, tákáparlyq, shapaǵat t.b. [7].

Súleımen Baqyrǵanı eńbeginde: qudaı, qulshylyq, tozaq, Alla, kúná, astaǵfıralla, dáret, mıhnat, ǵıbadat, ıman, qulshylyq, zikir, sharıǵat, sofylyq, paryz, oraza, nápsi, shapaǵat, musylman, áýlıe, ýajıb, súndet kóbine dını leksıka kezdesedi [8].

Islam dinin qabyldaǵan qazaqtar musylmandyq ádet-saltqa, turmysqa baılanysty kúndelikti ómirdegi zattyq jáne rýhanı mádenıetke qatysty sózderdi de qabyldady, biraq ol sózder óziniń ata-babasynyń tilinen alshaq ketken joq.

Tildiń sózdik quramynyń tolyǵyp kemeldenýi bir ǵana óziniń ishki múmkinshilikteri arqyly bolyp qoımaıdy. Sonymen qatar ózinde joq sózdi ózge tilderden aýysyp alý arqyly da til óziniń sózdik quramyn baıytyp, jetildirip otyrady. Qazaq halqynyń basynan keshken uzaq damý tarıhynda birsypyra eldermen aralasyp, ár kezeńde túrli qarym-qatynastar jasaǵandyǵy málim. Osyndaı uzaq aýys-túıis mol baılanystan keıin qazaq tiliniń sózdik quramynda qyrýar shetel tilinen engen kirme sózder paıda boldy.

Qazaq tiliniń sózdik quramyndaǵy kirme sózder negizinen tórt halyqtyń tilinen engen: 1) arab tili, 2) parsy tili, 3) mońǵol tili, 4) orys tili [1,136]. Bularmen qosa tilimizge orys tili arqyly nemese ǵylym men tehnıkanyń damýyna baılanysty tikeleı engen Batys Evropa elderiniń tilderiniń sózderin de bir top retinde qarastyrýǵa bolady. Túrki tilderine arab, parsy tilderinen sóz aýysý prosesi qazaqtyń birtutas halyq tili qalyptasýdan kóp buryn, orta ǵasyrlardyń alǵashqy kezeńinen bastalady. Arab, parsy sózderi qazaq tilindegi kirme sózderdiń eń mol qoryn jasaıdy. Olar tulǵasy jaǵynan da, semantıkalyq toptary jaǵynan da, qazaq tilindegi ıgerilýi jaǵynan da ártúrli dárejede. Arab, parsy tilinen engen sózderdi negizinen úsh salaǵa toptastyrýǵa bolady:

1. ǵylym men mádenıetke, áleýmettik ómirge baılanysty: tarıh, ádebıet, mádenıet, hakim, tárbıe, tárjime, emtıhan, emle, ǵylym, pán, sálem, sapar, qazyna, ádet, álem, qabilet, qanaǵat, maǵlumat, nazar, májilis, mekeme, mektep, memleket, mansap, parasat, paqyr, buqara, saltanat, medrese, dıdar, bıshara, abroı, dushpan t.b.

2.Úı turmysy men sharýashylyqqa, saýdaǵa baılanysty: bás, jıhaz, paryq, qarajat, kire, sherik, aýqat, qasap, nesıe, sharap, baǵban, halva, dám, dúken, darbaza, dıhan, keme, maqta, mıý, zembil, saraı, qumyra t.b.

3.Dinge baılanysty: quran, ımam, meshit, múftı, qudiret, qurban, oraza, duǵa, azan, jáhánnam, jannat, ramazan, janaza, áýlıe, qajy, qaziret, qıamet, sharıǵat, aıt, tamyq, qutba, zikir, zeket, beıish, namaz t.b. [1,139].

Qazaq tiline bul sıaqty sózder tikeleı kelip enbegen, tájik, ózbek jáne tatar tilderi arqyly kelip sińisken. Sondyqtan bolsa kerek, zertteýshiler ózge túrki halyqtarynmen salystarǵanda arab-parsy sózderiniń san mólsheri qazaq tilinde edáýir az dep esepteıdi. Bul sózder bizge saýda, din arqyly, shyǵys halqynyń klasıkalyq ádebı muralary arqyly taraǵan. Sonymen qatar "kitabı tildiń" úlgisimen jazylǵan shyǵarmalar da arab-parsy tilderinen kelgen sózderdiń el arasynda tez tarap sińisýine, jalpyhalyqtyq sıpat alýyna úlken yqpal etken.

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THE ROLE OF COGNITIVE SCIENCE IN UNDERSTANDING IDIOMATIC EXPRESSIONS

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ANNOTATION

This article investigates the complex interplay between English idiomatic expressions, cultural context, and the acquisition of language. Idiomatic expressions function as linguistic portals into the subtleties of culture and cognitive structures. This study furnishes comprehension of the obstacles and methodologies pertinent to the pedagogy surrounding teaching and acquisition of idioms.

Keywords: idioms, English language, cognitive role, idiomatic expressions, translation.

INTRODUCTION

Value is a concept used to show the universal, social, moral, cultural and spiritual English idioms are crucial to the language, embodying its cultural and cognitive intricacies. These expressions often convey meanings beyond their literal sense, posing challenges for learners. For non-native speakers, idiom comprehension necessitates an understanding of cultural, cognitive, and contextual factors. This paper investigates the complex characteristics of English idioms, emphasizing cognitive frameworks, cultural significance, and teaching methodologies. The study aims to identify effective approaches for idiom instruction, enhancing language acquisition.

MAIN BODY

Cognitive frameworks underpin idioms, involving metaphorical and metonymic processes. These processes facilitate the connection of abstract ideas to relatable experiences. The idiom "to have a finger in every pie" exemplifies cognitive interaction between physical involvement and active engagement in various activities (Milkevich, 2024). The cognitive framework highlights perception, categorization, and memory in idiomatic understanding. Image schemas, including containment, balance, and motion, significantly influence the comprehension and application of idioms. For example, the containment schema is illustrated in "out of the loop," indicating exclusion from a group or context (Potapenko, 2020). Grasping these cognitive foundations is vital for learners to comprehend idiom usage and interpretation.

Idioms serve as cultural artifacts, embodying the values, traditions, and historical narratives of a language community. English idioms often reflect geographical and historical contexts specific to English-speaking societies. The idiom "to spill the beans," rooted in ancient voting customs, exemplifies how idioms encapsulate cultural history. Comparative analyses reveal notable differences in

idiomatic expressions across languages, presenting challenges for learners. For instance, English idioms frequently draw from maritime or industrial contexts, while Chinese idioms are often based on classical literature and Confucian ideals ("The Comparative Study of Culture Differences on Chinese and English Idioms," 2023). Recognizing these cultural aspects is crucial for learners to understand idiomatic nuances and communicate effectively in varied contexts.

Effective teaching of English idioms necessitates strategies that address their cognitive and cultural intricacies. Techniques such as translation and conceptual integration have shown efficacy in bridging learners' native languages with English. For example, contrasting idioms with analogous meanings across languages can reveal shared and divergent conceptual metaphors, enhancing understanding (Shang, 2024).

Additionally, the integration of multimedia resources enhances learner engagement and comprehension. Research demonstrates that exposure to idioms in authentic contexts boosts learners' confidence and conversational abilities (Al-Hamdun & Mozari, 2024). Nevertheless, some educators propose rote memorization as a complementary method. While effective for short-term recall, this approach may neglect the deeper connections essential for idiom comprehension and usage. Contextualized learning, utilizing storytelling or real-life situations, is another effective strategy. For instance, learners can engage in role-playing scenarios to practice idioms like "breaking the ice" or "burning the midnight oil." Such immersive techniques enhance retention and facilitate appropriate idiom application across various contexts. Moreover, interactive tools such as idiom-themed games or digital applications offer engaging reinforcement methods that accommodate diverse learning styles.

The study posits that idiomatic meanings are complex cognitive constructs formed by the interplay of source and target concepts. These interactions, rooted in metaphor and metonymy, provide a richer understanding of idioms. In contrast to traditional views that regard idioms as structurally unmotivated, the cognitive perspective emphasizes their inherent motivations based on mental processes. For instance, the idiom "to have a finger in every pie" illustrates this complexity through its connections among FINGER, PIE, and EVERY, linked to INVOLVEMENT and ACTIVITIES. Additionally, empirical knowledge is crucial for idiomatic interpretation as cultural understanding aids in decoding expressions. Detailed examinations of idioms like "to have a finger in every pie" and "to keep one's nose clean" uncover the metaphorical and metonymic structures that inform their meanings. The latter idiom ties KEEP, NOSE, and CLEAN to concepts such as TO BEHAVE WELL and TO AVOID TROUBLE, highlighting the relationship between cognitive elements and societal behaviors. This research emphasizes that idioms transcend mere linguistic shortcuts; they encapsulate cognitive processes reflecting our cultural norms and perceptions. Analyzing idioms through a cognitive framework enriches our understanding of their structure and function, enhancing language usage and comprehension.

CONCLUSION

The examination of English idioms illustrates their significant ties to culture and cognition, emphasizing the difficulties they present for learners. This paper advocates for a comprehensive methodology in idiom instruction by exploring cognitive

frameworks, cultural significance, and teaching strategies. Instructional techniques should amalgamate cognitive perspectives, cultural settings, and real-world learning experiences to bolster learners' skills and assurance. Ultimately, grasping idioms transcends mere linguistic tasks, serving as a gateway to understanding the cultural and cognitive depth of the English language. Idioms embody intricate cognitive processes through metaphorical and metonymic mappings, as well as cultural narratives reflecting societal values, history, and shared experiences. For instance, analyzing idioms like "to have a finger in every pie" and "to keep one's nose clean" exemplifies how abstract ideas are grounded in concrete experiences, enhancing their significance and application.

From a cognitive standpoint, idioms are profoundly influenced by perception, categorization, and memory, with image schemas and embodied experiences being crucial to their understanding. This cognitive lens challenges conventional perspectives, revealing the systematic frameworks that inform idiomatic meanings. Culturally, idioms serve as insights into the perspectives of a language community, underscoring variations among linguistic traditions and the necessity of contextual comprehension for effective communication.

From an educational perspective, this study emphasizes the importance of holistic teaching methodologies. Effective approaches encompass translation, conceptual integration, storytelling, and multimedia resources, collectively addressing the cognitive and cultural intricacies of idioms. While rote memorization may facilitate short-term recall, contextualized learning through role-play, real-life situations, and interactive methods promotes deeper comprehension and enduring retention.

Ultimately, this investigation reveals that idioms constitute more than mere linguistic embellishments; they are vital components of a language's cognitive and cultural essence. Their exploration enhances our understanding of the relationship between thought, culture, and communication, providing valuable insights for learners and educators alike. By recognizing the cognitive and cultural aspects of idioms, language teaching can be evolved into a more meaningful and effective endeavor, equipping learners to adeptly navigate the subtleties of idiomatic expressions across various linguistic and cultural frameworks.

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TILSHUNOSLIKNING RIVOJLANISHI VA TIL BILAN NUTQ ORASIDAGI DIALEKTIK MUNOSABAT

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ANNOTATSIYA

Ushbu maqolada tilshunoslikning tarixiy rivojlanish bosqichlari, til elementlari, tilning insonlar uchun xizmat qilishi, til bilan nutq orasidagi dialektik munosabat, til elementlarining me'yorlashish jarayonida eskilik bilan yangilik o'rtasida kurash, tilning lug'at tarkibi va fonemalar sistemasi va hodisalarning mustahkamlashuvi hamda til o'ziga xos strukturaga ega bo'lgan tizim ekanligi haqida ma'lumot berilgan.

Kalit so'zlar: Tilshunoslik, leksika, grammatika, til va nutq, nutq madaniyati, adabiy til, o'zbek tili, ijtimoiy-falsafiy va estetik dunyoqarash

Tilshunoslik fani – lingvistika hozirgi darajaga yetgunicha uzoq tarixiy rivojlanish yo'lini bosib o'tdi. Uning yaratilishida o'tmishda yashagan va ijod etgan juda ko'p mutafakkirlarning ishtiroki bor. Ularning faoliyati tufayli fanga qo'shilgan ilmiy merosni e'tibor bilan o'rganish lozim. Tilshunoslik fani bosib o'tgan uzoq yo'lni ilmiy asosda yoritib berish uchun bu yo'lni qadimgi asrlarda , O'rta asrlarda va yangi asrlarda tilshunoslik kabi tarixiy - xronologik davlarga bo'lish mumkin. Tilshunoslikning tarixiy rivojlanish bosqichlari qanday prinzipda nomlanmasin, ularning vaqt jihatidan oldin yuzaga kelganlari keyingilari uchun zamin tayyorladi, dastlabki manba vazifasini o'tadi.

Kishilik jamiyati taraqqiyotining ma'lum davrida zaruriyat natijasida asta-sekin yozuv yaratilgan. Bizning davrimizda jahondagi xalqlar 220 xil yozuvdan foydalanadilar. Ana shu yozuvlardan juda keng tarqalgani lotin alifbosi asosidagi yozuvlardir. Jahondagi xalqlarning 30 % dan ziyodi lotin yozuvida yozadilar. Xalqimizning dunyo fani va madaniyatida, binobarin, til va nutq madaniyatida tutgan o'rni, egallagan mavqeyi haqida so'z yuritganda bu xalqning necha ming yillar davomida foydalanib kelgan oromiy, yunon, karoshta, sug'd, xorazm, kushon, eftalit, pahlaviy, suriya, hind, urxun (runik), uyg'ur, arab, lotin, rus (kirillisa) yozuvlarini va yana lotin yozuvi asosidagi o'zbek alifbosiga o'tayotganligimizni eslash kifoya. Shunday ekan, o'zbek adabiy tilining shakllanishi, o'zbek xalqi asrlar davomida foydalanib kelgan yozuv madaniyatining takomili hamdir. Tilshunoslik nafaqat til o'qituvchilari va tarjimonlar uchun, balki psixologlar, sotsiologlar, antropologlar, kompyuter olimlari va sun'iy intellekt sohasidagi mutaxassislar uchun ham muhim fan hisoblanadi. Har bir yo'nalish alohida tadqiqot obyekti bo'lib, tilshunoslikning rivojlanishiga o'z hissasini qo'shadi.

O'rta Osiyolik olimlar o'z davri traditsiyasiga ko'ra ko'p tomonlama mutaxassis bo'lganlar. Ular tabiiy va aniq fanlar qatorida filologiya bilan ham shug'ullanganlar. Masalan, tibiiyot, meditsina va til ilimlari o'zaro uzviy bog'langaligidan,O'rta Osiyo va

Xurosanda yashab ijod etgan al Beruniy, al Roziy, Abu Mansur Buxoriy, Ibn Sino kabi ulug‘ kishilar ham tabib, ham botanik, ham tilshunos bo‘lganlar. Shuning uchun o‘rta asir Sharq olimlarini ensiklopedik olimlar deyish to‘g‘ri bo‘ladi.

O‘zbekiston Respublikasi birinchi Prezidenti I. A. Karimov ta’kidlaganidek, “Ma’lumki, o‘zlikni anglash, milliy ong va tafakkurning ifodasi , avlodlar o‘rtasidagi ruhiy- ma’naviy bog‘liqlik til orqali nomoyon bo‘ladi. Jamiki ezgu fazilatlar inson qalbiga, avvolo, ona allasi, ona tilining betakror jozibasi bilan singadi. Ona tili – bu millatning ruhidir.”[1, 52b]

"Til - millatning eng katta boyligi." Fitrat tilning millat uchun ahamiyatini, uni asrab-avaylash va rivojlantirish zarurligini uqtirgan. Abu Nasir Farobiy esa (IX-X asr) arab tilida birinchi marta “Fanlarning tasnifi” deb ataladigan ensiklopedik asar yaratganligi ma’lum.

X-XII asrlarda O‘rta Osiyoda madaniyat juda yuqori bosqichga ko‘tarildi. Jahonning bu davrdagi mashhur matematiklari, astronomlari, faylasuflari, tarixshunoslari, shifokorlargina emas, balki filologlari ham O‘rta Osiyodan chiqqan. O‘rta Osiyoning asosiy aholisi bo‘lgan turkiy va eroniy qabilalarga mansub olimlarning ba’zilari, boshqa fanlar bilan ham bir qatorda, tilshunoslik bilan ham shug‘ullanganlar. O‘rta Osiyo tilshunoslari yuqorida ko‘rib o‘tilgan manbalardan, ayniqsa, arab tilshunosligidan yaxshi xabardor edilar. Antik tilshunoslik g‘oyalari ham, asosan arab tilidagi asarlar orqali tarqalgan. Ammo shu bilan birga, O‘rta Osiyo olimlari o‘z navbatida tilshunoslikka ma’lum darajada yangi fikrlar kiritganlar.

Tilshunoslik boshqa fanlardan ajratilib, o‘zicha alohida mustaqil fan deb tanilgan davrlardan boshlab til bilan nutqni farqlashga e’tibor berilgan edi. Ammo fan taraqqiyoti tarixi davomida hamma tomonidan ham til bilan nutq bir- biridan farqlanavermadi. Shuning uchun, ko‘pincha, nutqqa xos hodisalar til hodisasi sifatida talqin qilinib keldi.[6, 37b]

Tilshunoslikda keyingi yillarda til bilan nutq hodisalarini farqlashga jiddiy e’tibor berila boshlandi. Til ma’lum miqdordagi nutq tovushlarining turli kombinatsiyasi bilan kishilar bir- birlariga bildiradigan so‘zlar, grammatik vositalar va ulardan foydalanish qoidalaridan tashkil topgan degan fikr XIX asrning birinchi yarmida qiyosiy grammatikachilar tomonidan ilgari surildi. Hozir ham tilni shu xilda tasavvur qiladilar. Ma’lumki, til o‘ziga xos strukturaga ega bo‘lgan sistemadir. Til bir- birining mavjudligini talab qiladigan, bir-biridan ajralmas holda bo‘lgan ikki elementdan tashkil topgan.

Bular: a) leksika, ya’ni lug‘at tarkibi. b) grammatika. Ularning har biri nutq tovushlaridan iborat bo‘lgan materiyaga ega. Tilning lug‘at tarkibi va fonemalar sistemasi uning jismi, tanasi bo‘lsa, grammatik va intonatsion qoidalar joni, hayot bag‘ishlovchi tushunchalardir. Grammatika nutq uchun qolip, modeldir. Tilning insonlar uchun xizmat qilishida zamonaviy qoidalarning ahamiyati katta, albatta. Grammatik qoidalar zamona talabiga ko‘ra moslashib, o‘zgarib turmasa, tilning taraqqiyoti uchun kishan bo‘lib qoladi. Nutqdan oldin va keyin til elimentlari xotiraga saqlanadi, ya’ni nerv markazlarida ichki qobiliyat, potensial imkoniyat tarzida mavjud bo‘ladi. Masalan, biron sabab bilan gapirish qobilyatini yuqotgan kishi tilni yuqotmaydi. Buni shundan ham bilsa bo‘ladigan , u so‘zlovchining gapiga (tovush tili orqali aytgan gapiga) monesiz tushunadi va unga tildan boshqa vositalar bilan, chunonchi, imo ishora bilan javob ham beradi. Gapirish qobiliyatini yo‘qotgan kishida so‘zlar yordamida cuhbatdoshiga javob berish, ya’ni o‘z fikrini so‘z bilan bildirish yo‘q, xolos. Bunday kishi o‘z xotirasida so‘zning talaffuz etilishi va eshitgandagi obrazlarini

saqlaydi-yu, biroq nutq organlari yordamida so‘zning talaffuz etilishi va eshitgandagi obrazlarini yangidan real faktga, tovushlar signaliga aylantira olmaydi [3, 10 b]. O‘rta Osiyoning ulug‘ olimlaridan biri Abu Nasr Forobiy « Baxt- saodatga erishuv haqida» degan falsafiy asarida «... inson insoniy kamolotga erishuvi uchun so‘zlashga muhtojdir, har bir inson tabiatida boshqa bir inson yoki ko‘pchilik bilan munosabatda bo‘lish, o‘zaro aloqa qilish xususiyati bor», - deydi.

Yevropada Uyg‘onish davrining dastlabki davri mashhur namoyondasi Dante XIX asrda til fikrni bir- biriga tushuntirish uchun insondagina kerak degan.

Til qachon ma’lum funksiyani bajarishi mumkin?

Til so‘zlashish vositasi, nutq sifatida namoyon bo‘lgandagina ma’lum funksiyani bajaradi. Masalan: kishilarning xotirasida ma’lum sanoq tushunchalari mavjud. Bular:1,2,3,4,5,6,7,8,9,10 va hakozo.[3, 78-80 b]

Bu sonlar til faktlari bo‘lib, ular shu holda ayrim tushunchalardan o‘zga narsa emas. Shu tushunchalar yordamida hayotda turli hisoblash ishlari bajariladi. Til faktlari (yoki elementlari) Alisher Navoiyning ta’biri bilan aytganda «nutqning qurolidir».

Til bilan nutqni qiyoslaganda ularni Til elementlari - tilni tashkil etuvchi va uning funksiyalarini bajarishga imkon beruvchi unsurlar. Ular quyidagilarni o‘z ichiga oladi.

Fonemalar: Tilning eng kichik ma'no farqlovchi tovush birliklari (masalan, "b" va "p" fonemalari "bor" va "por" so‘zlarining ma'nosini farqlaydi).

Morfemalar: So‘zning ma'noli qismlari (masalan, "kitob-lar", "kitob" - o‘zak morfeema, "lar" - affiks morfeema).

So‘zlar: Ma'lum bir ma'noga ega bo‘lgan va gap tuzishda ishlatiladigan mustaqil birliklar.

Gaplar: Fikrni ifodalash uchun so‘zlarning grammatik qoidalarga muvofiq birikishi.

Matnlar: Mantiqiy va grammatik jihatdan bog‘langan gaplar ketma-ketligi.

Til va nutq o‘rtasida dialektik munosabat mavjud, ya'ni ular bir-biri bilan doimiy o‘zaro ta'sirda bo‘ladi va bir-birini rivojlantiradi. Til nutq uchun asos bo‘lib xizmat qiladi. Nutq tilda mavjud bo‘lgan qoidalar, me'yorlar va resurslarga asoslanadi. Nutq tilning rivojlanishiga ta'sir qiladi. Nutqda paydo bo‘lgan yangi so‘zlar, iboralar va grammatik konstruksiyalar vaqt o‘tishi bilan tilga kirishi mumkin. Til nutqni tartibga soladi. Tilning qoidalari va me'yorlari nutqning shaklini va mazmunini belgilaydi. Nutq tilning mavjudligini ta'minlaydi: Agar til ishlatilmasa, u o‘ladi. Nutq tilning hayotiy faoliyatini ta'minlaydi.

Ushbu dialektik munosabat tilning doimiy o‘zgarishi va rivojlanishiga olib keladi. Til nutq orqali o‘zgaradi, nutq esa tilda mavjud bo‘lgan imkoniyatlardan foydalanadi. Shu sababli, til va nutqni bir-biridan ajratib o‘rganish mumkin emas, ular bir butunning ikki tomonidir.Til bilan nutq orasidagi dialektik munosabat shundan iboratki, nutq faoliyati natijasida nutq shakllanadi, nutq til elementlaridan tuziladi va til elementlariga ajralib ketadi, til elementlari yana nutq faoliyati uchun xizmat qiladi. Quyidagi o‘ziga xos xususiyatlar bir-biridan ajratib turadi:

1.Til aloqa materiali – nutq esa aloqa formasidir.

2.Tilni xalq yaratadi- nutqni esa har bir shaxs yaratadi.

3.Tilning hayoti uzoq, xalq hayoti bilan bog‘liq- nutqning hayoti qisqa, u aytilgan paytdagina mavjud (yozma nutq bundan mustasno).

4. Tilning hajmi noaniq – nutqning hajmi aniq: u dialog, monolog, ayrim matn, kitob formalarida bo‘lishi mumkin. [4, 91-92b]

Til va nutq tizimida me’yor o‘ziga xos o‘rniga ega. Til material sifatida nutq jarayonida xizmat qila boshlagan lahzalardanoq uni me’yorlashtirish jamiyat ehtiyojiga aylangan va me’yoriy muammolar kun tartibiga qo‘yilgan. Til insoniyat uchun juda muhim va ko‘p qirrali xizmat qiladi:

Aloqa vositasi: Til insonlarga o‘z fikrlarini, his-tuyg‘ularini va ma'lumotlarni boshqalar bilan o‘rtoqlashishga imkon beradi.

Tafakkur vositasi: Til insonning fikrlash jarayonida muhim rol o‘ynaydi, abstrakt tushunchalarni ifodalashga yordam beradi.

Bilim vositasi: Til orqali insonlar bilim oladi, uni saqlaydi va keyingi avlodlarga uzatadi.

Madaniyat vositasi: Til madaniyatning tarkibiy qismi bo‘lib, urf-odatlar, an'analar va qadriyatlarni avloddan-avlodga o‘tkazishga yordam beradi.

Identifikatsiya vositasi: Til insonlarning milliy va ijtimoiy o‘zligini belgilaydi.

Estetik vosita: Til adabiyot, san'at va folklor orqali insonlarga estetik zavq beradi.Jamiyat taraqqiyoti bilan baravar holda til va nutqdagi me’yoriy holatlarni o‘rganish, tahlil qilishga ham ehtiyoj kuchayib borgan va bu muammolarni hal qilishda xalqning maishiy, ma’naviy-ma’rifiy turmushi, ijtimoiy-falsafiy va estetik dunyoqarashi, urf-odatlari singari qator omillar e’tiborga olingan. Til hodisalarini, uning me’yoriy jihatlarini tadqiq etishda yana tilning milliy xususiyatlarini hisobga olmaslik ham aslo mumkin bo‘lmagan.

Til va nutq - tilshunoslikning fundamental tushunchalari bo‘lib, ular o‘zaro chambarchas bog‘liq, lekin mohiyatan farq qiladi. Til - bu muayyan jamiyat a'zolari o‘rtasida o‘zaro aloqa vositasi bo‘lib xizmat qiladigan, tarixan shakllangan va rivojlanib boradigan belgilar sistemasi. Til - ijtimoiy hodisa, u jamiyat tomonidan yaratiladi va qo‘llaniladi. Til, odatda, abstrakt va potensialdir. U - qoidalar, me'yorlar va resurslar to‘plamidir.

Nutq - bu tilning amalda qo‘llanilishi, ya'ni tilning real hayotda ifodalanishi. Nutq - individual hodisa, u har bir shaxsning o‘ziga xos xususiyatlariga ega. Nutq konkret va aktuallashgandir. U - til qoidalariga asoslangan holda yaratilgan og‘zaki yoki yozma xabardir.

Til va nutqning o‘zaro bog‘liqligi:

- Nutq tilda mavjud bo‘lgan qoidalarga asoslanadi.
- Til nutq orqali namoyon bo‘ladi va rivojlanadi.
- Nutq tilning resurslaridan foydalanadi va shu bilan birga, tilga yangi elementlar kiritishi mumkin.
- Til nutqni tartibga soladi va unga ma'lum bir shakl beradi.

Til - bu imkoniyat, nutq esa shu imkoniyatdan foydalanishdir. Til - qurilish materiallari, nutq esa shu materiallardan qurilgan binodir. Til va nutq bir-birini to‘ldiradi va birgalikda insoniyatning aloqa jarayonini ta'minlaydi.

Nutq madaniyati tilda ma’lum me’yorda keltirilgan til birliklarining nutqda qo‘llanish shart- sharoitlarini, qonuniyatlarini nazariy jihatdan asoslaydi hamda bu me’yorga amal qilishni ma’lum ma’noda nazorat ham qilib boradi. Nutqdagi yutuq va kamchiliklar tahlil qilinib, bu kamchiliklarni tugatishning eng ma’qul yo‘llari ko‘rsatib turiladi. «Nutq madaniyati keng miqyosidagi til tarbiyasini va ommaviy stilistik savodlilikni, boshqacha aytganda, so‘zlovchi va yozuvchi omma orasida til haqidagi fanning hozirgi zamon yutuqlarini tatbiq etishni o‘z oldiga vazifa qilib qo‘yadi»[5, 52-53b]

Til birliklarining adabiy shaklda me’yorlashuvida badiiy adabiyotning o‘rni ham alohida. Badiiy ijod jarayonida shoir va yozuvchilar o‘z fikr va hissiyotlarini boshqa ijodkorlardan farq qiladi. Bu yo‘lda ular yangi so‘z va iboralar yaratadilar. Yaratilgan birliklar o‘sha matnning o‘zida qolib ketaverishi, ommalashmasligi, adabiy tildan o‘rin olmasligi, bir so‘z bilan aytganda, tilda me’yorlashmasligi mumkin. Ularning me’yorlashishini sharoit, vaqt va ommaning qabul qilishi kabi omillar belgilaydi. Tildagi birliklar va hodisalarning mustahkamlashuvi hamda me’yorlashuvida yozuvning xizmati katta ekanligi shubhasiz.

Til elementlarining me’yorlashishidek uzluksiz jarayonda eskilik bilan yangilik o‘rtasida kurash hamisha davom etadi. Tilda yashab turgan so‘z va iboralar ularning o‘rniga kelayotgan yangilariga osonlikcha o‘rnini bo‘shatib bermaydi. Ma’lum muddat ular teng darajada, parallel yashab turishi va vaqtlar o‘tishi bilangina o‘rnini bo‘shatib berishi mumkin. Xuddi mana shu eskilik bilan yangilik o‘rtasidagi kurash va bu kurashda tildagi me’yoriy ko‘rinishlarning tanlana borishi jarayonida adabiy til shakllanib boradi. O‘zbek milliy adabiy tili garchi umumxalq tilidan o‘sib chiqqan bo‘lsa ham, unda mavjud bo‘lgan dialektlar va shevalardan, jargonlardan, oddiy so‘zlashuv tilidan, umuman xalq tilidan ba’zi jihatlari bilan farq qiladi. Chunki umumxalq tili o‘zbek tilida uchraydigan barcha elementlarni o‘z ichiga oladi va ishlanmagan shaklda bo‘ladi. Adabiy til esa undan o‘zbek millati uchun tushunarli bo‘lgan va foydalanishda qulay deb topilgan variantlarini tanlab oladi hamda ularni millat vakillari uchun me’yor sifatida tavsiya etadi. Garchi umumxalq tilining hamma ko‘rinishlarida, barcha til jamoalarida o‘ziga xos tarzda amal qiladigan me’yorlar mavjud bo‘lsa ham, ma’lum qoidalarga kiritilgan me’yorlar faqat adabiy tilga xos xususiyatdir. Til tadqiqotchilarining tasdiqlashicha, rasmiy muomalada tildan foydalanish uning me’yorlashuvini, binobarin, adabiy tilning shakllanuvini tezlashtirgan.

O‘zbek tilshunosligiga o‘zbek tilshunoslarining fikri, bu sohaning rivojlanish tarixi va bugungi kundagi holatini tushunish uchun juda muhimdir. O‘zbek tilshunoslarining fikrlari asosan quyidagi yo‘nalishlarda shakllangan:

Tilning milliy o‘ziga xosligini saqlash va rivojlantirish: O‘zbek tilshunoslari tilning milliy xususiyatlarini, uning tarixiy ildizlarini o‘rganishga katta e'tibor qaratganlar. Bu borada, ayniqsa, o‘zbek tilining leksikasi, grammatikasi va dialektlarini tadqiq etish muhim ahamiyatga ega.

Til ta'limi va metodikasi: O‘zbek tili ta'limi metodikasini takomillashtirish, darsliklar yaratish va o‘qitishning zamonaviy usullarini ishlab chiqish o‘zbek tilshunoslarining doimiy e'tiborida bo‘lgan.

O‘zbek tilida terminologiyani rivojlantirish, yangi atamalarni yaratish va adabiy til me'yorlarini aniqlashtirish o‘zbek tilshunosligining muhim vazifalaridan biri hisoblanadi. Hozirgi kunda o‘zbek tilini kompyuter texnologiyalari bilan integratsiyalash, avtomatik tarjima sistemalarini yaratish, matnlarni tahlil qilish va nutqni tanish texnologiyalarini ishlab chiqish sohasida ham faol ishlar olib borilmoqda. Shuhrat Rahmatullayev o‘zbek tilining lug‘at tarkibini, etimologiyasini o‘rganishga bag‘ishlangan ishlari o‘zbek tilshunosligi uchun katta ahamiyatga ega.

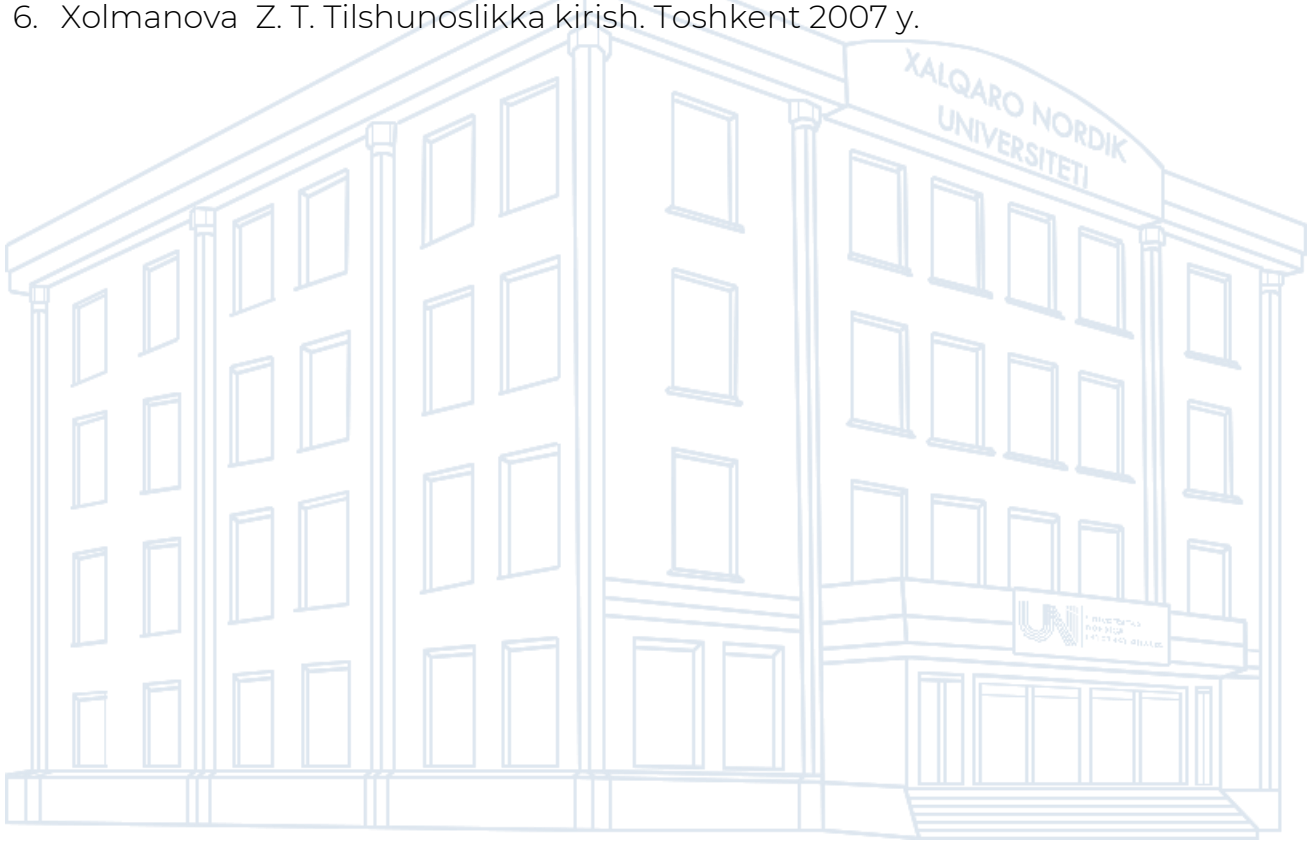
Hozirgi o‘zbek tilshunoslari tilning globalizatsiya sharoitida rivojlanishi, yangi texnologiyalarning tilga ta'siri, tilning ijtimoiy funksiyalari, lingvokulturologiya, kognitiv tilshunoslik kabi masalalarga katta e'tibor qaratmoqdalar.

Umuman olganda, o‘zbek tilshunoslarining fikri o‘zbek tilining o‘ziga xosligini saqlash va rivojlantirish, uni zamonaviy texnologiyalar bilan integratsiyalash, ta'lim

sifatini oshirish va tilshunoslik sohasidagi yangi tendensiyalarni o‘rganishga qaratilgan. Bundan shunday xulosa kelib chiqadiki, qayerda davlatchilik taraqqiy etgan, mustahkamlangan va bu davlatning boshqa davlatlar bilan munosabatlari yaxshi yo‘lga qo‘yilgan va rivojlangan bo‘lsa, shu yerda tilning me’yorlashuvi va madaniylashuvi ham tezroq amalga oshgan. Shuning uchun ham adabiy tilning umumxalq tilidan farq qiluvchi tomoni unda yagona me’yorning qat’iy amal qilishi hisoblanadi.

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EUPHEMISMS AS A TYPE OF SECONDARY NOMINATION

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ABSTRACT

Secondary nomination refers to the process of indirect naming, where a term is used to replace another, often to mitigate its harshness or to avoid taboos. Euphemisms are a key example of this phenomenon, serving as polite or softer alternatives to terms that could be perceived as offensive, crude, or unpleasant. The article examines the role of euphemisms in various social contexts, such as death, bodily functions, and social status, illustrating how they reflect cultural norms and social sensitivities. By analyzing several examples, the study demonstrates how euphemisms serve to preserve social face, manage embarrassment, and uphold societal values.

Keywords: secondary nomination, euphemism, function, phrase, social context, phenomenon.

The concept, object, or phenomenon labelling or naming is termed nomination in linguistics. It plays an important role in the concept and understanding of how language captures meaning and assigns meaning to boundaries around us. Euphemistic expressions and euphemisms, within softening context, is a notable form of secondary nomination. Secondary nomination, as a linguistic term, is understood to be a type or category of indirect naming, where terms which substitute other words take center stage. There has been an ample amount of research into how euphemisms have societal impacts and govern the communication process. My goal is to provide with an understanding of euphemisms and their secondary nomination that serves to explain their importance as well as cultural significance.

This paper is based on a broad selection of theoretical and empirical materials from the disciplines of linguistics, sociolinguistics, and pragmatics. Explaining the concepts of secondary nomination and euphemisms requires analysis of several scholarly sources. Some of the primary sources are defined by Yule (2010) and Crystal (2003), where both authors provide foundational frameworks for euphemisms and secondary nomination. Engaging with sociopragmatic perspectives on euphemisms requires an analysis of contemporary discourse that contains illustrative cases of the use of euphemistic expressions.

Secondary nomination is a broad concept in linguistics that refers to a naming process where a term is used in place of another, usually to mitigate a direct or unpalatable reference. According to Yule (2010), secondary

nomination occurs when a term does not directly describe an object but evokes its qualities through indirect means, often influenced by social or cultural considerations.

Euphemism, a specific type of secondary nomination, is defined as a word or phrase used to replace one that might be considered harsh, offensive, or unpleasant. Crystal (2003) defines euphemism as "a polite or less direct way of expressing something that could otherwise be considered taboo or inappropriate." Euphemisms often emerge in response to societal norms, taboos, or sensitivities, particularly concerning topics like death, illness, and bodily functions. For instance, terms like "passed away" in place of "died" or "relieved oneself" instead of "urinated" serve to soften the impact of direct language. These euphemisms not only soften the impact of the news but also reflect a cultural desire to avoid confronting the finality and emotional weight of death directly. For instance, the phrase "passed away" implies a gentle transition, often viewed as a more compassionate and less blunt way to address a sensitive topic. This linguistic shift represents a form of "softening" aimed at preserving the emotional wellbeing of both the speaker and the listener. Similarly, in some religious contexts, "gone to be with the Lord" serves a dual purpose of euphemizing death while also offering comfort based on spiritual beliefs. The strategic use of such euphemisms reveals the cultural and emotional need to avoid the harshness of the reality of mortality, showing how euphemisms serve as both a social and psychological function.

In addition to death and bodily functions, euphemisms are frequently employed in the realm of social status, especially in terms of wealth or occupation. A common euphemism for someone who is unemployed or underemployed is "between jobs." This phrase serves as a softer, more socially acceptable way of describing a potentially awkward or stigmatizing situation. Instead of directly stating that someone is without work, which could be perceived negatively, the term "between jobs" implies that the person is temporarily in transition, with the expectation that they will soon secure employment. This euphemism softens the reality of unemployment and presents the individual in a more positive, hopeful light. In addition, it reflects the social stigma surrounding joblessness and the need to protect personal dignity. The phrase helps maintain face and reduces the potential for embarrassment or judgment, thus reinforcing societal expectations of success and stability while avoiding the directness of the term "unemployed."

Euphemisms can take different forms, including metaphors, idiomatic expressions, or circumlocutions. They can be categorized according to the areas they address, such as death, sexuality, or social status. For example, death-related euphemisms include expressions like "gone to a better place" or "departed."

The role of euphemisms as a type of secondary nomination is multifaceted. At the level of social interaction, euphemisms function as tools for managing face-threatening acts. According to Brown and Levinson's (1987)

theory of politeness, euphemisms can be used to preserve the speaker's and listener's face by avoiding potentially embarrassing or offensive language. By employing euphemisms, speakers create a buffer between themselves and topics that might provoke discomfort or negative emotions.

Culturally, euphemisms reflect social attitudes toward taboo topics. In many societies, direct references to death, illness, or sexuality are often avoided to maintain decorum. For instance, in Western cultures, there is a tendency to use euphemisms related to death in a bid to soften the emotional weight of loss. Euphemisms related to bodily functions are similarly shaped by a desire to maintain modesty and propriety.

Euphemisms also evolve over time. What is considered a euphemism in one era may eventually become a neutral or even direct term, especially if its use becomes widespread. For example, “senior citizen” was once a euphemism for “old person,” but it has become more neutral and less stigmatized over time. Conversely, euphemisms can become overused or lose their impact, leading speakers to create new forms of secondary nomination.

While euphemisms serve as a mechanism of politeness, they can also obscure meaning and limit clarity. This is particularly evident in the realm of politics, where euphemistic language is often employed to hide the true nature of controversial policies or actions. For example, terms like “collateral damage” are used to obscure the reality of civilian casualties during warfare. Such instances show that euphemisms can sometimes be manipulative or serve to sanitize unpleasant realities, leading to debates about the ethical implications of their use. In contrast, euphemisms that focus on sensitive areas like disability or mental health can promote inclusivity and understanding by reframing negative or stigmatized language. However, the line between a genuinely inclusive term and a euphemism that reinforces stigma can be thin. Therefore, a critical approach to euphemism usage is essential for understanding its social and ethical implications.

In conclusion, euphemisms, as a type of secondary nomination, play a crucial role in shaping communication. They allow individuals to navigate delicate topics, mitigate social discomfort, and adhere to cultural norms. However, the use of euphemisms is not without its complexities. They can obscure meaning, reinforce stereotypes, or serve as a form of social control. An understanding of euphemisms as secondary nominations is vital for examining how language reflects and influences societal values. Future research could further investigate the shifting dynamics of euphemism usage across cultures and contexts, especially in an increasingly globalized world where language is continually evolving.

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DIACHRONIC AND SYNCHRONIC ASPECTS OF THE EVOLUTION OF THE ENGLISH AND UZBEK LANGUAGES

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ANNOTATION

This study analyzes the diachronic and synchronic aspects of the English and Uzbek languages, focusing on their historical development and modern status. It examines how socio-political changes, cultural influences, and technological advancements have shaped these languages. While English has evolved under the influence of Latin, French, and other European languages, Uzbek has enriched its vocabulary through long-standing interactions with Arabic, Persian, and Russian. The research highlights historical transformations, contemporary linguistic trends, and the impact of globalization on both languages.

Keywords: diachronic and synchronic analysis, English and Uzbek languages, linguistic evolution, globalization, language change.

INTRODUCTION

Language is a dynamic entity that undergoes continuous transformation due to historical, social, political, and technological influences. The study of language evolution is primarily conducted through two major approaches: diachronic and synchronic analysis. Diachronic analysis examines how a language changes over time, focusing on historical stages, external influences, and structural transformations. Synchronic analysis, on the other hand, studies a language at a specific point in time, analyzing its structure, usage, and social role.

The English and Uzbek languages have evolved through various historical periods, influenced by cultural exchanges, migration, colonization, and globalization. English, a Germanic language, has been significantly shaped by Latin, French, and other European languages, while Uzbek, a Turkic language, has been influenced by Arabic, Persian, and Russian. Both languages continue to undergo changes due to technological advancements and increased interaction in the globalized world.

The main objective of this research is to examine the historical development of English and Uzbek, analyze their current linguistic status, and evaluate their future prospects in the era of globalization. This thesis will compare their diachronic changes, synchronic structures, and the impact of sociolinguistic factors on their development.

LITERATURE REVIEW

The foundation of diachronic and synchronic linguistics was laid by Ferdinand de Saussure (1916), who emphasized the importance of studying languages both in their historical progression and in their present form. Researchers such as Baugh & Cable (2002) and Crystal (2003) have extensively studied the historical transformation

of English, while scholars like Kononov (1960), Mahmudov (2008), and Jo'rayev (2012) have explored the evolution of the Uzbek language.

English language development is generally divided into:

Old English (450–1100) – Strong Germanic and Norse influences.

Middle English (1100–1500) – Norman conquest introduced a vast number of French loanwords.

Modern English (1500–present) – The Renaissance, colonialism, and globalization expanded the lexicon.

Similarly, Uzbek language evolution is categorized into:

Old Turkic period (9th–13th centuries) – Influenced by ancient Turkic scripts.

Chagatai period (14th–18th centuries) – Dominance of Persian and Arabic vocabulary.

Modern Uzbek (19th century–present) – Standardization and the transition from Cyrillic to Latin script.

Sociolinguistic studies, such as Graddol (2006) on English and Sodiqova (2020) on Uzbek, highlight the contemporary roles of these languages and their adaptation to globalization.

METHODOLOGY

This research employs a qualitative and quantitative approach, utilizing the following methods:

Historical Comparative Analysis – Comparison of the diachronic changes in English and Uzbek.

Linguistic Analysis – Examination of phonetic, morphological, and syntactic transformations.

Sociolinguistic Study – Analysis of contemporary usage in society, education, and media.

Corpus Linguistics – Investigation of vocabulary frequency and word borrowing trends.

ANALYSIS AND RESULTS

The evolution of English and Uzbek has been shaped by historical events, foreign influences, and globalization. Both languages have undergone significant lexical and structural transformations over time.

1. Diachronic Development: English has been influenced by Latin, French, and Germanic languages, expanding its vocabulary through historical periods such as the Industrial Revolution and the digital age. Uzbek has incorporated Arabic, Persian, and Russian elements, with the Soviet era introducing many loanwords. However, post-independence reforms have focused on linguistic purification and modernization.

2. Synchronic Analysis: English functions as a global lingua franca, widely used in business, education, and international institutions. It continues to evolve with technological advancements and internet culture.

Uzbek is undergoing lexical modernization by integrating English loanwords. Language policies emphasize its role as a national identity marker, promoting its presence in digital platforms and academia.

3. Globalization and Language Change: English maintains its global dominance in communication, education, and technology. Uzbek is developing through government efforts such as transitioning to the Latin script, promoting its use in

science and technology, and expanding digital content. However, it has yet to achieve global influence due to limited international usage. Overall, while English remains the dominant international language, Uzbek is evolving as a modern national language with growing global aspirations.

CONCLUSION

This research emphasizes the historical, social, and technological factors that have influenced the development of the English and Uzbek languages. English, shaped by Latin, French, and globalization, has solidified its status as a dominant global language, continuously expanding its lexicon. Meanwhile, Uzbek has evolved through Arabic-Persian, Russian, and English influences, with recent efforts focusing on linguistic independence and modernization. Globalization plays a crucial role in language adaptation, allowing English to maintain its widespread usage while encouraging the digital transformation of Uzbek. The future development of both languages will depend on technological progress, globalization, and language policies. To ensure sustainable growth, English should continue its integration into digital platforms and education while preserving regional linguistic diversity. For Uzbek, it is essential to enhance technological and academic resources, foster international collaborations, and encourage bilingual education to strengthen its global presence.

With strategic digitalization and educational reforms, Uzbek has the potential to expand internationally while maintaining its role as a national identity marker.

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THE ROLE OF NON-VERBAL COMMUNICATION IN APOLOGY

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ABSTRACT

This thesis investigates how important nonverbal cues, especially body language and facial expressions. In order to gain a better understanding of the sincerity, urgency, and emotional depth of an apology, it looks at how these nonverbal clues either support or take the place of verbal expressions of regret. Through an examination of both casual and formal apology cases, this thesis intricacies of non-verbal communication that accompany verbal apologies and assess how well they convey regret or responsibility. It also shows how different situations and cultures affect people's interpretation of facial expressions and body language when apologizing. Drawing on a range of fields, such as linguistics, psychology, and communication studies, the thesis provides a thorough understanding of how posture, gestures, and facial expressions influence the perception of an apology's authenticity and effectiveness. This work emphasizes the importance of nonverbal communication in the apology process and makes the argument that, in certain situations, nonverbal apology may be more effective than spoken words in expressing regret or forgiveness.

Keywords: nonverbal, interact, communicating, connections, gestures, interpretation, comprehend, nonverbal signals.

INTRODUCTION

Body language is the use of physical behavior, expressions, and mannerisms to communicate nonverbally. Whether you're aware of it or not, when you interact with others, you're continuously giving and receiving wordless signals. All of your nonverbal behaviors—the gestures you make, your posture, your tone of voice, how much eye contact you make—send strong messages.

Even when you're silent, you're still communicating nonverbally. In some instances, what comes out of your mouth and what you communicate through your body language may be two totally different things. Using physical behaviors, expressions, and mannerisms to communicate non-verbally is known as body language. You may know it or not, but when you interact with anyone else, you are constantly giving and receiving wordless signals All of your nonverbal behaviors, like the gestures you make, your posture, your tone of voice, and your eye contact, send strong messages to the listener.

Your silence can communicate just as much as your words through body language. In fact, it's not the words that you use but your nonverbal cues or body language that speak the loudest. Our nonverbal communication cues—the way we look, move, listen and react—tell the listener about whether we care or not while communicating, how truthful and sincere we are and how attentively we're listening.

At times, the words that come out of your mouth and everything else that is communicated through your body language may be two totally different things.

When your nonverbal signals match with the words you're saying, they show trust, clarity, and rapport. Lack of that cohesion can generate tension, mistrust, and confusion.

MAIN BODY

Non-verbal communication has a wide array of types, with facial expressions being among the most significant. Various components of the face—including the eyes, mouth, chin, lips, nose, and even hair—convey a multitude of messages. Despite our efforts to conceal our emotions, such as joy, sadness, anger, or fear, these feelings often manifest through our facial expressions, ultimately revealing our true emotional state.

Another significant form of non-verbal communication is eye movement. Among all the body parts involved in communication, the eyes hold paramount importance due to their ability to convey a wide range of messages. When individuals encounter something appealing, their pupils tend to widen involuntarily. Additionally, actions such as winking or gazing can indicate interest. In face-to-face interactions, eye contact plays a crucial role; its presence often signifies interest, whereas its absence may suggest disinterest or a lack of comprehension.

Body and head movement are the other types of non-verbal communication, which significantly influence perceptions of involvement, attentiveness, social status, and emotional connection. Body posture can manifest in several ways, including reclining, sitting upright, standing, slouching, or crossing one's arms. In humans, gestures and other forms of bodily expression are crucial for both language production and understanding.

Gestures are a significant component of body language and play a crucial role in human communication. In humans, these nonverbal occur at an early age before verbal communication develops, and continue to be essential even after speech has developed. Examples of body gestures include nail biting, finger tapping, nose touching, hand rubbing, fingertip placement, resting one's head in hands, crossing ankles, chin stroking, head nodding, and hair pulling.

Personal space plays a vital role in all forms of communication, particularly in nonverbal interactions. We all have a need for physical space to communicate many different nonverbal messages, including signals of intimacy and affection, aggression or dominance.

Touch is necessary for human social development, which can convey a range of emotions, from welcoming to threatening or persuasion. Various forms of touch exist, such as functional-professional, social-polite, friendship-warmth, love-intimacy, and sexual-arousal touch. Additionally, touch plays a crucial role in fostering deeper, more intimate connections.

The final element is voice. It encompasses not only the content of our speech but also the manner in which we deliver it. When we communicate, listeners interpret our voice alongside the words we articulate. They focus on various aspects, including our speaking pace, volume, tone, and inflection.

SUMMARY/ RECOMMENDATIONS

If you want to communicate effectively, avoid misunderstandings, and enjoy solid, trusting relationships both socially and professionally, it's important to

understand how to use and interpret body language and improve your nonverbal communication skills.

In human contact, nonverbal communication is crucial since it affects how messages are interpreted and comprehended. Meanwhile, there are certain ways of improving nonverbal communication among people. Firstly, we must learn to manage stress in the moment of communication. When a person is overwhelmed by stress, they highly likely to send confusing nonverbal signals, make others upset, thereby creating even worse situation. Secondly, we must struggle to develop emotional awareness. we will have more influence over our thoughts and actions if we can increase our emotional awareness and connect with even the negative feelings. We must be conscious of our feelings and how they affect us in order to communicate effectively through nonverbal signs. Additionally, we must be able to discern other people's emotions and the genuine sentiments that lie behind the signals they are giving us.

All in all, we must be careful regarding both our verbal expressions and our behaviors. Proficient interpersonal communication skills are crucial for the enhancement of other vital life competencies. Effective communication with others is frequently essential to solve the problems that arise in both personal and professional contexts.

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THE ROLE OF ENGLISH LANGUAGE IN UZBEKISTAN TOURISM

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ABSTRACT

This article examines the significance of the English language in Uzbekistan's tourism industry. Through a comprehensive literature review, it analyzes how English proficiency affects tourism development, tourist experiences, and economic growth in Uzbekistan. The findings reveal that English language competence among tourism industry workers significantly enhances service quality, increases tourist satisfaction, and contributes to sustainable tourism development. The article concludes with recommendations for language policy implementation and training programs to strengthen English language usage in Uzbekistan's tourism sector.

Keywords: English language, Uzbekistan tourism, language barriers, tourism development, cultural heritage, tourism education.

INTRODUCTION

Uzbekistan has emerged as a promising tourist destination, boasting rich cultural heritage, historical monuments, and natural landscapes that attract visitors from around the world. The country's tourism potential is substantial, with UNESCO World Heritage sites including Samarkand, Bukhara, and Khiva serving as major attractions [1]. Despite this potential, language barriers remain a significant challenge for the tourism industry in Uzbekistan, where the official languages are Uzbek and Russian.

English, as the global lingua franca, plays a crucial role in international tourism. According to Zahedpisheh et al. (2017), English proficiency directly impacts the quality of service and communication between hosts and guests [2]. In Uzbekistan's context, where tourism has been identified as a priority sector for economic development, the role of English language competence becomes particularly significant.

METHODOLOGY AND LITERATURE REVIEW

This research employs a comprehensive literature review methodology to examine the role of English in Uzbekistan's tourism sector. The analysis includes scholarly articles, government publications, industry reports, and relevant statistics from both local and international sources published between 2012 and 2024.

The literature review focuses on four key areas: (1) current status of English language in Uzbekistan's tourism sector; (2) impact of language barriers on tourist experiences; (3) relationship between English proficiency and tourism development; and (4) language policies and education programs in tourism.

Hasanova (2021) provides an overview of foreign language education in Uzbekistan, noting that English has gained prominence in the educational system following independence [3]. The presidential decree "On measures to further improve foreign language learning system" (2012) marked a significant step in prioritizing English language education from primary school level [4].

In the context of tourism specifically, Abdullaev (2019) highlights the discrepancy between Uzbekistan's tourism potential and actual visitor numbers, identifying language barriers as one of the key challenges [5]. This is consistent with Blue and Harun's (2003) finding that communication difficulties significantly affect tourist satisfaction and destination image [6].

Several studies have established a correlation between language proficiency and tourism development. Phipps (2007) argues that language competence among service providers directly influences tourists' perceptions of hospitality and service quality [7]. Similarly, Leslie and Russell (2006) emphasize that language skills are essential for delivering authentic cultural experiences and facilitating meaningful host-guest interactions [8].

Regarding tourism education, Davronov and Ismatillayeva (2019) analyze tourism education programs in Uzbekistan and note insufficient attention to practical language skills development [9]. This gap is particularly concerning considering Hsu's (2018) finding that language competence ranks among the top skills required by the tourism industry globally [10].

RESULTS AND DISCUSSION

The literature review reveals several key findings regarding the role of English language in Uzbekistan's tourism sector.

First, despite government initiatives to improve English language education, there remains a significant gap between policy and implementation in the tourism industry. While formal education has incorporated English language learning, practical application in tourism contexts remains limited. Tourism workers outside major cities demonstrate particularly low levels of English proficiency, creating uneven service quality across different destinations within the country.

Second, language barriers significantly impact tourist experiences in Uzbekistan. International visitors frequently report communication difficulties as a major challenge during their stay. This issue affects various aspects of the tourist experience, from basic services like accommodation and transportation to more complex interactions such as cultural interpretation and emergency assistance. The lack of English-language information materials, signage, and digital resources further exacerbates these challenges.

Third, there is a direct correlation between English language proficiency and tourism development indicators. Regions with higher concentrations of English-speaking tourism professionals show increased visitor numbers, longer average stays, and higher tourist satisfaction ratings. This suggests that language competence serves as a catalyst for tourism growth, enabling better promotion, service delivery, and visitor engagement.

Fourth, existing tourism education programs in Uzbekistan demonstrate an emphasis on theoretical knowledge over practical communication skills. While hospitality and tourism management curricula include English language courses, they often lack industry-specific language training and real-world application

opportunities. This creates a disconnect between academic preparation and workplace requirements.

Fifth, digital transformation in tourism has amplified the importance of English language skills. Online booking platforms, social media marketing, and digital customer service all require functional English proficiency. Tourism businesses with English-language digital presence demonstrate better market reach and higher booking rates among international tourists.

Finally, English serves not only as a communication tool but also as a medium for cultural exchange. Tourism professionals with English language skills report greater ability to share authentic cultural information, correct misconceptions, and create meaningful connections with visitors. This cultural mediation function enhances destination authenticity and promotes positive country image.

CONCLUSION

This research highlights the critical role of English language in developing Uzbekistan's tourism potential. The findings indicate that English proficiency among tourism industry workers directly affects service quality, tourist satisfaction, and ultimately, the sustainable growth of the sector.

To address current challenges, a multi-faceted approach is necessary. First, tourism-specific English language training programs should be developed and implemented widely, with particular focus on practical communication skills relevant to industry contexts. Second, educational institutions should strengthen partnerships with tourism businesses to ensure alignment between curriculum and workplace needs. Third, digital resources including mobile applications, translation services, and online information should be expanded to mitigate immediate language barriers.

Policy implications include the need for coordinated effort between education, tourism, and economic development authorities. Investments in language education should be viewed as strategic investments in tourism infrastructure, with potential for significant economic returns.

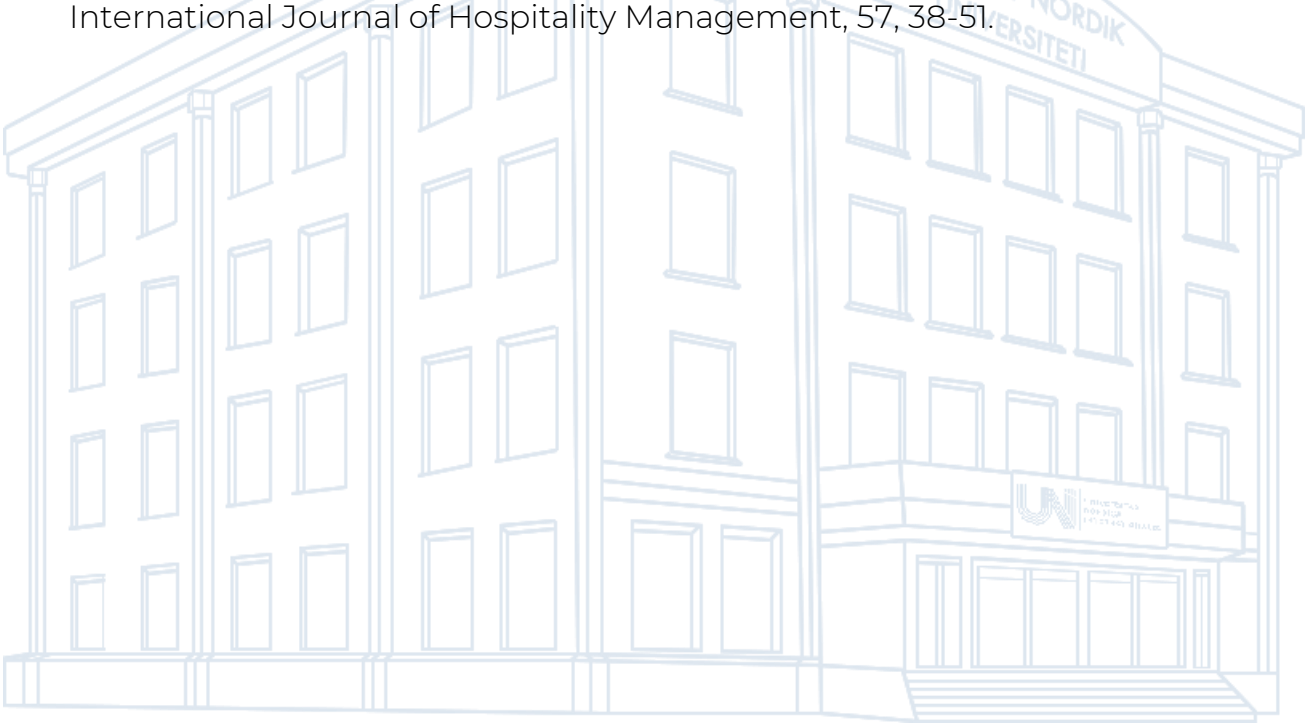
Limitations of this study include its reliance on existing literature without primary data collection. Future research should incorporate empirical studies measuring the precise economic impact of language proficiency in Uzbekistan's tourism context.

In conclusion, as Uzbekistan continues to develop its tourism sector, English language proficiency will remain a crucial factor in determining its success on the global stage. Strategic attention to language education and implementation will significantly enhance the country's ability to showcase its rich cultural heritage and natural beauty to international visitors.

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INSON VA TIL: LINGVISTIKANING ROLI

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ANNOTATSIYA

Ushbu maqola lingvistika fanining asosiy yo'nalishlarini va ularning zamonaviy ilmiy tadqiqotlardagi o'rni va ahamiyatini ko'rib chiqadi.Maqolada,tilshunoslikning asosiy yo'nalishlari fonologiya, morfologiya, sintaksis,semantika, va pragmatika tahlil qilinadi.Tadqiqotda til va madaniyat o'rtasidagi o'zaro bog'liqlik va tilshunoslikdagi zamonaviy yondashuvlar ko'rib chiqiladi.Maqola tilshunoslar,pedagoglar va talabalar uchun foydali bo'lib, lingvistika fanining amaliy va nazariy jihatlarini yanada chuqurroq tushunishga yordam beradi.

Kalit so'zlar: Lingvistika, tilning tuzilishi, grammatika, fonetika, semantika, sintaksis, morfologiya

KIRISH

Tilshunoslik (lingvistika)-tillarni (barcha mavjud tillarni,qachonlardir mavjud bo'lgan tillarni,va kelajakda paydo bo'luvchi tillarni)shuningdek umuman inson tilini o'rganuvchi fan.Lingvistika termini qator Yevropa mamlakatlari: ingliz,nemis, fransuz,rus va ispan tillarida faol qo'llanilib,til haqidagi fanni anglatadi.Ushbu so'zning o'zagi lingua bo'lib,til degan ma'noni beradi.Tilshunoslik fani tilning boshqa hodisalar ichida tutgan o'rni,tuzilishi,taraqqiy etish qonuniyatlarini,til haqidagi fanning asosiy tushunchalarini o'rganadi.U murakkab til hodisalari va ularning qonuniyatlarini to'g'ri anglab yetish,qarindosh va qarindosh bo'lmagan tillar guruhlarini. bir-biriga solishtirib,tilning lug'at tarkibi,fonetik tizimi va grammatik qurilishini ilmiy asosda chuqur o'rganish uchun nazariy va amaliy jihatdan zamin yaratishga xizmat qiladi.

ASOSIY QISM

Til – inson tafakkuri va muloqotining asosi bo'lib, u shaxsning shakllanishida, jamiyat taraqqiyotida va madaniy merosni avloddan-avlodga yetkazishda muhim rol o'ynaydi. Lingvistika esa tilni o'rganadigan ilmiy soha sifatida inson hayotining turli jabhalarida katta ahamiyat kasb etadi.Lingvistika yoki tilshunoslik fani o`ziga xos murakkab ijtimoiy hodisa bo`lgan aloqa qurolini-tilni sistema sifatida-bir butun obyekt sifatida tadqiq va tahlil qiladi.Lingvistika nihoyatda qudratli ma`naviyat belgisi,millat boyligi bo`lgan tilni o`rganish jarayonida quyidagilar ko`rinishida namoyon bo`ladi:

1.Fonetik va fonologik lingvistika

Fonetika (yunoncha: phonetikos — tovushga, tovush chiqarishga oid; tovushli, ovozli) — tilshunoslikning nutq tovushlarining hosil boʻlish usullarini va akustik xususiyatlarini; boʻgʻin, nutqning pauza bilan ajraluvchi qismlarini oʻrganuvchi boʻlimi.

Fonologiya (fono... va ...logiya) — tilshunoslikning til tovush qurilishining strukturaviy (tuzilmaviy) va funksional (vazifaviy) qonuniyatlarini, tilning eng mayda, ma'no bildirmaydigan birliklari — boʻgʻinlar, fonemalarning tuzilishi va amalda qoʻllanishini oʻrganuvchi boʻlimi. Fonologiyaning fonetikadan farqi shundaki, uning diqqat markazida fizik hodisa sifatidagi tovushlarning oʻzini emas, balki ularning nutqda yanada murakkabroq ma'noli birliklar — morfemalar, soʻzlarning tarkibiy qismi sifatida bajaradigan vazifasini oʻrganish turadi.

2. Morfologik lingvistika

Morfologiya (yun. morphe – shakl, logos-fan,ta`limot degan manoni anglatadi) (tilshunoslikda) – 1) tilning morfologik qurilishi; 2) soʻz shakllari haqidagi ta'limot. Birinchi ma'nosida obyektni anglatsa, ikkinchi ma'nosida tilshunoslikning shu obyektni oʻrganuvchi boʻlimini bildiradi. U shuningdek 3ta katta guruhga boʻlinadi: 1) mustaqil soʻz turkumlari; 2) yordamchi soʻzlar; 3) oraliqdagi sozlar (alohida olingan soʻzlar).

3. Sintaktik lingvistika

Sintaktika (yun. syntaktikos — tartib bilan tuzuvchi, tartibga soluvchi) — semiotikatlng turli belgi tizimlari sintaksisini, ya'ni belgi birikmalari tuzilishini, bu tizimlarning shakllanish va oʻzgarish qoidalarini ularning ma'nolariga hamda belgi tizimlarining har qanday vazifalariga qiyoslamay oʻrganuvchi boʻlimi. Semiotik boʻlinishda, asosan, nutq zanjirida va umuman vaqt (zamon) izchilligida belgilar orasidagi munosabat sifatida ta'riflanadi.

4. Semantik lingvistika

Semantika lingvistik ma'noni o'rganadi . Ma’no nima ekanligini, soʻzlarning qanday ma’no olishini, murakkab iboraning ma’nosi uning qismlariga qanday bogʻliqligini tekshiradi. Ushbu jarayonning bir qismi sezgi va mos yozuvlar o'rtasidagi farqni o'z ichiga oladi . Sezgi ifoda bilan bog'liq boʻlgan g'oyalar va tushunchalar bilan beriladi, havola esa ifoda ishora qiladigan obyektdir. Semantika grammatik jihatdan to'g'ri jumlalarni qanday yaratishni belgilaydigan qoidalarni o'rganadigan sintaksis va odamlarning muloqotda tildan qanday foydalanishini o'rganadigan pragmatikaga qarama-qarshidir .

5. Pragmatik lingvistika

Pragmatika (yun. pragma, pragmatos — ish, harakat) — semiotika va tilshunoslikning nutqda til belgilarining amal qilishini oʻrganuvchi sohasi; boshqacha aytganda, muayyan belgilar tizimini oʻzlashtirib, undan foydalanuvchi sub'yektlarning ayni shu belgilar tizimiga munosabatini oʻrganuvchi fan tarmogʻi.

6. Psixolingvistika

Psixolingvistika psixologiya va lingvistika fanlarining umumlashmasi (sintezi) sifatida nutq jarayonini mazmun nuqtayi nazaridan,kommunikativ ahamiyati,nutq aktining muayyan ijtimoiy-amaliy maqsadga yo`naltirilganligi,shunga muvofiqligi jihatidan o`rganadi.U nutqdagi –fikr ifodalashdagi shakl va mazmun birligiga alohida e`tibor beradi.Psixolingvistika lisoniy imkoniyatlar asosida nutqiy birliklarni hosil qilish va qabul qilish,nutq jarayoni (fikr almashtirish-ifodalash va anglashda ruhiy holatlarga,bunda sharoit (situatsiya),o`xshashlik (analogiya), farqlash (differensiatsiya),ta`sirchanlik,so`zlovchi va tinglovchi ruhiy holati masalalariga alohida e`tibor beradi.

7. Kompyuter lingvistikasi

Tilni kompyuter texnologiyalari yordamida tahlil qilish va qayta ishlash bilan shug‘ullanadi. Kompyuter lingvistikasi amaliy tilshunoslikning bir bo`limi bo`lib,uning asosiy maqsadi tilshunoslikka oid muammolarni kompyuter vositasida,bevosita uning “rahbarligida” hal qilishdir.Aniqrog`i, kompyuter lingvistikasi tillarni o`qitish (o`rganish)muayyan fanga oid bilimlarni baholash,matnlarni tahrirlash,bir tildan ikkinchi bir tilga tarjima qilish,statik tadqiqotlar olib borish kabi qator jarayonlarda xizmat qilmoqda.

8. Sinxron lingvistika

Sinxron lingvistika statik va struktural lingvistika bilan uzviy bog`liq bo`lib,tilning ma`lum bir davrdagi “qotgan”,”turg`un”, holatini tasvirlashga xizmat qiladi.

9. Diaxron lingvistika

Diaxron lingvistika dinamik va atomistik lingvistika bilan uzviy bog`liq bo`lib,tilning taraqqiyot,til birliklarining esa rivojlanish qonuniyatlarini hamda natijalarini o`rganadi.

10.Ekstralingvistika (tashqi lingvistika)

Sotsiolingvistika va mentalingvistikani o`zida birlashtiradigan,tilni ijtimoiy hodisa sifatida o`rganuvchi fandir.Bunda sotsiolingvistika tilning tabiati va ijtimoiy vazifasini,mentalingvistika esa til va tafakkur,tilning mazmun tomonini o`rganadi.

11.Intralingvistika (ichki lingvistika)

Tilning ichki tizimini,uning birliklari va kategoriyalari,tilning yaruslari hamda ularning tuzilishini o`rganadi.Fonologiya, leksikologiya va grammatika intralingvistikaning asosiy bo`limlari hisoblanadi.

12.Makrolingvistika (katta tilshunoslik)

Tilning paydo bo`lishi va uning taraqqiyot qonunlarini,tilning ijtimoiy mohiyatini:uning tafakkur bilan munosabatini,til va boshqa signal sistemalari orasidagi o`xshashlik va farqlarni,tilning tarqalishi,yangi til masalalari kabi muammolarni o`rganadi.

13.Mikrolingvistika (kichik tilshunoslik)-tilning faqat ichki,ya`ni fonetik,leksik va grammatik tuzilishini o`z ichiga oladi.

14.Statik lingvistika

Statik lingvistika til faoliyatidagi to`liq sinxronlashgan bir davrni (bo`lakni) ajratadi va uni tasvirlaydi.Tilshunoslikning ushbu sohasi,dinamik lingvistikadan farqli,tildagi rivojlanish va o`zgarish jarayonidan mutlaqo chetlashgan,unga yaqinlashmagan holda tilning hozirgi- zamonaviy davri bilan bog`liq ma`lum bir “qotgan”qismini holatini tekshiradi.

15.Dinamik lingvistika

Dinamik lingvistika,asosan,tilni real mavjudligida,kommunikativ jarayonda turlicha vazifalarni faol bajarishda,”taraqqiyotda”o`zgarishda tadqiq qiladi.

14. Sotsiolingvistika:

Sotsiolingvistika (lot societas — jamiyat va lingvistika) — tilshunoslik, sotsiologiya (jamiyatshunoslik), ijtimoiy psixologiya va etnografiya fanlari tutashmasida rivojlanuvchi va tilning ijtimoiy tabiati, uning ijtimoiy vazifalari, tilga ta'sir koʻrsatish mexanizmi hamda tilning jamiyat hayotida tutgan oʻrni bilan bogʻliq koʻplab muammolar majmuyini oʻrganuvchi ilmiy nazariy soha hisoblanadi. Ushbu muammolarning ayrimlari („til va jamiyat“) umumiy tilshunoslik doirasida ham oʻrganiladi. Sotsiolingvistikaning fanlar aro maqomi u foydalanadigan tushunchalar majmuyida namoyon boʻladi. Oʻtgan asrning 70— 80 yillaridagi ayrim sotsiolingvistik izlanishlar bir tomonlama — oʻsha vaqtdagi til siyosati nuqtai nazari va talablari asosida olib borilgan. Sotsiolingvistikadagi me'yoriylik mezoni deyilganda tilning muayyan me'yorlar asosida muvofiqlashtiriluvi tushuniladi. Til grammatikasiga oid qonun-qoidalarning yaratilishi me'yorlashtirishning muhim omillaridan hisoblanadi. Sotsiolingvistoka, asosan, til va ijtimoiy munosabatlar, ijtimoiy hayot, taraqqiyot hodisalari, faktlari o`ratasidagi bog`liqlikning sabablarini o`rganadi.Anig`i,mazkur sifat jamiyatning yashash va rivojlanishida tildagi ijtimoiy hayot, ya`ni, tashqi-ekstralingvistik faktorlarning (omillarning)ta`siri natijasida hosil bo`lgan hodisalarni,jarayonlarni,o`zgarishlarni tahlil qilib boradi.

15. Etnolingvistika:

Etnolingvistika (etno... va lingvistika) — tilshunoslikning til va til egasi boʻlgan xalq orasidagi bogʻliqlik hamda munosabatlarni, til rivoji vazifaviy xususiyatlariga lisoniy, etnik omillarning birgalikdagi ta'sirini oʻrganuvchi sohasi. Til bilan etnik xususiyatlarning oʻzaro munosabati, bir-biriga ta'siri ikki tomonlama boʻladi: etnik omillar (etnosning urfodatlari, milliy an'analari, falsafiy, diniy qarashlari va boshqalar)ning til rivojiga ta'siri va, aksincha, til vazifaviy imkoniyatlarining etnos va etnik xususiyatlarning shakllanishiga ijobiy ta'siri.

16. Kognitiv lingvistika:

Kognitiv tilshunoslik — til va ong oʻrtasidagi munosabatlar muammolarini, dunyoni kontseptuallashtirish va turkumlashtirishda tilning rolini, kognitiv jarayonlarda va inson tajribasini umumlashtirishda, insonning individual kognitiv qobiliyatlari bilan bogʻliqligini va til va ularning oʻzaro ta'siri shakllarini oʻrganadigan tilshunoslik yoʻnalishi. Umuman olganda, kognitivizm

— bu fikrlash jarayonlarini boshqaradigan, umumiy tamoyillarni o‘rganishni birlashtirgan fanlar majmuidir. Shunday qilib, til fikrlash jarayonlariga kirish vositasi sifatida taqdim etiladi. Insoniyat tajribasi, uning tafakkuri aynan tilda muqimdir; til — kognitiv mexanizm, ma'lumotni maxsus kodlashtiradigan va o‘zgartiruvchi belgilar tizimi.

XULOSA

Lingvistika inson tili va nutqini har tomonlama o`rganadigan fan bo`lib,uning asosiy maqsadi tillarning tuzilishi, rivojlanishi va qo`llanilishiga ilmiy yondashishdir.Lingvistika nafaqat nazariy bilimlarni o‘rganish, balki tarjima, sun’iy intellekt, kommunikatsiya va xorijiy tillarni o‘rgatish kabi amaliy sohalarga ham ta’sir ko‘rsatadi. Zamonaviy dunyoda bu fan texnologiya va madaniyatlararo muloqotda muhim rol o‘ynab, tilning taraqqiyoti va insoniyatning bilimlarini boyitishda asosiy omillardan biri hisoblanadi. Shu bilan birga,u ta`lim oluvchiga ona tili imkoniyatlarini,bir fikrni yuzlab fikrlar orqali ifodalash yo`llarini ko`rsatib beradi va milliy g`urur,milliy mafkurani shakllantirishda mustahkam poydevor vazifasini o`taydi.

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MOBIL MULOQOT TUSHUNCHASIGA SINXRON VA DIAXRONIK YONDASHUVLAR, TELEFONIYA DISKURSI IYERARXIYASI

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ANNOTATSIYA

Telefon suhbatlari diskursining sinxronik va diakronik tahlili, shuningdek, telefon suhbatlari diskursining ierarxik tuzilishi haqida olib borilgan tadqiqotdir. Ushbu maqolada telefon orqali suhbatlarning strukturasini va ularning o'zgarishini o'rganish uchun sinxronik va diakronik yondashuvlar qo'llaniladi. Sinxronik tahlil suhbatning mavjud holatini va uning qismlarini (so'zlashuvchilar, so'zlar, ifodalar va h.k.) o'rganishga qaratilgan bo'lsa, diakronik tahlil suhbatning vaqt o'tishi bilan qanday o'zgarishini va uning tarixiy rivojlanishini ko'rsatadi. Telefon suhbatlari diskursining ierarxik tuzilishi, o'z navbatida, suhbatda ishtirok etadigan tomonlarning rollarini va ularning o'zaro munosabatlarini aniqlashga yordam beradi. Tadqiqotda telefon suhbatlari kommunikatsiyasining turli qatlamlari va uning ichki tuzilishi haqida chuqur tahlil olib boriladi.

Kalit so'zlar: Telefon suhbatlari, Diskurs, Sinxronik tahlil, Diaxronik tahlil, Iyerarxik tuzilish, Suhbatning strukturasini tahlil qilish, So'zlashuvchilar, Komunikatsiya.

Telefoniya diskursi tushunchasiga yaqinroq yondashishdan oldin tilshunoslikda diskurs tushunchasining mohiyatiga e'tibor berib o'tish maqsaddan holi bo'lmaydi. Diskurs tushunchasi kommunikatsion tadqiqot tarixida asosiy vosita xisoblanadi. Diskursga nisbatan ilk yondashuvlar G'arbda Yunonistonga Sharqda Xitoyga borib taqaladi. Dastlab diskurs tushunchasi falsafa, ritorika hamda mantiq kabi ilk nazariy fanlarning asosiy tadqiqot obyekti bo'lib kelgan bo'lsa, 20-asrga kelib u tilshunoslik, psixologiya hamda sotsiologiya fanlarining tarmog'i sifatida tadqiq qilina boshladi. [1:] Diskurs atamasi tilshunoslikda rasman ilk bora o'tgan asrning 50-yillarida amerikalik tilshunos olim Z. Xarris tomonidan ishlatilgan. Olim 1952-yilda O'zining "Diskurs tahlili" nomli risolasida ushbu atamani qo'llagan. Z. Xarris tilda sintaksisdan ham bir daraja yuqori o'rinda turuvchi tizim mavjudligini hamda matn ham ana shu tizimning tarkibiga kiruvchi birlik ekanligi haqidagi qarashlarini ilgari surgan. Diskurs tahlil tilning strukturaviy sifatlarini gapdan ko'ra kengroq mukammalroq elementlarda ko'rib chiqadi. [14:21]

Ushbu atama Lotin tilidagi *discursus* so'zidan olingan bo'lib, turli yo'llar bilan borish, ifodalash kabi ma'nolarni anglatadi. [1:] Shu o'rinda ta'kidlab o'tish joizki, diskurs atamasi turli tematik lug'atlarga oid keng tushuncha bo'lib, uning mazmuni har bir fan doirasida turlicha shaklda ifodalanadi. Masalan, diskurs tushunchasiga *The American Heritage Dictionary of English Language* kitobida verbal muloqot: suhbat, dialog; nutq yoki yozma matnning rasmiy shakli, tilshunoslikda esa lingvistlar tomonidan lisoniy jarayonlarni (bitta gapdan ko'p bo'lgan) tadqiq qilishda foydalaniladigan tahlil metodi deya ta'rif berilgan. [3:]

Badiiy izohli lug‘atda diskursga quyidagicha ta’rif berilgan: har qanday yozma yoki og‘zaki nutqning faollashuvidir yoki nutning rasmiy bayon etilishidir. Tilshunoslika diskurs atamasi bir gapdan ko‘p bo‘lgan lisoniy yaxlit birlikka nisbatan foydalanilsa diskurs analiz metodi yozma yoki og‘zaki nutq tarkibidagi gaplarning o‘zaro izchilligi va boshqa turli aloqalarii tahlil qilish metodidir. Diskursning alohida xuxusiyatlaridan biri bu uning xosil bo‘lish jarayonida hattoki ixtisoslashgan bo‘lsada kimga qaratilganligidan kelib chiqqan holda o‘zaro bog‘langan yaxlit birlikka aylanishidir. [3:]

Diskurs tamasi Arxeologik lug‘atda ong osti bilimlari bilan ishlab chiqilgan va qabul qiluvchiga tushunarli shaklga keltirilgan konteksdir. U shunchaki so‘zlar orqali yoki visual tarzda (chop etilgan ma’lumot, ma’ruza, muzey eksponatlar peshtaxtasi, televideniya daturlai va blar) yordamida ifodalangan kontentgina emas, balki o‘z ichiga kontseptiv, ijtimoiy, tarixiy sathlarni ham jamlagan birlikdir. Diskurs nafaqat insonlar, balki binolar hududlar joylar kabi moddiy va qoidalar, qadriyatlar hoxish-istaklar, konsepsiyalar kabi madaniy komponentlarni mujassamlashtirgan bilimlar yig‘indisidir. [3:]

Diskurs atamasiga nisbatan alohida ta’rif mazkur lug‘atning falsafaga oid bobida ham berib o‘tilgan. Diskurs bu – tilning davomli suratda o‘zini suhbat, muhokama, xisobot yoki oddiy nutq kabi shakllarda namoyon qilishidir. Diskurs tahlil esa ma’lum bir mavzuga qaratilgan duskursni ijtimoiy siyosiy jihatlariga e’tibor qaratgan holda, lisoniy hamda sotsiologik jihatdan tavsivlab berishga qaratilgan jarayondir. [4:]

Geografik lug‘atda diskurs terminiga nisbatan aniq tizimli tayyorlangan, qayta ishlangan, namoyish qilingan va qabul qiluvchiga yetkazilgan g‘oya, konsept yoki fikrning maxsus jamlanmasidir deya yondoshilgan. [5:] Bundan shuni anglash mumkinki, diskurs faqatgina tilshunoslik fanining emas balki boshqa ko‘plab ijtimoiy fanlarning ham tadqiqot obyekti xisoblanadi. Shu sababdan ham diskurs tushunchasiga turli tematik izohli lug‘atlarda uning vazifaviy xususiyatidan kelib chiqib turlicha yondoshilgan.

The International Encyclopedia of Social Science kitobida duskursga quyidagicha ta’rif berilgan: Gap bu - so‘zlarning sistekatik ketma-ketligi bo‘lsa diskurs bu - gaplarning sistematik tartibda joylashuvidir. Diskurs turli sohalarni, jumladan xisobot, epos, reportaj yoki lirika hamda boshqa ko‘plab tematik sohalarni o‘z ichiga oladi. U turli komponentlarni: texnik, moliyaviy, etik- estetik, badiiy va boshqa ko‘plab janrlarning elementlarini o‘zida mujassamlashtiradi. Shuningdek, yozma yoki og‘zaki, monologik yoki suhbat shakllarida bo‘lishi mumkin. Bundan tashqari u turli uslublar, darak, so‘roq, buyruq va aralash shakllardagi formatlarda bo‘lishi mumkin. [10:]

Shotland tilshunosi, lug‘atshunos olim zamonaviy ingliz tilining ko‘zga ko‘ringan tadqiqotchilaridan biri professor T. MakArturning fikricha diskurs bu:

- suhbat, dialog, ma’ruza, pand-nasihat, ilmiy tadqiqot ishi kabi lisoniy voqeliklarga nisbatan qo‘llaniladigan umumiy rasmiy atama;
- ba’zida tildan foydalanishga nisbatan foydalaniladigan atama;
- lingvistikada bitta gapdan uzun bo‘lgan yozma yoki og‘zaki nutq birligi. Aynan shu birlik bilan shug‘ullanuvchi tilshunoslik bo‘limi diskurs tahlil deb nomlanadi. [7: 214-215]

O‘tkan asrning 50- yillariga kelib tadqiqotchilar o‘zlarining lingvistik izlanishlari davomida tilning asosiy birligi sifatida faqatgina gapdan foydalanish yetarli emasligini anglab yetkanlaridan so‘ng diskurs tushunchasiga qiziqishlari ortib bordi.

Bunday fikrlar albatta o‘rinli edi, chunki nashr qilingan matnlar yoki og‘zaki suhbatlarning tarkibiy qismi bir necha gapning ketma-ketligidan iborat bo‘ladi. Lekin diskurs og‘zaki yoki yozma gap singari kichik birlik emas. U o‘zida kontekstuallik, izchillik, yaxlitlik, ritorika kabi xususiyatlarni mujassamlashtirgan gaplar yig‘indisidan iborat lisoniy birlikdir. [5:156-157] Amerikalik tilshunos olim, filologiya fanlari nomzodi, Artur Gresser tilshunoslik sohasida diskurs tushunchasiga oid uchta yirik ilmiy nashrlari va 600ga yaqin maqolalarida 30 mingga yaqin tilshunoslarning fikrlarini iqtibos qilgan holda o‘z fikrlarini bayon etgan. Professor diskursga nisbata quyidagi 7 yondashuvni tasniflab chiqqan:

1. Diskurs psixologiyasi;
2. Korpus tahlil;
3. Kompyuter diskursi;
4. Diskurs texnologiyalari;
5. Matn tahlil;
6. Aralash *qualitative* (suhbatlar asosida ma’lumot yig‘ish metodi) *quantitative* (statistik metod) yondashuvlar;
7. Ijtimoiy madaniy asoslar. [5: 187]

Olimning ta’kidlashicha diskurs tushunchasi lingvistikaning asosiy tadqiqot obyektiga aylanishing asosiy sabablaridan biri bu uning sistematik tarkibiy qismi bilan bog‘liqdir.

Diskursning bu kommunikatsion nutqning tarkibiy shakllarini bir-biridan farqlashga imkoniyat beradigan lisoniy voqelikdir. Diskurs tahlil nutq yoki matnni ekstralingvistik faktorlar (olam haqidagi taassurot, shaxsiy fikr, qadriyatlar tizimi va blar) aktuallashuviga ko‘ra konstruktiv xususiyatlarini aniqlash imkoniyatini yaratib beruvchi tahlil jarayoni. Diskurs tuzilish jihatidan nafaqat voqealarning o‘zi va xususiyatlarini o‘z ichciga oladi balki ularning hosil bo‘lishida ishtirok etgan yoki bu voqelikda ishtirok etmagan diskurs qatnashchilarining ham unga nisbatan munosabatlarini o‘zida aks ettiradi. Shuning uchun ham tahlil jarayoni ko‘p tarmoqli va murakkab lisoniy jarayon xisoblanadi. Tadqiqotchi diskurs tushunchasining als mohiyatini anglay olishi va o‘z ilmiy foliyatida to‘g‘ri yondashishi uchun uning lingvistik hamda ekstralingvistik faktorlarining o‘zaro ta’sirini ko‘rib chiqishi darkor. [13:8] Tilning voqelanishi faoliyat jarayoni ekanligi fanimizda Arastu davridan boshlab hozirgi kungacha hech bir tilshunos tomonidan inkor etilmaydi, lekin yaqin davrgacha, yuqorida aytib o‘tganimizdek, tilshunoslikning barcha oqim va yo‘nalishlari faoliyat mahsulini, hatto, dialektologik tavsiflarda ham tavsifu tahlil etish bilan band edilar. To‘g‘ri, psixologlar, psixolingvistlar nutqning paydo bo‘lishi, uning yuzaga chiqish jarayonida o‘zini emas nutqning paydo bo‘lishi, lisoniy imkoniyatning nutq shaklida voqelanishini psixofiziologik jihatdan tadqiq etish bilan cheklandilar. Nutqni jarayon sifatida o‘rganish faqat muloqot – so‘zlovchi va tinglovchi orasida o‘zaro diskurs (fikr almashish), savolga yarasha javob berish – holatidagina tadqiq etish mumkin. Shu bois XX asrning oxirlarida tilshunoslikning yangi bir tarmog‘i – diskursologiya nutqiy muloqotni tadqiq etuvchi fan sifatida shakllandi. Diskurs bajarayotgan kommunikativ vazifasi jihatdan tizimlashgan va muloqot vaziyatiga moslashgan nutqiy qurilmadir. Shakl va vazifa jihatidan muvofiqlashtiruv diskursni boshqa birliklardan farqlash imkonini beradi. [8: 57] Yuqoridagi fikrlardan shuni anglash mumkinki, diskurs tushunchasining mohiyatini yoritib berishda har bir tilshunos lim dastlab chuqur izlanishlar olib borishi alohida ahamiyatga ega. Diskurs

tarkibiy jihatan yuqorida aytib o‘tilgan turli komponentlarga ega bo‘lishi bilan birga lisoniy paradigm sifatida turli sotsial konsteptlar bilan uzviy bog‘liqlik kasb etadi. Quyida berilgan chizma diskursning boshqa konsteptiv paradigmalar bilan aloqadorligini aks ettiradi. [7: 268]

Diskurs atamasi o‘z ichiga keng ma’noga ega bo‘lgan har qanday yozma matn yoki og‘zaki nutq shaklidagi lisoniy birlikni qamrab oladi. U o‘z o‘rnida visual vositalar masalan yozma yoki nashr qilingan matn tarkibida mavjud bo‘lgan chizma, bosma harflar yoki rasmlar, og‘zaki nutqda esa yuz ifodasi hamda boshqa turli ma’no anglatuvchi vositalarni qamrab olishi bilan ham harakterlanadi. Diskurs tushunchasini matn sifatida umumlashtirib yubormaslik uchun uning asosiy komponentlari va semantik xususiyatlariga e’tibor berish maqsadga muvofiq bo‘ladi. Turli imo-ishoralar, yuz ifodalari, jestlar, intonatsiya va boshqa audio va vizual strukturalar kabi turli semantik vositalar diskursning tabiatiga xos bo‘lgan komponentlardir, chunki bu bu kabi vositalar diskurs muallifining aynan nimaga nisbatan fikr bildirayotganini anglatadi. [11: 116] Diskurning mohiyatini anglashda asosiy jarayon bu mazmunning umumiy tabiatini anglash va murakkablikni soddalashritishdir, masalan, ong osti bilimlar yig‘indisidan kerakli mavzuga doirini tanlab olib, yangi berilayotgan axborot bilan taqqoslashdir. Boshqacha qilib aytganda, tildan foydalanuvchilarning berilgan ma’lumotning hammasini birma-bir tahlil qilib emas, balki eng kerakli joylarini ong ostida hosil bo‘lgan modellar bilan solishtirishidir. [12: 46]

O‘zbek tilshunosligida diskursning lisoniy jihatlarini ochib berishga qaratilgan ilmiy izlanishlar Sh. Safarov tomonidan olib borilgan. U matn va diskurs muammolari haqida quyidagilarni fikrlarni bayon qilgan: “Agarda matn ham, diskurs ham insonning lisoniy faoliyati natijasi o‘laroq yuzaga kelsa, ularning faqat formal ko‘rinishiga ko‘ra og‘zaki va yozma shakllariga ko‘ra farqlash yetarli bo‘lmaydi. Axir bularning ikkalasi ham natijali faoliyat mahsuli bo‘lganidan keyin, erishilgan natija albatta moddiy ko‘rinishga ega bo‘lishi kerak.” [9: 4]

E’tirof etish joizki, diskurs tushunchasining o‘zi, murakkab lingvistik fenomen bo‘lib, sistematik tahlillar asosida tadqiq qilinadigan lisoniy voqelik deb xisoblanadi. Uning turli shakllari ko‘plab tilshunos olimlar tomonidan turli xususiyatlariga ko‘ra tadqiq qilingan. Masalan, badiiy diskurs, siyosiy diskurs ekonomik diskurs, multfilm va kino diskursi va blar. Ammo, tilshunoslikda nisbatan yangi tarmoq bo‘lgan telefoniya yo‘nalishining bosh obyekti xisoblanadigan mobil muloqot (telefon kommunikatsiyasi) diskurs sifatida tahlilga tortilmagani joriy mavzuning aktualligini oshirishga xizmat qiladi. Ushbu tadqiqot ishini olib borishdan oldimizga qo‘yilgan ustuvor maqsadlarimizdan biri ham aynan telefoniya diskursining semantik-strukturaviy hamda lingvokulturalogik jihatlarini ingliz va o‘zbek tillari doirasida ochib berishdan iboratdir. Bundan tashqari telefoniya diskursini kommunikativ pragmatik jihatdan izchil tadqiq qilib, uning har ikki tildagi qator izomorfik va allomorfik jihatlarini tahlil qilish ham tadqiqot ishi davomida amalga oshirilishi ko‘zda tutilgan qator vazifalardan biridir.

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LINGUACULTURAL PECULIARITIES OF SYMBOLISM IN UZBEK AND ENGLISH TEXTS

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ABSTRACT

The linguistic characteristics of symbols in the English and Uzbek languages are examined in this article, along with how symbols work in each language system. We examine the linguistic encoding of culturally significant symbols through a comparative approach, concentrating on both the socio-pragmatic elements and lexicographical representation. The results demonstrate that although symbols are used in both languages to express cultural values and meanings, there are notable differences in how these symbols are created and understood depending on historical, cultural, and sociolinguistic aspects.

INTRODUCTION

Symbols play a crucial role in how meaning is constructed in many languages and cultures. From a linguistic perspective, symbols embody intricate levels of meaning and frequently represent the cultural norms, values, and beliefs of a society [Crystal, 2008: 30]. In this work, we compare how each language encodes and interprets culturally significant symbols, concentrating on the linguistic characteristics of Uzbek and English symbols. This study attempts to highlight the minor variations and parallels in symbolic representation between these two languages by examining the linguistic structure and cultural background. Because Uzbek and English have different cultural histories and linguistic origins, as well as being connected to different language families—a Turkic language and a German language, respectively—the comparison between the two languages is especially insightful. Although both languages employ symbols to represent cultural values, and historical settings and cultural traditions have an impact on their own meaning-making systems [Hofstede, 2001: 26]. The influence of religion on symbolic language is another fascinating topic. Christian meanings are associated with English symbols such as the "cross" and the "lamb," which are closely related to religious literature and rituals [Lakoff & Johnson, 1980: 129]. However, within Uzbek culture, the both the "star" and the "crescent moon" have Islamic meanings and are found in many facets of daily life, such as the national flag and customs [Nurmatov, 2015: 69]. As a result, the study concentrates on the linguistic and cultural dimensions of Uzbek and English symbols.

LITERATURE REVIEW

Semiotic theory, which studies how signs and symbols are employed in language to transmit meaning, is fundamental to the study of linguistic symbols. Modern semiotics was founded by Ferdinand de Saussure in 1916, who distinguished between the signifier (the form) and of the signified (the idea it stands for) and the symbol itself Numerous studies on the linguistic characteristics of symbols in various languages and cultures have been impacted by this paradigm.

Scholars such as Charles Sanders Peirce (1931) expanded on Saussure's work by introducing the triadic model of sign relations, which connected the sign, its object, and its interpretant. These theories form the foundation for investigating the role of symbols in language [Wang, 2020:66]. Language symbols are ingrained in the cultural settings in which they are used; they do not exist in a vacuum. Geert Hofstede's research on cultural factors emphasizes how various linguistic communities' values, traditions, and beliefs influence how symbols are understood. Accordingly, both linguistic patterns and cultural narratives are reflected in Uzbek and English symbols [Hofstede, 1980: 71]. Uzbek symbols are frequently connected to local folklore, Islam, and Central Asian customs, whereas English, for instance, has a long history of symbols derived from Western ideas [Karimov, 2010: 32].

Prior research comparing Uzbek and English symbolism has mostly concentrated on idiomatic expressions and metaphor, which provide insights into the sociocultural facets of each language. For example, researchers Lakoff and Johnson contend that Uzbek metaphors represent group consciousness, while English metaphors are frequently impacted by individualism and Western conceptions of the ego. Furthermore, researchers like Wierzbicka (1997) have looked at how cultural norms are reflected in symbolic language, demonstrating that different symbols and how they are interpreted vary by culture and the sociolinguistic context. Numerous scholars have highlighted how language and culture interact through symbol use. For instance, linguistic studies are crucial to comprehending how language symbols represent common worldviews, according to Vereshchagin and Kostomarov (1990). Numerous symbols in Uzbek are based on Central Asian historical and cultural occurrences. The dastarkhan, a kind of food display, and the chapan, a traditional coat, represent hospitality and regard for visitors, whereas in English, symbols like the crown or flag have associations with British national identity, history, and monarchy [Ergashev, 2018:61]. It takes both language expertise and an understanding of these symbols' cultural importance to comprehend them. The linguistic and cultural characteristics of English symbols have been extensively studied, whereas Uzbek symbolism from a linguacultural standpoint has received less attention.

Both Uzbek and English-speaking cultures' symbolic languages are heavily influenced by religious ideas. Numerous Christian-derived symbolic idioms in English, such as "cross," "carrying your cross," and "a lamb to the

slaughter," all allude to biblical themes and tales [Wierzbicka, 1997:41]. In terms of Uzbek culture, it is connected to Islamic principles influence symbolic language. The "star" and "crescent moon" are frequently connected to Islam. To put it another way, everyday language and customs use common symbols like these, especially those related to Islamic holidays, prayer hours, and religious rites. For example, Uzbek communication frequently uses blessings like "Insha'Allah" ("God willing") and "Mashallah" ("God has willed it"), which illustrate how faith and everyday life are intertwined [Karimov, 2010: 33; Nurmatov, 2015: 49].

There are even less comparative studies between these two languages, which is what this study attempts to fill. Deeper understanding of how linguistic symbols connect language and culture may be possible by examining the symbols in the settings of both languages.

METHODS

The research employs a comparative analysis grounded in qualitative data gathered from Uzbek and English literature, dictionaries, and cultural sources. Information was gathered from multiple sources to address the symbolic meanings of specific words, phrases, gestures, and body language, connotations in English and Uzbek, such as:

1. Proverbs, historical and religious writings, and Uzbek folklore that incorporate cultural symbols.

2. Media, idioms, and English literature that convey symbolic meanings. In both languages, we concentrate on a collection of culturally significant symbols, such the pomegranate (anor).

Analyzing the data entailed looking at how words, phrases, and idioms are represented linguistically in both languages as well as the sociocultural connotations associated with them.

RESULTS

Cultural and Lexical Symbol Representation

Symbols frequently occur in fixed lexical forms like idioms, metaphors, and proverbs in both Uzbek and English. The "pomegranate," for instance, is a symbol with rich and varied connotations in both English-speaking and Uzbek societies, however the two linguistic and cultural contexts have different perspectives on its importance. The pomegranate, often known as a or, is a highly symbolic fruit in Uzbek culture. It is linked to life, fertility, and plenty. This has its origins mostly in Central Asian agricultural customs, where pomegranates have been grown for millennia. Both the spiritual and cultural realms are represented by the symbology.

Fertility and Abundance: Because of the fruit's numerous seeds, the pomegranate is frequently utilized as a metaphor for fertility, prosperity, and abundance. The pomegranate is occasionally used as a fruitfulness symbol in

Uzbek weddings, signifying the hope for a prosperous life and a large family for a couple [Karimova, 2014:29].

Health and Vitality: The pomegranate is also thought to have therapeutic qualities in Uzbek mythology. Pomegranates are frequently used in traditional herbal medicines because of their capacity to cleanse the body and infuse it with vigor [Nabijanov, 2016: 45]. Proverbs and idioms that describe the pomegranate as a source of power further ingrain this health-related meaning in the language.

Symbol in Religious and Spiritual Contexts: In Central Asia, the pomegranate is associated with Islamic symbolism. Some people think that the fruit was referenced in the Qur'an and that the pomegranate tree originated in Paradise. It therefore has spiritual connotations of purity and infinity [Akbarov, 2007: 19]. Pomegranates are a common cultural and artistic symbol in Uzbek art, especially in Suzani fabrics, which have themes that symbolize fertility and the beauty of life. This enhances its meaning further, as the pomegranate serves as a linguistic and visual representation of cultural continuity [Karimova, 2014: 54].

The pomegranate has a distinct, albeit nonetheless extensive, set of meanings in English-speaking countries. Its symbolic significance stems not from our everyday culture but from ancient Mediterranean and Judeo-Christian mythology.

Fertility and Power: The pomegranate is a symbol of fertility in Western society, much like it is in Uzbek tradition. The goddess Persephone, who was kidnapped by Hades and transported to the underworld, is linked to the pomegranate in Greek mythology. The pomegranate is a symbol of fertility and the cycle of life and death because she spent a portion of the year chained to the underworld after consuming pomegranate seeds [Smith, 2005:97].

In Christian iconography, the pomegranate stands for both the promise of endless life and the resurrection. Its numerous seeds have been seen as representations of the Church's diversity and unity. The fruit is frequently shown in traditional Christian art as the hands of the Christ child or the Virgin Mary, representing divine grace and eternal life [Adams, 2008: 56].

Wealth and Royalty: Catherine of Aragon, Henry VIII's first wife, utilized the pomegranate on her coat of arms in English heraldry and royal symbolism. This associated the fruit with concepts of dynastic continuity, riches, and monarchy [Fox-Davies, 1974:42].

Health and Well-being: Because of its links to antioxidants and other health advantages, the pomegranate has also become more well-known as a symbol of health in contemporary English-speaking countries.

DISCUSSION

The study demonstrates that although symbols are utilized in both Uzbek and English to convey cultural values, the construction and usage of these

symbols in language reflects the cultural frameworks of each language. While English symbols, on the other hand, tend to focus more on individualism and romanticism, frequently reflecting the literary and cultural development of Western societies, Uzbek symbols are frequently linked to historical, religious, and social values, reflecting the collective identity of the Uzbek people [Khakimova]. One symbol that exemplifies how one item may have several linguistic and cultural connotations across various languages and communities is the pomegranate. Pomegranates have several connotations in English-speaking cultures, ranging from fertility to riches and resurrection, but in Uzbek, they are a powerful sign of fertility, prosperity, and life. The distinct historical, theological, and cultural backgrounds that influence the usage and interpretation of symbols in every language are reflected in these variations.

Recognizing these variations in symbols emphasizes the importance of language and cultural circumstances in forming meaning and provides insightful information on cross-cultural communication. These results are in line with Hofstede's theory of cultural dimensions, which postulates that different cultures have varying degrees of individualism and collectivism. English-speaking cultures tend to prioritize individual accomplishment and expression, in contrast to Uzbek culture, which places a strong focus on community and tradition [Hofstede, 2001: 112].

The formation of symbolic language is significantly influenced by religion. Using biblical imagery, "light" and "darkness" are frequently used to represent good and evil, among other Christian-related symbols in English. Johnson and Lakoff (1980:97). According to Islamic tradition, "the right hand" is the purer or more honorable hand in Uzbek culture. This idea is ingrained in Uzbek expressions and traditions (such as using the right hand to give or receive as a symbol of respect) [Ergashev, 2018: 31].

CONCLUSION

It is evident from this comparison of English and Uzbek symbols that linguistic symbols are intricately woven into cultural settings. Although symbols are used in both languages to express meaning, there are clear variations in how these symbols are interpreted due to cultural and historical factors. The study advances our knowledge of how language functions in cross-cultural communication and emphasizes how crucial it is to take cultural context into account when deciphering symbolic meanings.

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COGNITIVE ANALYSIS OF UZBEK AND ENGLISH ADVERTISEMENT IN GENDER ASPECT

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ABSTRACT

This study examines the cognitive aspects of gender representation in Uzbek and English advertisements. Advertisements play a crucial role in shaping social perceptions of gender roles, often reinforcing or challenging cultural norms. By analyzing linguistic and visual elements, the study explores how gender identities are constructed and perceived in these two linguistic and cultural contexts. A comparative approach is applied to investigate differences and similarities in gender portrayals, focusing on lexical choices, imagery, and underlying ideologies. The findings reveal that while both Uzbek and English advertisements employ gender stereotypes, there are notable variations influenced by cultural, historical, and social factors.

Keywords: Cognitive analysis, advertisement, gender representation, Uzbek language, English language, media discourse, cultural influence.

INTRODUCTION

Advertising is a powerful medium that shapes public perceptions and influences social attitudes, particularly regarding gender roles. Through carefully crafted linguistic and visual messages, advertisements construct gender identities, reflecting and reinforcing societal norms. While English-language advertisements often embrace progressive gender representations due to globalization and feminist movements, Uzbek advertisements are deeply influenced by traditional cultural values. These cultural underpinnings create a stark contrast in how gender roles are portrayed in the two linguistic and cultural contexts.

This study aims to explore how gender identities are constructed and represented in both Uzbek and English advertisements, with a focus on the cognitive aspects of language and imagery. By examining the linguistic choices, visual elements, and underlying ideologies, the study investigates how these advertisements reinforce or challenge gender stereotypes. A comparative approach is employed to identify the similarities and differences in the portrayal of gender in both contexts, considering the cultural, historical, and social factors that shape these representations.

The study seeks to answer the following key questions:

1. How are men and women portrayed in Uzbek and English advertisements?

2. What cognitive and linguistic strategies are used to reinforce or challenge gender stereotypes?

3. How do cultural factors influence gender representation in advertising?

By adopting a cognitive-linguistic approach, this research contributes to the broader discussion on media, advertising, and gender studies, offering insights into how gender is perceived and constructed through advertisements across different cultural settings.

LITERATURE REVIEW

Gender Representation in Advertising Numerous scholars have examined gender representation in advertisements:

Goffman (1979) introduced the concept of "gender display," analyzing how media presents men as authoritative and women as submissive.

Lazar (2006) explored feminist discourse in advertisements, highlighting how gendered language either reinforces or subverts stereotypes.

Kress and van Leeuwen (2006) developed multimodal discourse analysis, explaining how text and visuals work together to construct gender roles.

Cognitive-Linguistic Approach to Advertisement Analysis The cognitive approach in linguistics examines how language structures thought and perception. Key theories include:

Lakoff's (1987) Women, Fire, and Dangerous Things, which explores gendered metaphors in language.

Fairclough's (1995) Critical Discourse Analysis (CDA), which assesses how language reflects power dynamics.

Kövecses (2010) on conceptual metaphors, explaining how gender identities are cognitively structured in different cultures.

Building on these studies, this research applies cognitive analysis to Uzbek and English advertisements to understand how gender is framed through language and imagery.

METHODOLOGY

This study employs a comparative cognitive analysis method, consisting of: Corpus Selection: 50 Uzbek advertisements from television, social media, and print media. 50 English advertisements from global brands, digital marketing, and commercial campaigns.Data Collection:Linguistic analysis of slogans, product descriptions, and promotional texts. Visual analysis of gender representation in images and videos. Analytical Framework: Lexical Analysis: Examining word choices, pronouns, and adjectives used for men and women. Conceptual Metaphor Analysis: Identifying cognitive structures that associate gender with power, beauty, or responsibility. Multimodal Analysis: Assessing how visual elements (colors, positioning, expressions) contribute to gender representations. By comparing these two linguistic and cultural contexts, the

study aims to uncover cognitive and ideological patterns in gendered advertising discourse.

DISCUSSION AND RESULTS

The analysis reveals significant differences in gender portrayal: Uzbek Advertisements: Women are frequently depicted in domestic roles (as caregivers, homemakers), while men are shown as decision-makers or professionals. Traditional clothing and family-centric themes are common. English Advertisements: Gender roles are more fluid, with women portrayed in leadership positions and men involved in family care. There is greater emphasis on individuality and empowerment. Cognitive Strategies in Gendered Advertising Lexical Patterns: Uzbek ads use respectful pronouns and adjectives emphasizing modesty for women, while English ads often use empowering words like "strong" and "independent." Metaphorical Frames: In Uzbek advertisements, women are metaphorically linked to "flowers" (delicate, nurturing), whereas in English ads, women are associated with "warriors" or "leaders." Multimodal Elements: Uzbek ads predominantly use soft colors (pink, light blue) for women, reinforcing traditional femininity, while English ads incorporate bold colors and dynamic imagery to signify strength. Cultural Influence on Gender Representation Cultural norms heavily shape gender portrayals: Uzbek Context: Influenced by conservative traditions and Islamic values, emphasizing family-oriented female roles. English Context: Shaped by Western feminist movements, promoting gender equality and diversity in representation. Despite these differences, both advertising cultures still rely on gendered marketing strategies, reflecting broader societal expectations.

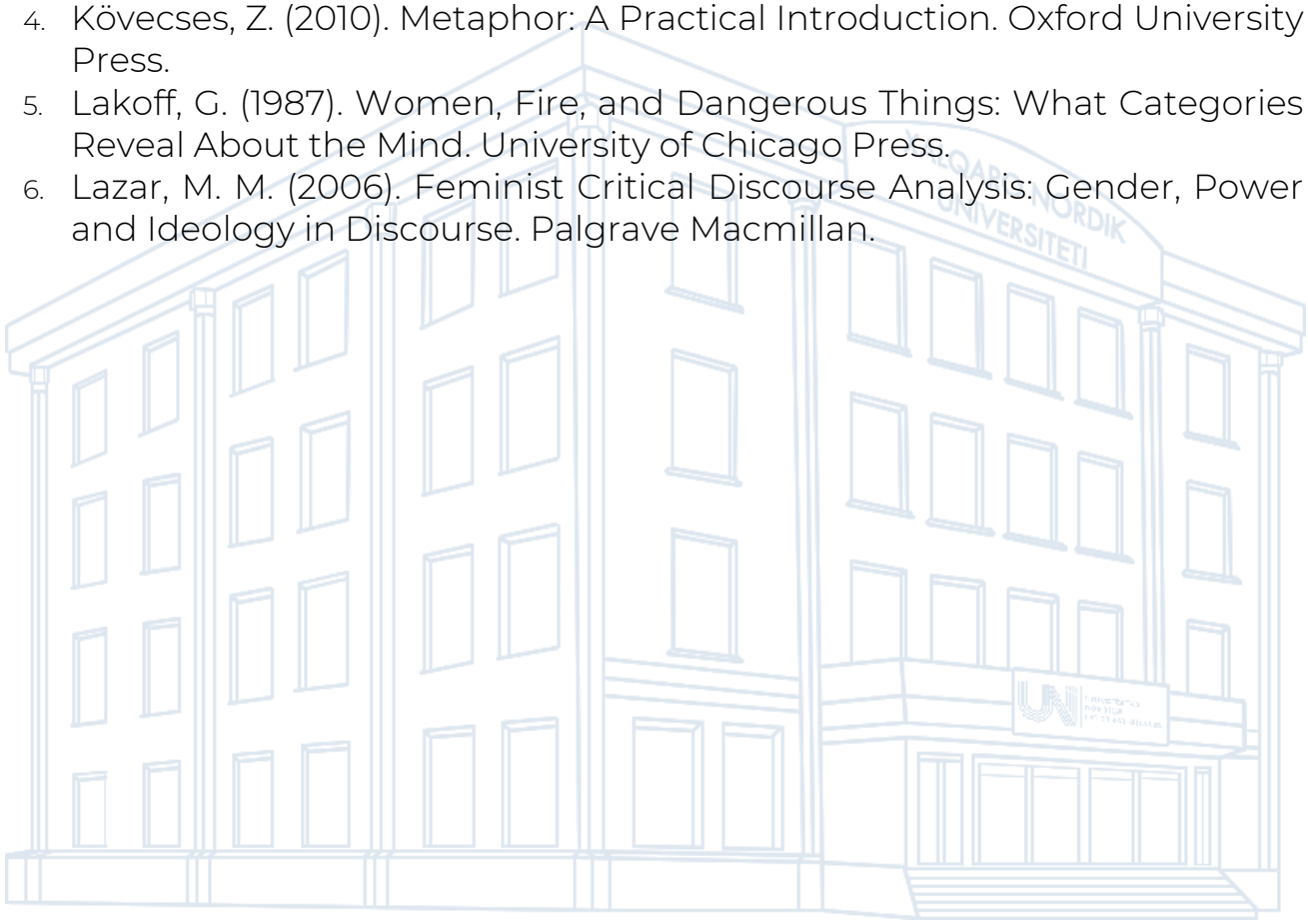
CONCLUSION

The cognitive analysis of Uzbek and English advertisements reveals that gender representation is influenced by a combination of cultural, linguistic, and social factors. While English advertisements tend to portray gender roles in a more progressive and fluid manner, emphasizing equality and empowerment, Uzbek advertisements are more inclined to reinforce traditional gender norms, reflecting a more conservative and family-oriented view of gender roles. Despite these differences, both advertising cultures continue to use cognitive and linguistic strategies to construct and reinforce gender identities, often relying on stereotypes that align with societal expectations. This study underscores the importance of critically analyzing advertising discourse as a means to understand how gender identities are constructed and perceived. By examining the linguistic and visual elements in advertisements, it becomes clear how advertising not only reflects but also shapes societal perceptions of gender. As global attitudes toward gender continue to evolve, advertising practices must adapt to reflect more inclusive, diverse, and progressive representations of gender. This shift is essential for challenging traditional stereotypes and promoting equality in media

portrayals. Moving forward, it is crucial for advertisers to embrace more balanced and gender-neutral language, increase the representation of diverse gender roles, and create culturally sensitive yet progressive advertising campaigns that align with the changing dynamics of gender in society.

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SEMANTIC FEATURES OF FASHION TERMS IN UZBEK AND ENGLISH TEXTS

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ABSTRACT

This study examines the semantic features of fashion-related terminology in Uzbek and English texts. By comparing the lexical semantics, connotations, and pragmatic functions of key fashion terms, the research identifies both similarities and differences between the two languages. A corpus consisting of fashion magazines, advertisements, and online resources was analyzed using both qualitative and quantitative methods. The results provide insights into how cultural contexts influence term usage and contribute to effective cross-cultural communication in the fashion industry.

Keywords: semantic features, fashion terminology, lexical semantics, connotation, pragmatic function, cross-cultural communication.

INTRODUCTION

The fashion industry is a rapidly evolving global sector, and the terminology used in this field often carries diverse semantic meanings across different languages and cultures. This study aims to compare the semantic features of fashion terms in Uzbek and English by focusing on their lexical structure, connotative meanings, and pragmatic functions. By understanding these differences, industry professionals and linguists can better address cross-cultural communication challenges. Research Questions:

· How do the semantic structures of fashion terms differ between Uzbek and English?

· What connotations are associated with these terms in each language?

· How do pragmatic functions in various textual contexts influence the usage of fashion terminology?

· How can understanding these semantic differences improve cross-cultural marketing and communication in fashion?

METHODS

1. Theoretical Framework. The research is based on the following theoretical perspectives:

· Lexical Semantics: Investigates the inherent meanings and semantic fields of fashion terms.

· Connotation Theory: Explores the additional cultural, emotional, and aesthetic meanings that terms acquire over time.

· Pragmatics: Focuses on the contextual and communicative aspects that determine how terms are used in specific situations.

2. Empirical Methods.

· Corpus Analysis: A corpus of printed and digital texts was compiled from fashion magazines, advertisements, online blogs, and social media posts in both Uzbek and English.

· Interviews: Semi-structured interviews were conducted with fashion experts, linguists, and industry insiders to gain qualitative insights into term usage.

· Statistical Analysis: Frequency distribution, collocation analysis, and correlation analysis were applied to examine the prevalence and context of selected fashion terms.

3. Data Collection and Analysis. Texts were processed using specialized linguistic software to map semantic fields, identify connotative layers, and chart the pragmatic usage of the terms. Data visualization tools were used to create graphs and tables that highlight frequency trends and contextual patterns.

RESULTS

1. Lexical Semantic Analysis

· Example 1: The English term “chic” implies elegance, sophistication, and a contemporary style. It is often associated with minimalist yet impactful fashion designs.

· Example 2: The Uzbek equivalent “zamonaviy” (modern) covers a broader semantic range that includes innovation and global trends. However, it sometimes lacks the exclusive flair inherent in “chic.”

· Additional Observation: Frequency analysis shows that “chic” appears predominantly in high-end fashion contexts, whereas “zamonaviy” is more frequently used in mainstream fashion texts.

2. Connotative Characteristics

· Example 3: In English, the term “vintage” carries connotations of nostalgia, historical uniqueness, and exclusivity. It often suggests not only age but also a certain level of quality and rarity.

· Example 4: In Uzbek texts, the term “an’anaviy” (traditional) emphasizes cultural heritage, national identity, and time-honored practices. While both terms evoke a sense of history, their emotional resonances differ significantly.

· Additional Example: The English term “boho” (short for bohemian) suggests a carefree, eclectic, and artistic lifestyle, whereas its Uzbek usage—often translated as “noan’anaviy”—emphasizes nonconformity and creativity without a strong historical or nostalgic connotation.

3. Pragmatic Functions and Communicative Roles

· Example 5: In high-end English fashion advertisements, the term “couture” is used pragmatically to denote bespoke, exclusive, and luxurious design. Its usage signals not only quality but also the status of the brand.

· Example 6: In Uzbek fashion blogs, the term “sof” (pure) is employed to highlight clarity, quality, and aesthetic simplicity. It functions to reassure consumers about the integrity of design and craftsmanship.

· Additional Example: The term “trend” in English is widely used to indicate current styles and popular culture, while in Uzbek texts, its counterpart is often adapted as “trend” itself or translated as “zamonaviy tendentsiya,” which slightly shifts its pragmatic function to emphasize alignment with global fashions.

4. Statistical Findings,

The corpus analysis revealed that while many fashion terms have direct equivalents, their usage frequency and context differ:

· The term “chic” occurs in 75% of high-end fashion texts in English, whereas “zamonaviy” appears in only 55% of similar Uzbek texts.

· Collocational patterns indicate that English terms are more frequently combined with adjectives denoting exclusivity (e.g., “ultra-chic,” “effortlessly chic”), while Uzbek terms often appear with modifiers emphasizing functionality and modernity.

DISCUSSION

1. Semantic Divergences and Their Implications. The findings suggest that while both Uzbek and English employ similar lexical items in the realm of fashion, the connotative layers and pragmatic roles differ markedly. These differences reflect broader cultural values: English fashion discourse often leans towards exclusivity and aspirational aesthetics, whereas Uzbek terminology tends to emphasize modernization and cultural continuity.

2. Impact on Cross-Cultural Communication

Understanding these semantic divergences is critical for global fashion brands. For instance, marketing campaigns tailored for English-speaking audiences might highlight exclusivity and sophistication, while those aimed at Uzbek consumers could focus on modernity intertwined with cultural heritage.

· Practical Implication: Translators and marketers should be aware of these nuances to avoid misinterpretation. A direct translation of a term like “vintage” may not convey the intended quality and exclusivity in Uzbek if rendered solely as “an’anaviy.”

3. Classroom and Industry Applications.

The insights from this study can also be applied in academic settings. Fashion communication courses can incorporate these findings into their curriculum to enhance students’ awareness of cultural semantics.

· Example: Role-playing exercises in translation workshops can simulate advertising scenarios where students must adapt fashion terminology for different cultural contexts, thereby deepening their understanding of both lexical semantics and cultural connotation.

4. Limitations and Future Research

While the study provides substantial insights, it is limited by the size and scope of the corpus. Future research should consider:

· Expanding the corpus to include more diverse sources such as social media posts and international fashion shows.

· Longitudinal studies to track how the semantic features of fashion terms evolve over time in response to cultural shifts.

· Comparative analyses involving additional languages to further generalize the findings across global fashion discourse.

CONCLUSION

This study highlights the nuanced semantic features of fashion terminology in Uzbek and English. The lexical semantics, connotative dimensions, and pragmatic functions of these terms reveal significant cultural influences on language use. By understanding these differences, practitioners in the fashion industry and scholars in

applied linguistics can enhance cross-cultural communication and create more effective marketing strategies. The study ultimately advocates for a culturally informed approach to fashion terminology that respects both global trends and local identities.

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APPROACHES TO DEFINING THE CONCEPTS OF "ASSESSMENT" AND "EVALUATION"

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ANNOTATION

This article discusses the crucial distinction between "assessment" and "evaluation". While both terms are often used interchangeably, they hold different meanings within the educational context. The article emphasizes the importance of feedback, clear assessment criteria, and the shift towards authentic evaluation methods that encourage deeper understanding beyond rote memorization.

Keywords: CEFR, assessment, evaluation, judgment, decision, test, exam, reflection.

INTRODUCTION

XXI century is remarkable with the prosperity in culture, economy, scientific and technical innovations in Uzbekistan. Innovative approach to education is one of the main priorities of the present educational system.

"The beginning of 2000's was distinguished as a new era in foreign languages teaching in Uzbekistan. Teachers and students of schools and universities started to feel that they were ready for change in the way foreign languages were taught and learned. Nevertheless, there was uncertainty on how these changes would be implemented, what kind of changes should be introduced, who would be the initiator of the changes and what people's reactions would be to the changes in the education sector"[6,14]. While there was a desire for reform, there was also significant uncertainty about how to enact it. The questions raised – what specific changes were needed, who would lead the charge, and how the public would react – are fundamental to any successful educational reform. This uncertainty likely created a period of both excitement and apprehension. While the will to change existed, the practical strategies and leadership to guide that change were still lacking. This gap between desire and implementation is a common hurdle in educational reform and underscores the importance of careful planning and clear communication when introducing changes to the education sector. "Analysis of the system of teaching and learning foreign languages carried out by the group of experts from Uzbekistan State University of World Languages, Ministry of Higher and Secondary Specialized Education, and Ministry of Public Education revealed that the former curricula on foreign language teaching, standards for different levels of education were not efficient in terms of finance and effort"[5,24]. Consequently, it was important to develop, implement the new concept of national standards of teaching foreign languages in all levels of education system throughout Uzbekistan. And at this point the "Common European Framework of Reference (CEFR) was considered as the main framework in developing the national standard of foreign language education.

National Educational Standard for Continuing Education System on Foreign Languages"[2], which is based on the "Common European Framework of Reference for Languages: Learning, Teaching, Assessment"[3] has been and being implemented into the foreign language teaching process in Uzbekistan. The CEFR is the most comprehensive and widely used set of standards for foreign language education worldwide. Recent foreign language education reforms in Uzbekistan primarily affect English language teaching at all levels and levels of education. At present, CEFR serves as the main framework for national standards development.

Common European Framework of Reference (CEFR) for Languages: Learning, Teaching, Assessment was published in 2001 by the Council of Europe. The aim of CEFR is to establish international standards for educating and assessing the modern European languages. The CEFR defines language proficiency at six levels arranged in three bands:

- A1 and A2 (basic user)
- B1 and B2 (independent user)
- C1 and C2 (proficient user)

It is required that the teacher of foreign languages should know the CEFR, its levels, assessment tools, methods. The assessment system adopted in foreign language teaching in Uzbekistan is also based on CEFR reference levels.

Introducing innovations into the educational process contributes to the success of teachers' professional activities. These innovations generalize the modern scientific and practical educational experience of experts or teams of experts. In contrast to education reform, innovation in education is carried out by educational and scientific leaders and organizations rather than by government agencies.

THE CONCEPTS OF "ASSESSMENT" AND "EVALUATION"

Although most teachers now agree that assessment is an important part of education, there is often no complete agreement on why students' language should be assessed as part of the language learning and teaching process. In fact, the word "assessment" can have different meanings and connotations depending on the academic context. For some teachers, it may be the result of various formal exams and tests taken by students at different points in the course. Some may view evaluation as an institutional requirement for student promotion.

In modern scientific literature, one can find several definitions given to the concepts of "assessment" and "evaluation". Let's consider some of them.

According to Merriam Webster dictionary assessment is "the action or an instance of making a judgment about something : the act of assessing something: assessment of damages" [7]. But the assessment is defined as "the act of judging or deciding the amount, value, quality, or importance of something, or the judgment or decision that is made" [8] in Cambridge dictionary. Both of the definitions seem identical in meaning, but when applied to teaching the assessment is making judgment about the gained knowledge, achievement and progress of the learner.

At one sight the terms "assessment" and "evaluation" are alike; nevertheless the entry given to "evaluation" in Merriam Webster dictionary shows the difference more clearly. It says that the evaluation is "the act or result of evaluating; determination of the value, nature, character, or quality of something or someone".[9]

“Assessment is the process of gathering data. More specifically, assessment is the ways instructors gather data about their teaching and their students’ learning”[4,24]

Therefore, the evaluation is to gather the total value of the outcome based on the assessment data. During the decision-making process, we consider ways to improve weaknesses or gaps. Evaluation means judging student performance by gathering information about the student. We use a variety of tests (types) for different purposes to assess students. Assessment is the method we use to assess students. We can assess students informally or formally. Informal assessment is when students are observed, see how well they are doing, and then talk about their work. Formal assessment is when we assess students through tests and exams and assessment, judging their performance. The results (data) of the assessments (tests, observations, essays, reflections) are evaluated based on the assessment of the data.

Assessment allows teachers to gather information and determine what learners know and don’t know, while also controlling the planning stage. Teachers may need to differentiate instruction to meet the needs of all learners. “Teachers should be guided by clear assessment criteria when marking students’ work and students should know what these criteria are”.[1,174]

CONCLUSION

In conclusion, while there is a general consensus among educators regarding the significance of assessment in the educational process, the lack of uniformity in understanding its purpose and implementation remains a challenge. The nuanced meanings of "assessment" and "evaluation" highlight the complexity of measuring student learning. Assessment serves as a vital tool for gathering data on student performance, enabling teachers to identify knowledge gaps and tailor instruction accordingly. Conversely, evaluation synthesizes this data to determine the overall effectiveness of learning outcomes.

The distinction between informal and formal assessment methods further underscores the importance of flexibility in educational practices. By employing both approaches, teachers can create a more comprehensive understanding of student progress. Establishing clear assessment criteria is essential not only for guiding teachers but also for empowering students to take ownership of their learning.

As the educational landscape continues to evolve, it is imperative that educators engage in ongoing dialogue about the roles and definitions of assessment and evaluation. By fostering a shared understanding, teachers can enhance the learning experience and ensure that assessment practices contribute meaningfully to student development. Ultimately, the goal of assessment should be to support learners in achieving their full potential, transforming the educational journey into one that values growth, understanding, and mastery of language skills.

Teachers are responsible for providing positive feedback to students in a timely manner. This feedback should include, among other things, whether the student achieved the learning objectives, what specifically needs to be improved, and how and by whom these objectives will be achieved. The purpose of assessment has traditionally been to determine what learners have learned. The focus now is on authentic evaluation. The former typically relies on memorization methods, while the latter encourages learners to demonstrate deeper understanding.

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POINTS DE VUE THÉORIQUES SUR LA RELATION ENTRE SYNONYMIE ET VARIABILITÉ EN FRANÇAIS

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ANNOTATION

This article is devoted to the study of types of synonyms and their variants. It analyzes the views of linguists on synonyms and variants that reflect the expressiveness of speech. Synonyms are classified according to their meaning, shape, and relative characteristics. The variability of words is described using lexical and grammatical categories of the language.

Keywords: synonym, variability, universal classification, language and speech, functional, semantic, stylistic, figurative.

Les relations de synonomie et de variabilité se manifestent aux niveaux grammatical, verbal, phraséologique et lexical de la linguistique. I.V.Arnold suggère que la synonymie est une caractéristique de toutes les langues, indiquant la richesse de la composition du dictionnaire des langues [Arnold I. V., 2002:120]. Malgré le caractère universel des synonymes, à partir du 19ème siècle, ils ont commencé à être étudiés au Département de sémasiologie de la linguistique, jusque-là ils étaient considérés comme un moyen d'expression du langage en linguistique. Un rôle majeur dans l'analyse plus approfondie des synonymes lexicaux a été joué par le concept de Ferdinande de Saussure, qui a contribué au développement de la linguistique structurale au XX ème siècle. De l'avis d'avtor, les "vrais" synonymes ne peuvent être trouvés que dans les dictionnaires de synonymes [Vinogradov V. S., 2001: 82-92]. Par exemple, dans le discours, en français, les mots le chemain et la voie diffèrent l'un de l'autre par le niveau de signification. D'autres chercheurs, cependant, considéraient les synonymes comme une alternative aux phénomènes d'antonyme, d'euconyme, d'hyponyme, d'hyperonyme et de conversion. D'un point de vue traditionnel, les synonymes doivent être distingués en tant qu'unité de langage et de parole. Lorsqu'ils sont appelés synonymes linguistiques, seules les relations synonymes des mots enregistrés dans les dictionnaires synonymes sont comprises. En revanche, les synonymes de discours, selon les chercheurs, "créent un style d'innovation non conventionnel dans le discours artistique des écrivains, des poètes" [Gak V. G., 1977: 49-56.]. De plus, la perception du contexte de la langue et de la parole en tant qu'œuvre d'écrivains, de poètes et la prise en compte de la parole au sens du langage artistique de l'écrivain limitent la possibilité de rechercher des synonymes dans le système linguistique.

Il nous semble que cette approche de l'étude des synonymes, c'est-à-dire l'étude des créateurs comme moyen de discours artistique, est erronée.

Selon les types de synonymes, il est divisé en: synonymes cognitifs (dans différents discours qui diffèrent d'un point de vue fonctionnel, qui ne sont pas très différents en termes de signification lexicale interne du synonyme, mais diffèrent dans le processus de communication dans un sens référentiel), synonymes contextuels (seulement dans un cas particulier le sens est le même, contextuellement les significations – le mot camion), synonymes fonctionnels (ce concept n'est pas dans l'ordre des termes lexicologiques, mais il remplit la même fonction syntaxique, bien qu'il s'agisse d'une unité syntaxique différente. Des exemples de ceci sont les adjonctions suivantes, qui sont des synonymes fonctionnels les uns pour les autres), le synonyme idéographique (qui diffère les uns des autres d'un point de vue sémantique en termes de subtilités de sens), les synonymes référentiels (la limite est un terme ambigu, qui a la propriété d'expression coréférentielle, c'est-à-dire que le même dénoté est un cas qui peut être vu à partir d'un synonyme terminologique (est destiné à désigner un mot d'appropriation et son synonyme dans la langue principale pour représenter un seul concept. Les synonymes courants (dans n'importe quel contexte au lieu les uns des autres) sont des synonymes qui peuvent être pleinement appliqués, pour lesquels peu importe généralement la dénotation et la connotation. Les exemples incluent le nom et la phrase nominale, l'affixe fonctionnel (impatient-besabr, inattentif), la flexion et la flexion interne (dans les langues romanes), et enfin le synonyme final – synonymes stylistiques. La synonymie avec son propre nom implique une différenciation stylistique des mots. Dans la sémantique de ces synonymes, il fait partie des synonymes qui cachent diverses propriétés évaluatives émotionnelles et expressives et n'apparaissent que dans le texte et le genre spécifiques à un style fonctionnel particulier. À travers l'analyse des mêmes dictionnaires et encyclopédies, il sera possible d'observer comment s'est déroulé le développement des termes appartenant au domaine de la linguistique, comment une revue électronique les a commentés par divers auteurs, les significations des termes élargies ou rétrécies, et leur implication dans d'autres domaines également. L'essentiel est que la quantité d'unités lexicales incluses dans le vocabulaire et les qomus des termes et les informations qu'ils contiennent revêtent une grande importance théorique et scientifique. Sur la base des données qui y sont présentées, l'opportunité se présente de justifier scientifiquement les problèmes de linguistique générale. M.A.Parijeva donne des informations détaillées sur les travaux effectués dans ce domaine, en réfléchissant en détail au dictionnaire des termes et aux dictionnaires encyclopédiques publiés en linguistique. On peut constater que les linguistes étrangers permettent également la diversité dans la classification et le regroupement des synonymes. En particulier, lors de la classification des synonymes sémantiques, ils ont pris note des quatre caractéristiques principales suivantes:

la même partie sémantique du concept et la mise en miroir du champ d'application;

différenciation partielle du concept dans l'utilisation de la même partie sémantique et contextuellement;

le fait que ce soit des synonymes idéographiques;

il a été noté que dans le domaine sémantique et contextuel, il s'agit d'un synonyme partiel qui est assez différent en termes d'application de l'application de l'espace [Parijeva M. A. 2012: 55.].

Parmi la littérature spécialisée, il est possible de trouver des ouvrages dans lesquels, bien qu'ils ne soient pas nombreux, une classification plus complète des synonymes est donnée. Au secret de tels travaux, la classification des synonymes de L.M.Vasiliev peut être incluse. Dans son article scientifique sur la signification lexicale et les synonymes, le linguiste classe les synonymes lexicaux en trois types. Ce sont: 1) des synonymes qui diffèrent intellectuellement et par leur contenu; 2) des synonymes qui diffèrent par leur structure formelle; 3) des synonymes qui diffèrent par leurs caractéristiques relatives. L.M.Vasiliev classe les synonymes du premier type en synonymes idéographiques (appartenant au concept) et expressifs (sujet et figuratif et émotionnel-figuratif), ainsi qu'en types mixtes. Dans le deuxième type de synonymes, le scientifique introduit des synonymes stylistiques, distributifs et fréquentiels. Le troisième type de synonymes comprend les synonymes lexicaux, lexicaux-fabrication de mots et lexico-phonétiques [Vasiliev L. M., 1979: 89]. La base de la critique est l'opinion selon laquelle il n'y a pas de clarté dans le critère de division des synonymes en un groupe spécifique. Ceci est observé dans la séparation des synonymes expressifs[Wiliuman V. G., 1979: 5]. Les normes de classification des synonymes proposées par l'auteur nécessitent une révision sérieuse. De plus, dans la classification des synonymes, l'auteur prend des aspects phonétiques, morphologiques, stylistiques et méthodologiques des symptômes considérés comme supplémentaires ou facultatifs, donnant l'idée que cela ne correspond qu'à des mots synonymesque, à notre avis, ce n'est pas conseillé. Dans cette affaire, l'argument de A. A. Bragina selon lequel la similitude et la distinction sont un signe particulier des synonymes ne peut être écarté, car dans le sens lexical des synonymes, d'une part, la similitude et d'autre part, les aspects distinctifs sont vus. AA L'aspect que Bragina prend en compte est la persistance des synonymes ainsi que la source qui garantit qu'ils sont multifonctionnels [Bragina AA, 1979:15]. Dans cet article scientifique spécial dédié à la recherche de synonymes, l'auteur a utilisé plus de 50 sources pour analyser en détail l'état des problèmes existants dans la typologie des synonymes basés sur l'utilisation d'un anneau dans l'identification de groupes de synonymes cachés et clairement distingués. Il a pu calculer le type combinatoire des synonymes à l'aide d'une méthode de modélisation. L'auteur divise les synonymes en quatre groupes principaux, en tenant compte de leurs différences sémantiques et stylistiques lors de leur attribution aux espèces. Ils comprenaient des synonymes absolus, sémantiques, stylistiques et sémantiques-stylistiques. Et l'analyse profonde du groupe de synonymes permet à l'auteur de porter la composition de leur classification à huit, en tenant compte des deux principales caractéristiques stylistiques des synonymes. L'étude typologique des couches stylistiques de synonymes fournit un support théorique pour la solution positive des problèmes stylistiques en traduction. Les aspects stylistiques de la traduction sont directement liés au choix correct des mots, des combinaisons de mots et des synonymes d'une phrase. L'attention portée aux synonymes stylistiques, ainsi qu'à d'autres problèmes, garantit l'adéquation de la traduction à différents niveaux et niveaux, l'idée donnée dans l'original permet de trouver son reflet dans le texte de la traduction.

La variabilité est comptée à partir des caractères qui se démarquent de la langue française. La variabilité est caractérisée par le fait que le mot est attaché à une seule image et qu'ils forment des catégories lexico-grammaticales de la langue. E.I.Dibrova pense que la base de la variante est les SÉMAS du lexèmel, et ce processus dépendra de la caractéristique sémantique ou sémantique-associative du peuple

[Dibrova E. I., 2011: 60]. La variabilité est jetée dans l'agneau dans la composition de plus de phrases. La variabilité d'une unité phraséologique ne change pas sa signification sémantique, les variantes lexicales de l'unité phraséologique (FB) - la signification de la première phrase nommée bioan est inextricablement liée. Par exemple: avoir le sang qui bouille, avoir le sang qui bout dans les veines – "қизиққон бўлмоқ", иккинчи номинация лексик бирликни ўрнини ўзгартириш билан ибораниng бош маъноси сақланиб қолади: қизимоқ, асабийлашмоқ; allumer le sang, brûler le sang, fouetter le sang. Cette pièce trop chauffée, cette table où traînait la débandade du couvert, l'imprévu du voyage qui tournait en parie fine, tout lui allumait le sang [Zola E., 1988: 148]. – Une pièce très chauffée, une table remplie des restes du petit-déjeuner le matin, un voyage inattendu, un sentiment d'être doublé et de se laisser aller à la culpabilité – tout cela lui faisait bouillir le sang.

Ainsi, les phénomènes de synonymie et de variabilité servent à augmenter la coloration méthodologique de la langue et à augmenter le style diffirésiel du discours du locuteur. De plus, les mots synonymes et variantes jouent un rôle fondamental dans la manière dont l'expansion et le rétrécissement du sens des mots forment un sens portable. Le phénomène de synonymie et de variabilité se réfère dans la plupart des cas à la catégorie des mots verbaux.

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МЕЖЪЯЗЫКОВЫЕ ФРАЗЕОЛОГИЧЕСКИЕ СОВПАДЕНИЯ

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АННОТАЦИЯ

В данной статье представлены межъязыковые фразеологические совпадения под которыми понимаются межъязыковые фразеологические соответствия, корреляты которых возникли в сопоставляемых языках независимо друг от друга, в силу экстралингвистических факторов – общности культуры, логического и образно-ассоциативного мышления разных народов. И взгляды лингвистов, которые, рассматривают проблемы интернационализации фразеологии, а также независимое развитие межъязыкового параллелизма».

Ключевые слова: параллелизма, фразеологические поля, доминантой, заимствованиями, интернационального, терминологической системы, психофизиологических, экстралингвистическую.

Жизнь людей на одной планете Земля в условиях одинакового климата, животного и растительного мира, способствует появлению у разных народов общих форм мышления, наличия многих общих характеристик социальной жизни, а также материальной и духовной культуры. Все эти факторы, естественно, порождают сходство в лингвистическом плане, то есть соответственно в частях речи, грамматических категориях, членах предложения и т.п. К ним правомерно причислить и фразеологизмы..

В трудах учёных-лингвистов уже многократно подчёркивалось, что фразеологизмы, отражающие повседневную жизнь, быт, чувства людей, восприятие ими окружающей действительности, имеют много общего в различных языках.

Фразеологи из Узбекистана Л.И. Ройзензон и Ю.Ю. Авалиани утверждают, что «при совершенно независимом характере возникновения в разных языках адекватных фразеологизмов с очень близким лексическим составом и общей фразеологической идеей должны существовать общие тенденции, закономерности, факторы, которые приводят к возникновению такого рода близких оборотов» [2].

Авторы определяют также «фразеологические поля» общности: сферы чувств и психофизиологических состояний индивидуумов, сферы явлений и процессов объективной действительности, требующие морально-оценочных характеристик.

Идеи, выдвинутые Л.И. Ройзензоном и Ю.Ю. Авалиани, получили развитие в работах таких лингвистов, как А.М. Эмирова, Э.М. Солодухо, А.Д. Райхштейн, Ю.П. Солодуб и др.

Особый интерес в этом плане представляет исследование "Проблемы интернационализации фразеологии" Э.М. Солодухо, который, рассматривая проблемы интернационализации фразеологии, большое внимание уделяет «независимому развитию межъязыкового параллелизма». Он признает, что, «наряду с независимым развитием фразеологического параллелизма», основным путем формирования интернационального фразеологического фонда является заимствование».[3]

В этой связи он высказывает замечание в адрес Н.Т. Ходиной, поскольку она «в отдельных случаях затушёвывает значение заимствований в рассматриваемых процессах» [3]. Действительно, Н.Т. Ходина, анализируя «факт совпадения» "фразеосочетаний «get out of bed with the leg» — «встать с левой ноги» в английском и русском языках, объясняет его древним поверьем, общим для людей, говорящих на этих языках, согласно которому «встать с постели левой ногой – значит провести дурной день», и не указывает при этом на возможность фразеологического заимствования. Согласно лексикогрфическим источникам, русская ФЕ "встать с левой ноги" является калькой французской ФЕ. В то же время сам Э.М. Солодухо, неоднократно подчёркивая "экстралингвистическую основу независимого фразеологического параллелизма"[3], в качестве примеров такого параллелизма приводит несколько типов межъязыковых фразеологических соответствий, возникших в результате последовательного через языки посредники заимствования одним языком из другого или параллельного заимствования несколькими языками из общего для них источника.

Например, во фразеологическом ряду с русской доминантой «не все то золото, что блестит» имеется также английская ФЕ all that glitters is not gold, которая значится в сборнике поговорок XII в., как перевод с латинского [4]. В данном случае мы имеем параллельное фразеологическое заимствование. Русские доминанты «брать быка за рога», «чёрным по белому», и др., имеющие многочисленные ряды иноязычных соответствий, в том числе и английских, являются, французскими фразеологическими заимствованиями в русском языке.

Так, например, русская ФЕ "делать из мухи слона" является калькой узбекской ФЕ пашшадан фил ясамоқ, которая в свою очередь восходит к античной поговорке; русская ФЕ "кожа да кости" – вероятная калька узбекской ФЕ тери ва суяк; идентично выражение употреблялось в Древней Греции и Древнем Риме, подобные выражения встречаются у Горация, Цицерона, Плавта[3]. То же можно сказать и о фразеологических единицах «подливать масло в огонь»– досл. «подливать масло в печь» и «быть похожим как две капли воды» – оловга ўт қўймоқ.

При решении вопроса о причинах появления межъязыковых фразеологических соответствий и о путях формирования интернационального фразеологического фонда необходимо выработать четкие критерии разграничения независимого фразеологического параллелизма, обусловленного экстралингвистическими факторами, фразеологического заимствования, являющегося лингвистическим фактором. Как уже отмечалось выше, под межъязыковыми фразеологическими совпадениями понимаются межъязыковые фразеологические соответствия, корреляты которых возникли в сопоставляемых языках независимо друг от друга, в силу

экстралингвистических факторов – общности культуры, логического и образно-ассоциативного мышления разных народов.

При идентификации межъязыковых фразеологических совпадений целесообразно, на наш взгляд, использовать следущие критерии:

1. Межъязыковое фразеологическое совпадение обязательно должно представлять собой межъязыковое фразеологическое соответствие.
2. Межъязыковое фразеологическое совпадение не должно быть ни взаимным фразеологическим заимствованием, ни фразеологическим заимствованием сопоставляемых языков из общего для них источника.

Следовательно, межъязыковое фразеологическое совпадение – это межъязыковое фразеологическое соответствие, корреляты которого признаются собственно национальными в каждом из сопоставляемых языков.

Происхождение многих ФЕ любого языка неизвестно, поэтому основная трудность установления факта совпадения заключается именно в этимологизации коррелятов межъязыковых фразеологических соответствий – предположительных совпадений. Поэтому, при необходимости, их корреляты должны подвергаться историко-этимологическому анализу: этимологическому анализу подвергаются компоненты ФЕ, а историческому – сведения о том, что послужило семантической базой для возникновения данной ФЕ.

Итак, межъязыковые отношения в области фразеологии многоплановы и сложны. Этим объясняется многообразие понятий и терминов. Отсюда многоплановость сопоставления разноязычных ФЕ:

– по соотносительности: 1) смыслового содержания, 2) функционально-стилистической характеристики, 3) лексического состава, 4) структурно-грамматического оформления;
– по генетическому признаку;
– по типологическому признаку и т.д.

Руководствуясь выработанными принципами исследования межъязыковой фразеологической общности, мы выделили в рамках межъязыковых фразеологических эквивалентов основную единицу межъязыковой фразеологической общности – межъязыковые фразеологические соответствия; именно они составляют общий фразеологический фонд сопоставляемых языков.[1]

Таким образом, результаты изысканий, изложенные в этом разделе работы, подверждают правомерность принятой в работе понятийно-терминологической системы и эффективность разработанных теоретических основ исследования межъязыковой фразеологической общности.

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ДИГЛОССИЯ И ЯЗЫКОВЫЕ КОНТАКТЫ В КОНТЕКСТЕ ТЕОРЕТИЧЕСКИХ И ПРАКТИЧЕСКИХ АСПЕКТОВ ЛИНГВИСТИКИ

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АННОТАЦИЯ

В данной работе рассматриваются явления диглоссии и языковых контактов как неотъемлемая часть лингвистических исследований. Анализируются основные модели взаимодействия языков, их влияние на социальную и культурную среду, а также их роль в развитии языковой политики и образования. Рассматриваются теоретические аспекты лингвистики, связанные с этими явлениями, а также их практическое значение для общества.

Ключевые слова: диглоссия, языковые контакты, билингвизм, языковая политика, социолингвистика, лингвистическая теория, языковая вариативность.

ВВЕДЕНИЕ

Диглоссия и языковые контакты являются важными объектами изучения современной лингвистики, поскольку они отражают сложные процессы взаимодействия языков в многоязычных сообществах. В условиях глобализации, миграции и цифровизации наблюдается всё более активное смешение языков, что приводит к появлению новых языковых форм и моделей взаимодействия.

Исследование диглоссии и языковых контактов позволяет понять механизмы языковой динамики, выявить закономерности функционирования языков в обществе и определить факторы, влияющие на их развитие. Данная работа направлена на рассмотрение этих явлений с теоретической и практической точек зрения, что позволит глубже осмыслить их роль в современной лингвистике.

ЛИТЕРАТУРА

Диглоссия представляет собой ситуацию, при которой два языковых варианта или два языка используются в одном социолингвистическом пространстве, но выполняют различные функции. Как правило, один из языков считается 'высоким' (H) и используется в формальных ситуациях, таких как образование, официальные выступления и религиозные церемонии, тогда как другой 'низкий – (L) применяется в повседневной жизни.

Примеры диглоссии можно наблюдать в таких странах, как Швейцария (стандартный немецкий и швейцарский диалекты), арабские страны (классический арабский и разговорные диалекты) и Греция (димотики и катаревуса до реформы 1976 года). Диглоссия играет ключевую роль в сохранении культурной идентичности и формировании языковой политики.

Языковые контакты, в свою очередь, связаны с ситуациями, когда два или более языков взаимодействуют в одном обществе. В результате таких контактов могут возникать различные явления: заимствования, интерференция, кодовое переключение и, в некоторых случаях, образование новых языков или креольских систем. Существует несколько моделей языкового взаимодействия:

1. Стабильный билингвизм – ситуация, при которой два языка существуют в обществе без явного доминирования одного над другим.
2. Ассимиляция – процесс, при котором один язык постепенно вытесняет другой.
3. Пиджинизация и креолизация – создание новых смешанных языков на основе языковых контактов.
4. Кодовое переключение – чередование двух языков в рамках одного высказывания или дискурса.

Практическое значение изучения диглоссии и языковых контактов заключается в разработке эффективных образовательных стратегий, языковой политики и программ сохранения языкового разнообразия. В странах с многоязычным населением (например, в Канаде, Индии или Узбекистане) эти вопросы особенно актуальны, поскольку грамотная языковая политика может способствовать социальной стабильности и равноправию.

Современная социолингвистика уделяет особое внимание изучению этих процессов, анализируя их влияние на общество и коммуникацию. Диглоссия и языковые контакты являются не только объектами теоретических исследований, но и важными практическими проблемами, требующими комплексного подхода.

Кроме того, диглоссия и языковые контакты оказывают значительное влияние на формирование национальной идентичности и развитие языковой политики. В обществах с выраженной диглоссией высокий (H) и низкий (L) языковые варианты не только выполняют разные функции, но и формируют определённые социальные и культурные стереотипы. Носители ‘высокого’ языка часто ассоциируются с образованной элитой, официальными структурами и высоким социальным статусом, тогда как ‘низкий’ язык чаще используется в неформальном общении, домашних беседах и региональных диалектах. Это приводит к своеобразному языковому разрыву, который может затруднять социальную мобильность и ограничивать доступ к престижному образованию и карьере для носителей только ‘низкого’ варианта.

Языковые контакты, в свою очередь, имеют неоднозначные последствия. С одной стороны, они способствуют культурному обмену, обогащая словарный запас заимствованиями и развивая билингвальную компетенцию у населения. С другой стороны, длительное языковое взаимодействие может привести к постепенной утрате одного из языков, особенно если доминирующая группа навязывает свой язык в сфере образования, СМИ и официального общения. Примером этого может служить влияние английского языка на многие бывшие колонии Великобритании, где национальные языки постепенно вытесняются из общественного пространства.

Интересен также феномен лингвистической гибридизации, который проявляется в появлении смешанных форм общения. В таких условиях языки не просто заимствуют слова, но и меняют свои грамматические структуры, синтаксис и произношение. Подобные процессы можно наблюдать в многоязычных обществах, где формируются уникальные речевые стили, такие как Spanglish (смесь испанского и английского) или Hinglish (индийский английский с элементами хинди). Эти явления демонстрируют, насколько глубоко языковые контакты могут повлиять на развитие языковой системы.

Социолингвистический анализ диглоссии и языковых контактов также актуален в контексте глобализации. Сегодня английский язык играет роль глобального средства коммуникации, и в странах, где он не является родным, он часто занимает позицию ‘высокого’ варианта. Это можно наблюдать в образовательной системе, бизнесе и научных исследованиях, где знание английского языка открывает больше возможностей для карьеры и социальной мобильности. Однако такое положение вещей вызывает дискуссии о том, насколько справедливо подобное доминирование одного языка над другими и как его влияние сказывается на локальные языки и культуры.

Таким образом, изучение диглоссии и языковых контактов выходит далеко за рамки теоретических исследований и имеет практическое значение в формировании языковой политики, разработке образовательных программ и сохранении языкового многообразия. Понимание этих процессов позволяет прогнозировать языковое развитие общества и разрабатывать стратегии, способствующие гармоничному сосуществованию различных языков.

ЗАКЛЮЧЕНИЕ

Таким образом, диглоссия и языковые контакты представляют собой сложные социолингвистические явления, требующие всестороннего изучения. Они оказывают значительное влияние на языковую политику, образовательные процессы и культурное развитие общества. Понимание механизмов языкового взаимодействия позволяет разрабатывать эффективные стратегии управления языковым разнообразием, а также

предлагать решения для сохранения языков, находящихся под угрозой исчезновения. В условиях глобализации такие исследования становятся особенно важными, поскольку они помогают гармонизировать языковую ситуацию в многоязычных сообществах.

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КОНЦЕПТ ЦВЕТА И ЕГО ВОСПРИЯТИЕ В ПРОЦЕССАХ НОМИНАЦИИ В АНГЛИЙСКОМ И УЗБЕКСКОМ ЯЗЫКАХ

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АННОТАЦИЯ

В работе исследуется концепт цвета и его восприятие в процессах номинации в английском и узбекском языках. Рассматриваются универсальные и культурно-специфические особенности цветовых терминов, их семантика и культурные коннотации. Установлено, что номинация цветов отражает как общечеловеческие закономерности восприятия, так и уникальные культурные черты. Особое внимание уделено метафорическому использованию цветов и влиянию культуры на их интерпретацию. Результаты исследования полезны для перевода, преподавания языков и межкультурной коммуникации.

Ключевые слова: цвет, номинация, семантика, лингвокультурология, английский язык, узбекский язык.

Цвета являются одной из ключевых концепций человеческого восприятия, которые играют важную роль не только в процессе зрительного восприятия, но и в языке и культуре. Концепт цвета проявляется через процессы номинации в разных языках и культурах, отражая мировоззрение и культурные ценности общества. Исследование особенностей номинации цвета в английском и узбекском языках представляет собой важную задачу для теорий номинации, семантики и культурной лингвистики.

Процесс номинации цветов отражает не только внутренние особенности языка, но и влияние культурных и социальных факторов. Например, в английском языке красный цвет ("red") ассоциируется с любовью, страстью и энергией, в то время как в узбекском языке белый цвет ("oq") символизирует чистоту и святость [1]. Эти различия в номинации цветов в разных языках демонстрируют как семантические сходства, так и культурные различия [2]. Кроме того, через концепт цвета можно понять культурные ценности и историческую память каждого народа [3].

Основной целью данного исследования является сравнительный анализ концепта цвета и его номинации в английском и узбекском языках. Для достижения этой цели поставлены задачи: теоретически обосновать концепт цвета и его лингвистическое проявление, провести сравнительный анализ особенностей номинации цветов в двух языках и

выявить культурные и семантические аспекты концепта цвета. Научная новизна исследования заключается в сравнительном анализе лингвокультурологических аспектов номинации цветов в английском и узбекском языках, который является малоизученной темой. Изучение концепта цвета через его проявление в языке и культуре повышает новизну данного исследования. Результаты этой работы способствуют развитию сравнительной лингвистики [4].

Концепт цвета в языке — это не только физическое восприятие, но и глубокое культурное явление. Например, в исследовании Берлина и Кея Basic Color Terms (1969) были выделены универсальные цветовые термины, присутствующие во всех языках: черный, белый, красный, зеленый, желтый, синий, коричневый, розовый, оранжевый, серый и фиолетовый [1]. Это подтверждает, что цветовое восприятие связано с базовыми человеческими потребностями и окружающей средой. Однако культурные факторы играют ключевую роль в том, как именно эти цвета используются и интерпретируются [2]. В частности, Хофстеде (1980) подчеркивает, что восприятие цвета тесно связано с культурными характеристиками общества [5].

В английском языке цветовые термины обладают широким спектром значений, включая как базовые, так и метафорические. Например, красный цвет ("red") символизирует любовь, страсть, а также опасность [6]. Зеленый ("green") ассоциируется с природой, обновлением, а также с завистью, как в выражении "green with envy" [7]. Голубой цвет ("blue") может означать спокойствие, доверие или грусть, как в идиоме "feeling blue" [8]. В то же время в узбекском языке цветовые термины тесно связаны с национальными традициями и культурными ценностями. Белый цвет ("oq") символизирует чистоту, святость и искренность, как в выражении "oq non" (хлеб — символ святости в узбекской культуре) [9]. Черный ("qora") часто ассоциируется с серьезностью, силой, но также с негативом, как в выражении "qora kunlar" (тяжелые времена) [10]. Желтый ("sariq") в узбекском языке может иметь отрицательные коннотации, такие как слабость или болезненность, например, "sariq odam" (худой, больной человек) [9].

Сравнительный анализ показывает, что в английском и узбекском языках существуют как сходства, так и различия в номинации цветов. Сходства связаны с универсальными ассоциациями, такими как цвета природы (синий, зеленый, желтый), которые воспринимаются одинаково в обеих культурах. Например, солнце ассоциируется с желтым, вода — с голубым, а деревья — с зеленым [1]. Однако различия связаны с культурными особенностями. В английском языке метафоры, связанные с цветами, имеют более широкий спектр применения, например, "seeing red" (сильно рассердиться) [7]. В узбекском языке метафоры с цветами используются реже и чаще выражаются в фольклорной или разговорной форме, например, "qizil til" (язвительный язык) [9].

Результаты исследования показывают, что концепт цвета в языке напрямую связан с культурными изменениями и мировоззрением. Влияние культуры на восприятие цвета подтверждается как в универсальных, так и в специфических аспектах номинации [2]. Работа Маслова (2004) подчеркивает, что процесс номинации включает не только лексические и семантические правила языка, но и социальные факторы [4]. Это особенно заметно в узбекском языке, где цветовые термины часто отражают традиционные обычаи и исторические ценности [9].

Таким образом, исследование концепта цвета в английском и узбекском языках имеет важное значение не только для лингвистики, но и для культурологии, социологии и межкультурной коммуникации. Оно позволяет выявить, каким образом универсальные принципы восприятия цвета взаимодействуют с культурно-специфическими аспектами языка и мировоззрения. Анализ особенностей номинации цветов в двух языках демонстрирует, как язык отражает не только природные явления, но и культурные, исторические и социальные ценности.

Сравнение английского и узбекского языков помогает глубже понять механизмы формирования метафорических значений цветов, их символическое и эмоциональное значение в разных культурных контекстах. Например, различия в восприятии цвета "красный" (любовь и страсть в английском языке, но опасность или жертвенность в некоторых узбекских культурных интерпретациях) свидетельствуют о том, что язык тесно связан с культурными и национальными особенностями.

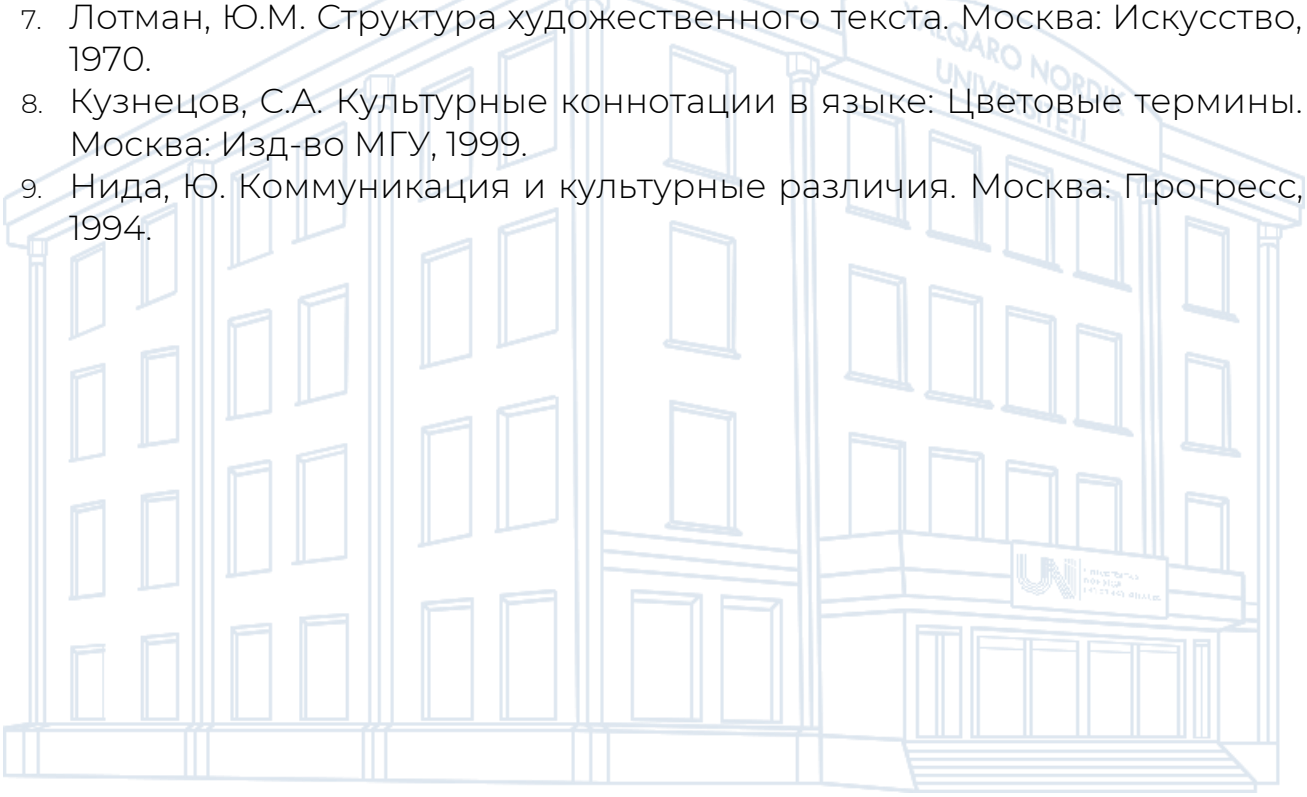
Кроме того, исследование таких концептов, как цвет, имеет практическое значение в сфере межкультурной коммуникации. Знание особенностей восприятия цвета может быть полезным в международных переговорах, маркетинге, рекламе и даже в психолингвистических исследованиях, посвященных восприятию информации через язык. Например, разработка брендов или визуальных материалов для международной аудитории требует учета символики цветов в целевой культуре, что делает подобные исследования еще более актуальными.

Не менее важным является и вклад в образовательные методики, особенно в области преподавания иностранных языков. Углубленное понимание концепта цвета позволяет формировать у студентов не только языковые навыки, но и способность интерпретировать культурные коды и символы, что играет важную роль в глобализированном мире.

Таким образом, подобные исследования заполняют существующие пробелы в науке, расширяя наши знания о взаимодействии языка, культуры и восприятия. Они также открывают новые направления для междисциплинарных исследований, способствуя формированию целостной картины роли языка в интерпретации мира и взаимодействии культур.

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ФРАЗЕОЛОГИЗМЫ КАК СРЕДСТВО ВИЗУАЛЬНЫХ КУЛЬТУРНЫХ ОБРАЗОВ В РУССКОМ ЯЗЫКЕ

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АННОТАЦИЯ

В статье описываются фразеологизмы, являющиеся частью языка, которые влияют не только на коммуникацию, но и на визуализацию культурных образов, которые помогают воспринимать и интерпретировать мир через призму языка. Особое внимание уделяется фразеологизмам как носителям культурных кодов, которые показывают наглядно исторические контексты и социальные стереотипы. Статья исследует, как фразеологизмы воздействуют на восприятие реальности, создают образы и символы, которые глубоко укоренены в языке и культуре, и как используются для передачи традиций, ассоциированных с культурными стереотипами и общепринятыми символами.

Ключевые слова: фразеологизмы, визуальные образы, культурные коды, язык и культура, метафоры, межкультурная коммуникация, культурные стереотипы.

Фразеологизмы — это устойчивые выражения, которые представляют собой не просто набор отдельных слов, а смысловые конструкции, значение которых не может быть полностью понято посредством прямой передачи отдельных компонентов. Эти языковые факторы являются важнейшим элементом любого языка, поскольку они характеризуют образность, эмоциональность и яркость речи. Фразеологизмы часто используются для выражения мыслей, эмоций и волнения, придавая речи особую выразительность и живость. Но помимо чисто лексической функции, фразеологизмы играют решающую роль в передаче культурных и исторических реалий, составляя своеобразные «культурные коды». Наиболее примечательными фразеологизмами являются те, которые можно рассматривать как визуальные культурные образы. Они не только отражают определенные явления или события, но и рисуют яркие картины в сознании слушателя или читателя. Эти фразеологизмы служат инструментами для передачи и понимания культурных значений посредством визуальных образов, которые они вызывают. Язык фразеологизмов богат метафорами, которые связывают абстрактные идеи с визуальными образами, делая речь более ясной и легкой для понимания. Так же, язык тесно связан с восприятием мира через призму культуры и фразеологизмами, как феноменальный язык, неразрывно связан с восприятием реальности носителями языка. Во

многом они являются отражением не только лексических аспектов, но и менталитета, мировоззрения, исторической и культурной идентичности народа. Фразеологизмы, содержащие метафорические элементы, опираются на общественные стереотипы, мифы, традиции, исторические события и повседневную жизнь, что позволяет рассматривать их как культурные и визуальные коды, фразеологизмы в языке не только обогащают речь, но и приводят к необходимости визуализации культуры, оказывая влияние на восприятие мира и образов в отношении людей. Культура неразрывно связана с восприятием мира, в том числе через визуальные образы. Фразеологизмы, являясь частью языка, часто представляют собой метафоры, обрисовывающие визуальные образы. Примером визуальных культурных образов могут служить такие фразеологизмы, как «затмить кого-то» (означает «превзойти кого-то, быть лучше в чем-то»), «туман в голове» (означает «путаницу в мыслях»), «покраснеть от стыда» (означает «стыд или смущение»). Все эти выражения рисуются в последних ярких картинах, которые делают информацию более понятной и доступной для восприятия.

Каждый язык представляет собой систему, в которой представлены культурные коды и исторические события. Фразеологизмы отражают эти коды и могут служить своеобразными окнами в культуре народа, говорящего на этом языке. Они несут в себе образы, связанные с определенными историческими, специфическими и культурными контекстами, и могут использоваться как инструмент передачи визуальных и культурных реалий. Например, в русском языке такие фразеологизмы, как «копать яму», могут привести к возникновению образа тяжёлой физической работы, связанной с трудом и усилием. Такие образы, укоренившиеся в языке и культуре, приводят метафорой к другим процессам или ситуациям, помогая не только передавать мысль, но и визуализировать ее.

Одной из важных особенностей фразеологизмов является способность создавать образные картины мира. Они преобразуют реальность в язык, придавая ей выразительность и художественную ценность. Через фразеологизмы можно передавать не только конкретные, но и абстрактные образы, имеющие яркие визуальные коннотации. Примером может служить фразеологизм «встать на путь», который не только означает «начать движение в каком-то направлении», но и наглядно представляет собой картину человека, делающего шаг в неизвестности, выбирающего путь, подходящий к его судьбе. Это фразеологическое выражение насыщено визуальным образом, которое легко воспринимается и запоминается. Кроме того, фразеологизмы с элементами природы, такие как «буря в стакане» или «гром среди ясного неба», являются яркими примерами визуальных культурных образов. Они рисуют в своей современной картине направления, но используются для описания человеческих эмоций или социальных явлений, что позволяет

фразеологизмам переносить визуальные элементы в абстрактные концепции.

Фразеологизмы строят изображение мира, учитывают процесс восприятия и визуализируют общую визуальную культурную среду. Они могут олицетворять общественные ценности, моральные нормы и идеалы. Язык, насыщенный фразеологизмами, не просто передает информацию, но и помогает людям воспринимать мир через визуальные образы. К примеру, фразеологизмы, такие как «в глазах зажглись огоньки» или «чёрная кошка перебежала дорогу», оказывают влияние на восприятие, оказывают воздействие, создают четкие образы и привязываются к культурным стереотипам. Эти образы формируются не только частью языка, но и частью культурного кода, который сохраняется в обществе и применяется через поколение.

Фразеологизмы активно использовались в литературе, рекламе и других формах массовой культуры. Они создают яркие и запоминающиеся визуальные образы, которые становятся символами культурных тенденций. Визуальные культурные изображения, созданные с помощью фразеологизмов, могут служить метафорами для сложных концептов, а также эффективно создавать определенные настроения и атмосферу. В рекламе, например, фразеологизмы часто используются для создания ярких и кратких образов. Логотипы, слоганы и рекламные кампании строятся на основе фразеологизмов, превращая их в визуальные символы брендов. Пример: фразеологизм «делать деньги» не только дает идею заработка, но и ассоциируется с успешностью и процветанием, что делает его подходящим для использования в рекламе финансовых услуг.

ЗАКЛЮЧЕНИЕ

Фразеологизмы являются упоминаемой частью любого языка, и главная роль заключается в том, чтобы скрыть его выразительность и образность. Их первопричинность выходит далеко за рамки лексической функции, поскольку фразеологизмы требуют инструментов для передачи культурных смыслов, социальной реальности и исторического контекста. В частности, фразеологизмы как средство облегчения визуальных культурных образов влияют на восприятие мира и на способы представления обработки посредством языка. Одним из ключевых аспектов фразеологизмов является их способность создавать яркие, многослойные образы, которые позволяют более полно и точно выражать не только отдельные мысли, но и более глубокие культурные и эмоциональные состояния. С помощью фразеологизмов язык преображается в яркую картину мира, в которой абстрактные идеи и социальные явления облекаются в конкретные, визуально воспринимаемые образы. Эти образы становятся доступными и понятными даже для тех, кто не знаком с исходным контекстом, поскольку

визуальные метафоры создают универсальные представления, понятные в разных культурах. Фразеологизмы тесно связаны с культурным фоном, феноменом и менталитетом народа, что делает их составной частью культурных кодов. Через фразеологизмы передаются не только лексические значения, но и важнейшие культурные и социальные реалии. Например, фразеологизмы, связанные с природой, житейскими ситуациями или историческими событиями, рисуют в воображении временного слушателя или читателя яркие образы, которые не содержат в себе более глубоких смысловых и культурных подтекстов. Важным аспектом использования фразеологизмов как средства визуальных культурных образов является их способность возводить мосты между различными культурами и языковыми сообществами. Фразеологизмы помогают не только выражать мысли, но и создавать общие образы и метафоры, которые могут быть поняты и приняты с точки зрения разных культур. Это особенно важно в условиях глобализации, когда возникает необходимость общения между носителями разных языков и культур. Фразеологизмы способствуют не только лучшему взаимопониманию, но и культурному обмену, раскрытию богатства и многообразия мировоззрений. Однако, несмотря на их потенциал как средства передачи культурных и визуальных образов, фразеологизмы требуют внимательного и глубокого внимания к изучению. Для того чтобы понять их значение и научиться использовать их в речи, необходимо не только знать лексическое значение, но и учитывать культурный контекст, который они в себе несут. Фразеологизмы требуют от изучающих язык не только знаний, но и умений видеть скрытые в них смыслы, ассоциации и образы.

Таким образом, фразеологизмы играют главную роль не только как лексические значения, но и как средства визуализации культурных образов в языке. Они стремятся не только к более яркому и точному выражению мыслей, но и укрепляют связи между культурными традициями, создают общие образы и метафоры, которые способствуют лучшему взаимопониманию между людьми разных культур. Фразеологизмы остаются важнейшими элементами, через которые язык и культура обогащают друг друга, создают уникальные культурные образы и символы, которые живут в языке и передаются из поколения в поколение.

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THE IMPACT OF MULTIMEDIA ON STUDENT ENGAGEMENT AND LEARNING OUTCOMES

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ANNOTATION

This article sheds light on the importance of modern technology, multimedia tools in enhancing the engagement of students and their performance during the class. It also emphasizes on the usage of multimedia tools including but not limited to audio-visual aids, that cater to the learning styles of students. The article also compares the performance of students who learn in a traditional way, relying solely on one learning style in a classroom deprived of any multimedia applications and those who are exposed to a mixed environment combining all types of styles whether it is visual, audio or kinesthetic in a digitally enhanced classroom. By introducing these multimedia aids, not only is it possible to keep students focused on the lesson, but it also allows them to experience other styles of learning irrespective of their preferences.

Keywords: Modern classroom, multimedia, learning styles, visual, audio, kinesthetic, traditional learning, student engagement.

The importance of multimedia tools in modern classrooms

Modern technology has become an integral part of education with multimedia tools being no longer just a desired tool but a necessity of the current classroom. Nowadays it is not uncommon to see the elements of multimedia tools at every corner of the educational environment to increase the effectiveness of the lesson, enhance student performance and engagement as well, particularly in this digital age full of distractions. Before diving deep into the role of multimedia in an educational context, it is reasonable to clarify what multimedia means and why it has gained recognition for the past few years, making traditional methods obsolete. First and foremost, not every learner is gifted with the ability to comprehend academic concepts, terms and explanations which rises an idea that some simply grasp complex notions better with the help of pictures rather than solely relying on book definitions. What is missing to make that learning process smoother is multimedia tools. As mentioned by Richard E. Mayer (2009), it 'refers to the presentation of material using both words and pictures, with the intention of promoting learning'. Multimedia offers diverse ways to present educational content, including text, audio, video, animations, and simulations, catering to various learning preferences and styles. (Muzamil Hussain ALHussaini, et al. 2024). In other words, it is not limited with words or pictures alone, it can include audio, visual, animated materials – each in an according context separately or combined - adapting to the desires, abilities and preferences of the learners. The concept of learning styles, in this context, simply

proposes that “different people learn information in different ways” (Pashler, McDaniel, Rohrer & Bjork 2008, p.106),

To be more precise, multimedia per se can be defined in a different way, for some, anything presented on screen coupled with sound coming from a speaker is multimedia while others see it as something moving, animated like a video. Even in a low-tech classroom where there is no such moving thing, a tiny part of multimedia can be observed in the form of a ‘chalk and talk’ in which an instructor presents the information by writing or drawing on the board. These are all basic examples of multimedia being used in one way or another in any learning environment, be it traditional or contemporary. (Richard E. Mayer. 2009)

Enhancing student engagement through multimedia

For a long time, conducting a lesson was nothing more than a lecture with printed books only, but as technology has advanced, so too has the availability of visual aids to present materials in a more engaging and appealing way. As for the role of multimedia in engaging students, initially, it is preferable to categorize learners’ desired learning styles and opt for technological devices accordingly based on their preferences. The most common learning styles proposed by Fleming (2001) are visual, aural, read/write or kinesthetic, most of whom (40%) apparently belonging to the multimodal category, meaning that they learn more effectively with the combination of each.

Although depending on their learning styles, learners feel comfortable acquiring knowledge in various atmosphere (for example, visual learners perform better with graphic designs, pictures, colors and those who belong to aural or auditory style learn best by listening to conversations), it is suggested that including multimedia elements to the materials can only serve to improve the quality, making the classroom more inclusive and engaging. As focusing on only one form of learning style can be a boring experience for some students in the same classroom, incorporating two or more results in a significant improvement in a learning process (Birch & Burnett 2009; St Hill 2000).

This combination, in turn, “allows students to experience learning in ways in which they are most comfortable, while challenging them to experience and learn in other ways as well” (Picciano 2009 p. 13). In essence, students will have the opportunity to try their hand at the way that aligns with their preference, which keeps them engaged during the lesson and also leads them to better performance. Meanwhile, multimedia challenges learners to discover other forms of learning. A bright epitome of this is when an aural student who primarily learns by listening might benefit from visual elements by engaging with graphs, videos or animations. By integrating multiple forms of media, educators can ensure that students feel more comfortable and confident to express themselves while also encouraging them to develop new skills and adapt to different learning approaches. This balance fosters better comprehension and prepares students for real life, where information can be presented in diverse formats in diverse situations. Fadel (2008) mentions that, “students engaged in learning that incorporates multimodal designs, on average, outperform students who learn using traditional approaches with single modes” (p. 13). This shows that even low-achieving students benefit from this incorporation as their attention is more directed to the classroom and the context of the lesson, leading to an improved performance. Afterall, the engagement of the student in the

lesson has a profound effect on their comprehension as it is based on their interest, ability not just the standard one-size-fits-all methods.

In conclusion, considering all the mentioned facts, it is possible to deduce that multimedia will continue being an indispensable aspect of life and education is no exception. The chances of using multimedia tools in the near future is undoubtedly high as in this information-driven world with new technological devices popping up in a window of time, it is essential to keep up with this fast pace to be in line with the contemporary world. Otherwise, there is no guarantee that so-called, conventional style of educating will not bore the already attention deficit students with very little attention span. That being said, this does not mean that multimedia tools are the only driving force in educational system, but it is the most important contributing factor. All in all, the primary goal here is not necessarily forcing students to immerse in this digitally enhanced atmosphere unwillingly, but rather allowing them to make most use of the available technologies, thus removing redundancies and completing the missing parts.

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THE IMPORTANCE OF LEARNING A SECOND LANGUAGE

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ABSTRACT

Learning a second language is an important skill that helps people in many ways. It improves thinking, memory, and problem-solving skills, making it easier to focus and learn new things. Speaking another language also helps people understand different cultures and communicate with others from around the world. This can create more job opportunities, make travel more enjoyable, and help build friendships with people from different backgrounds. Additionally, learning a second language keeps the brain active and can even help prevent memory problems as people get older. This paper explores the many benefits of learning a new language in education, work, and everyday life.

Keywords: Learning, language, communication, culture, memory.

INTRODUCTION

In today's interconnected world, learning a second language has become more important than ever. As people travel, work, and communicate with others from different cultures, knowing another language helps bridge gaps and create meaningful connections. Learning a new language is not just about speaking—it also helps improve thinking, problem-solving, and memory skills. Studies show that bilingual individuals can focus better, switch between tasks more easily, and think more creatively. These cognitive benefits make learning another language useful for both students and professionals. Beyond cognitive skills, learning a second language opens doors to better job opportunities. Many companies prefer employees who can communicate in more than one language, as it helps them connect with international clients and expand their business. It also makes travel more enjoyable, as understanding the local language allows people to navigate new places more easily and interact with locals. Additionally, learning a second language helps people appreciate different cultures, traditions, and perspectives, making them more open-minded and understanding of others.

Many teachers dedicated their studies on the acquisition of the second language since the beginning of the last century. They have been attempting to implement the most effective ways of the teaching a language. Yet, according to the recent researches the acquisition process can vary from individual to individual. Not only linguists around the world, but also Uzbek researches (Nasriddinov,2021; Sodiqova, 2023; Sodiqova 2022; Zakhidova 2024; Petrosyan, 2021, Khalikova 2024 etc.) do their persistent investigations on the importance of the language learning and teaching as well.

MAIN PART

According to Gardner, within the field of language learning, the typical model is the division made between integrative and instrumental motivation. If a person learns a language primarily for a purpose like getting a job or fulfilling an academic requirement, she/he is affected by instrumental motivation. In other words, instrumental motivation refers to the motivation to acquire a language as means of achieving goals such as promoting a career or job or reading technical texts while integrative motivation has to do with wanting to be accepted by another community. Gardner and MacIntyre (1993) have referred to these two types of motivation as motivation orientations and mentioned that depending on learner's orientation (either career/academic-related 'instrumental" or socially/culturally- related "integrative") different needs must be fulfilled in Foreign Language Teaching (FLT).

According to Dunkel, if the study of language is a science, countless isolated facts covering the whole field of inquiry must have been collected, sifted, and correlated; valid conclusions must have been drawn in such a manner that the principles of the science have stood forth, each clear, unequivocal, and unassailable. Since learning one's native language and learning a second one are both cases of language learning, the usual assumption is that information about the one illumines the other. More similarity may have been seen than does in fact exist, and whether the resemblances have been exaggerated is a question we must eventually decide. Be that as it may, a much greater bulk of information about the acquisition and use of language exists in regard to native languages than in regard to foreign ones. For this reason in the next three chapters we necessarily begin to examine language learning and language using as they occur in the native tongue. We can then make such further qualifications and modifications as seem necessary in applying this information to second languages. According to Hasan Soyupek, there is no doubt that, as in every field, there will be some difficulties in language learning. These difficulties are still valid today as they were in the past. Despite all these opportunities and efforts, when we talk about failures in foreign language teaching, many reasons come to mind. Among these, the first ones that are seen are; students' interest, motivation, method, course materials and learning environment. When these problems that significantly affect success are examined, the picture we come across is not good at all. Especially in the higher education process, courses related to students' future endeavors limit the time they can spend on foreign languages. When the fact that students see foreign language education as a burden is added to this, language learning becomes unpleasant for the student. If there is no application area for this language, if it is not given to the impression that they have learned a language that will be useful in life and that they can use easily, learning becomes even more unbearable. As Sanako searched, an immersive language learning environment is crucial for effective language acquisition. Immersion involves surrounding students with the target language in various contexts, enabling them to practice and internalize it naturally. This can be achieved through a combination of classroom activities, multimedia resources, and real-life interactions. In addition to traditional classroom settings, incorporating cultural elements into the learning environment can significantly enhance immersion. This includes using authentic materials like music, films, and literature from the target language's culture. Encouraging students to participate in cultural events, language exchange programs, and virtual interactions with native speakers can also provide valuable

real-world practice. By creating a rich, immersive environment, educators can help students develop a deeper understanding and appreciation of the language they are learning. One of the challenges in teaching multiple languages is addressing the diverse language backgrounds of students. Tailoring lesson plans to meet the needs of each student is essential for effective language teaching. This involves assessing students' proficiency levels, learning styles, and cultural backgrounds to create personalized learning experiences. Differentiated instruction, where teachers provide various pathways for students to achieve the same learning objectives, can be particularly effective in a multilingual classroom.

Benefits of learning second languages. Children develop a better understanding of English when they study a new language. They become more aware of grammar, conjugation and sentence structures. This helps them understand how English works, enhances their comprehension and accelerates their ability to read and write. Learning a language strengthens the area of the brain which is responsible for memory, speech and sensory perception. Bilingual people are better at retaining lists, sequences, names and directions. They are also more creative, perceptive and can concentrate for longer. Learning a language enables children to analyse information and solve problems better as they can select relevant information and ignore irrelevant or misleading information. They become more rational and objective decision makers. Learning a new language nurtures curiosity and openness in children. They become aware of new cultures, and develop a greater understanding and appreciation of other people and customs that are different to their own. As they develop their language fluency, they increase their ability to communicate across cultures and interact positively with people from other countries.

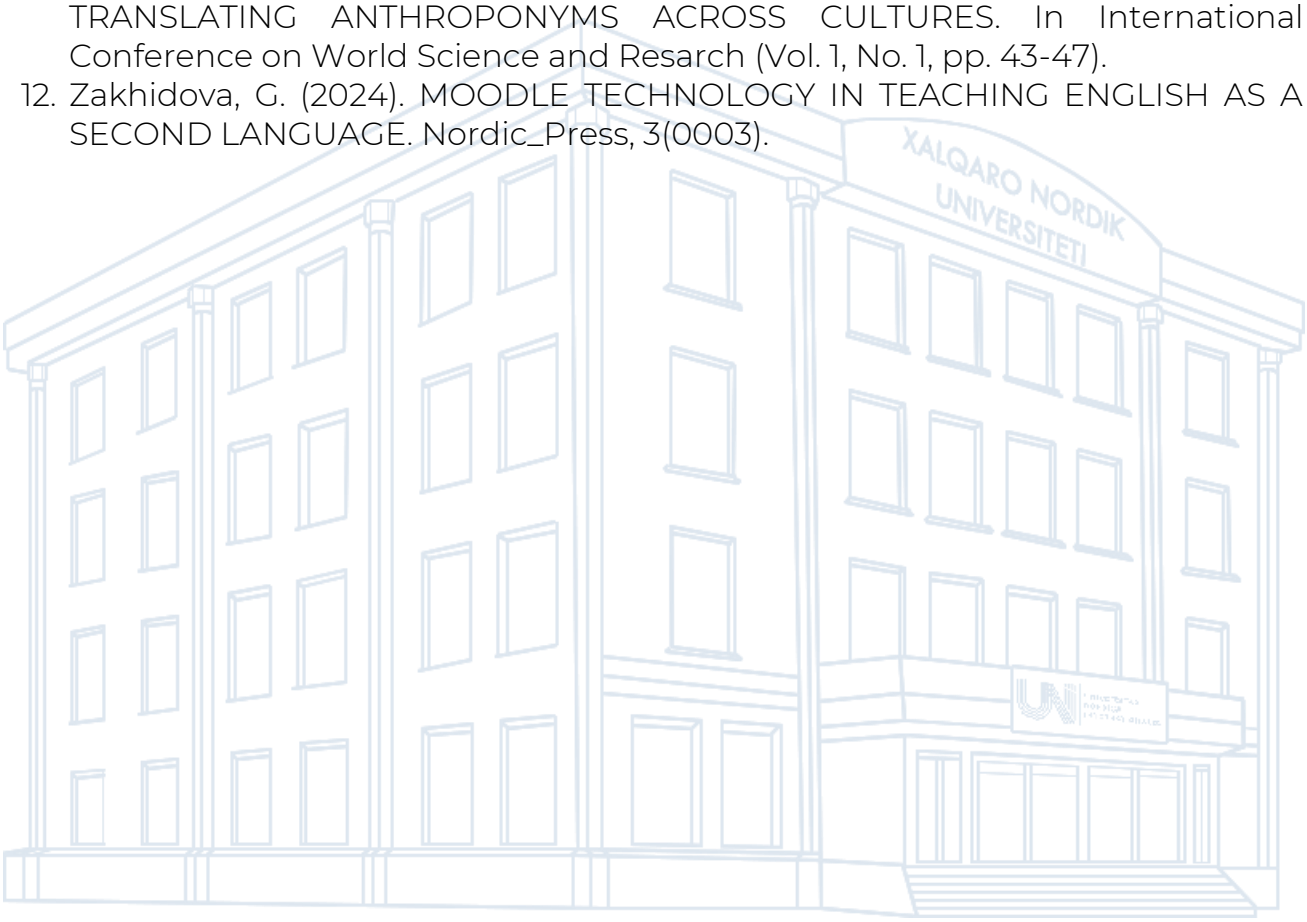
CONCLUSION

Learning a second language is more than just acquiring a new set of vocabulary and grammar rules—it is an enriching experience that broadens horizons in ways both personal and professional. It allows individuals to access new cultures, engage in meaningful interactions, and foster a deeper understanding of the world. The cognitive benefits, such as improved memory, multitasking, and problem-solving skills, enhance brain function and increase overall mental agility. Additionally, mastering a second language opens up countless opportunities in the global job market, where bilingualism is often highly valued. Beyond practical advantages, learning a second language also encourages empathy and appreciation for different viewpoints, helping to bridge divides and strengthen connections. Ultimately, the importance of learning a second language lies in its ability to enrich lives, enhance personal growth, and connect us all in an increasingly interconnected world.

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MAKTABGACHA TA'LIMDA BOLALARNING MAYDA QO'L MATORIKALARINI RIVOJLANTIRISH METODIKASI

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ANNOTATSIYA

Ushbu maqolada mayda motorika, uning rivojlanishidagi metodik yondashuvlar va innovatsion o'yinlar tahlil qilinadi. Mayda qo'l matorikasining rivojlanishi bolalarning intellektual, ijodiy, va lingvistik ko'nikmalarini shakllantirishga bevosita ta'sir ko'rsatadi. Pedagogik metodlar, Montessori yondashuvi, didaktik o'yinlar va zamonaviy texnologiyalar orqali bolalarning mayda motorikasini rivojlantirishning samaradorligi ko'rsatib o'tiladi. Shuningdek, O'zbekiston Respublikasi ta'lim tizimidagi normativ-huquqiy hujjatlar hamda ularning amaliyotga tatbiq etilishi bo'yicha tahlil beriladi.

Kalit so'zlar: mayda motorika, kognitiv rivojlanish, maktabgacha ta'lim, Montessori metodikasi, didaktik o'yinlar, innovatsion texnologiyalar.

KIRISH

Insonning har tomonlama rivojlanishi va jamiyatdagi muvaffaqiyati uning dastlabki yillarda shakllangan asosiy ko'nikmalari bilan chambarchas bog'liqdir. Maktabgacha yosh davri esa nafaqat bola shaxsining psixologik, balki jismoniy rivojlanishida ham muhim bosqich hisoblanadi. Ayniqsa, mayda qo'l motorikasining rivoji bolalar faoliyatining ko'plab jihatlariga, jumladan, intellektual, ijodiy va lingvistik ko'nikmalarning shakllanishiga bevosita ta'sir ko'rsatadi.[1] Mayda motorikaning rivojlanishi nafaqat kundalik hayotda zarur bo'lgan amaliy harakatlarni shakllantirishni, balki bolalarning miyasida murakkab neyron aloqalarning paydo bo'lishini rag'batlantiradi. Ushbu jarayon nafaqat bolalarning mustaqilligi va o'zini boshqarish qobiliyatini rivojlantiradi, balki ularning bilim olishga tayyorligini ta'minlaydi. Mazkur maqolada maktabgacha ta'lim muassasalarida bolalarning mayda qo'l motorikasini rivojlantirishning metodik asoslari o'rganiladi. Pedagogik yondashuvlar, didaktik o'yinlar, innovatsion usullar va bolalarning yosh xususiyatlariga moslashtirilgan mashqlar tizimi tahlil qilinib, ushbu yo'nalishning ilmiy va amaliy ahamiyati yoritiladi. Maktabgacha ta'limda bolalarning mayda qo'l motorikasini rivojlantirish masalasi davlatimiz tomonidan alohida e'tibor qaratilayotgan sohalardan biridir. Xususan, O'zbekiston Respublikasi Prezidentining 2019-yil 8-maydagi "Maktabgacha ta'lim tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi PQ-4312-son qarorida maktabgacha ta'lim muassasalarini zamonaviy o'quv-metodik materiallar bilan ta'minlash, bolalarning sifatli ta'lim olish

[1] . Смирнова, Е. О. (2015). Развитие мелкой моторики у детей дошкольного возраста. Москва: Детство-Пресс.

imkoniyatlarini kengaytirish masalalari ko‘rsatib o‘tilgan.[2] Shuningdek, O‘zbekiston Respublikasi Vazirlar Mahkamasining 2020-yil 22-dekabrdagi 802-son qarori bilan tasdiqlangan "Maktabgacha ta'lim va tarbiyaning davlat standarti"da bolalarning jismoniy rivojlanishi, jumladan, mayda motorika ko‘nikmalarini shakllantirish bo‘yicha aniq talablar belgilangan[3]. Ushbu normativ-huquqiy hujjatlar maktabgacha ta'lim muassasalarida bolalarning mayda qo‘l motorikasini rivojlantirishga qaratilgan metodik yondashuvlarni ishlab chiqish va amaliyotga tatbiq etish uchun mustahkam asos yaratadi.

ADABIYOTLAR TAHLILI

Italiyalik pedagog Mariya Montessori o‘zining ta’lim tizimida bolalarning qo‘l motorikasini rivojlantirishga alohida e’tibor qaratgan. Montessori metodikasining asosiy tamoyillaridan biri – bolalarning tabiiy rivojlanish ehtiyojlarini inobatga olib, ularga mustaqil faoliyat uchun shart-sharoit yaratishdir.[4] Uning fikriga ko‘ra, mayda motorika rivoji bolaning umumiy psixofizik rivojlanishida muhim o‘rin tutadi va bu, ayniqsa, maktabgacha yosh davrida dolzarb hisoblanadi. Montessori materiallaridan foydalanish orqali bolalar qo‘l va barmoqlarni mustahkamlovchi, harakatlarni nozik boshqarishga yordam beruvchi mashqlarni bajaradilar. Masalan, tugmalarni ulash, qumni elash, mozaikalar bilan ishlash va ipga boncuklar tizish kabi faoliyatlar bolaning diqqatni jamlash, o‘z-o‘zini boshqarish va ijodkorlik ko‘nikmalarini shakllantiradi.

Montessori metodining asosiy vositalari:

Sensor materiallar: Mayda motorika va sezgi organlarini rivojlantirishga mo‘ljallangan maxsus qurilmalar.

Qo‘l ishlari: Tugmalarni mahkamlash, tugmalarni yechish va bog‘lash, ip o‘rash, boncuk tizish va boshqa mashg‘ulotlar.

Ijodiy faoliyat: Chizish, bo‘yash, qirqish kabi amaliy mashg‘ulotlar.

Tabiat elementlari bilan ishlash: Tabiiy materiallarni (masalan, qum yoki suv) o‘rganish va ularni boshqarish orqali bolalarning sezgi va harakatlarini muvofiqlashtirish.

Montessori metodining ahamiyati shundaki, u bolaga o‘z rivojlanishining subyekti sifatida qaraydi va uning o‘ziga xos qobiliyatlarini ochib berishga yordam beradi Uning metodikasi bolalarning tabiiy rivojlanishini qo‘llab-quvvatlashga qaratilgan, shuningdek, ularning o‘z-o‘zini boshqarish va ijodiy qobiliyatlarini shakllantirishda muhim ahamiyat kasb etadi. Mahalliy olimlar tomonidan olib borilgan tadqiqotlar esa Montessori yondashuvini yanada boyitib, uni milliy pedagogik tizim bilan uyg‘unlashtiradi. Shu bilan birga, har ikkala yondashuv bolalarning umumiy intellektual va psixologik rivojlanishiga mustahkam asos yaratadi.

O‘zbekistonlik olimlar orasida bolalarning qo‘l motorikasini rivojlantirish bo‘yicha olib borilgan tadqiqotlar e’tiborga loyiqdir. Misol uchun, Karimova Nafisa Rahimovna tomonidan bolalar psixologiyasi va rivojlanishiga bag‘ishlangan ilmiy ishlar bolalar motorikasini shakllantirish jarayonida didaktik o‘yinlarning ahamiyatini

[2] O‘zbekiston Respublikasi Prezidentining 2019-yil 8-maydagi "Maktabgacha ta’lim tizimini yanada takomillashtirish chora-tadbirlari to‘g‘risida"gi PQ-4312-son qarori.
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[4] Montessori, M. "The Montessori Method". Cambridge: Cambridge University Press, 1912.

ko‘rsatib beradi. Karimovaning fikriga ko‘ra, bolalarning qo‘l motorikasini rivojlantirish faqatgina jismoniy mashqlarga emas, balki ular orqali kognitiv va kommunikativ qobiliyatlarni shakllantirishga ham qaratilgan bo‘lishi kerak.[5]

Uning yondashuvi quyidagilarga asoslangan:

Didaktik o‘yinlar: Masalan, kubiklarni joylashtirish, geometrik shakllarni to‘g‘ri joylarga qo‘yish orqali bolaning analitik fikrlashi va mayda motorikasi bir vaqtda rivojlanadi.

Amaliy mashqlar: Qo‘l va barmoqlarni harakatlantiruvchi maxsus jismoniy faoliyatlar, masalan, plastilin yoki loy bilan ishlash.

Innovatsion texnologiyalar: Interaktiv ta’lim materiallari yordamida bolaning diqqatini jamlash va nozik harakatlarini rivojlantirish.

MUHOKAMA

Mayda qo‘l motorikasini rivojlantirishda o‘yinlar va metodik yondashuvlar katta ahamiyatga ega. Maktabgacha ta'limda mayda motorikani rivojlantirishda qo‘llaniladigan o‘yinlar nafaqat bolalar uchun qiziqarli bo‘lishi, balki ularning aqliy, psixologik va jismoniy rivojlanishiga ham hissa qo‘shishi kerak. Bugungi kunda turli pedagogik va psixologik yondashuvlar asosida mayda motorikaning rivojlanishiga ta’sir o‘tkazadigan samarali metodlar va o‘yinlar ishlab chiqilgan.

1.Montessori metodidan foydalanish

Mariya Montessori metodikasi bolalarda mayda motorikani rivojlantirish uchun keng qo‘llaniladi. Montessori metodida bolalar uchun maxsus materiallar va mashqlar ishlab chiqilgan. Ushbu metodikada boshliqlik qiluvchi mashqlar barmoq va qo‘l mushaklarini o‘zaro ishlatishga asoslangan. Misol uchun:

Tugmalarni bog‘lash va yechish: Bu mashqlar bolalarning qo‘l va barmoq mushaklarini, koordinatsiyasini va diqqatini rivojlantirishga yordam beradi.

Plastilin yoki loy bilan ishlash: Ushbu mashqlar bolalarga qattiq va yumshoq materiallar bilan ishlashni o‘rgatadi, bu esa motorikani rivojlantirishda samarali vosita hisoblanadi.

2. Sensor-fizik Faoliyatlar

Qum bilan ishlash: Qumda o‘ynash, qumdan shakllar yasash, qumni qo‘l bilan tarqatish orqali bolalar mayda motorikani rivojlantiradilar.

Suv bilan o‘ynash: Suvda qoliplarni ishlatish, suyuqliklarni to‘kish, aralashtirish va boshqa faoliyatlar bolalar uchun nafaqat qiziqarli, balki foydali hamdir.

Xom-ashyo materiallari: Qog‘oz, to‘qimachilik materiallari bilan ishlash ham qo‘l motorikasini rivojlantirishga yordam beradi.

3. Koordinatsiya va Diqqatni Jamlash O‘yinlari

Shakllarni yig‘ish va joylashtirish: Bolalarga geometrik shakllarni to‘g‘ri joylashtirish, moslashtirish yoki kichik jismonlarni yig‘ish kabi mashqlar bolaning qo‘l mushaklari va koordinatsiyasini rivojlantiradi.

Bonchuklar bilan o‘ynash: Bonchuklarni ipga tortish yoki boshqa harakatlar orqali bolalar nozik motorikani rivojlantiradilar.

Labirintlar va shakllarni to‘ldirish: Kichik yoshdagi bolalar uchun labirintlarni o‘tkazish yoki qalam bilan shakllarni to‘ldirish mashqlari diqqatni jamlash va qo‘l harakatlarini aniq bajarishni o‘rgatadi.[6]

[5] Karimova N.R. "Bolalarning psixologik rivojlanishida didaktik o’yinlarning ahamiyati". Toshkent: Fan, 2020.
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4.Innovatsion Texnologiyalarni Qo‘llash

Interaktiv ekranda o‘ynash: Ekranda shakllarni, ranglarni, harakatlarni aniqlash va interaktiv ilovalar orqali bolalar motorikani rivojlantiradilar.

Sensorli ekranli o‘yinlar: Sensorli ekranlarda turli interaktiv o‘yinlarni o‘ynash orqali bolalar nafaqat motorikani, balki kognitiv ko‘nikmalarni ham rivojlantiradilar.

XULOSA

Mayda qo‘l motorikasini rivojlantirish bolalarning jismoniy, kognitiv va emotsional rivojlanishiga katta ta'sir ko‘rsatadi. Maktabgacha ta'lim jarayonida bu ko‘nikmalarni shakllantirish bolalar uchun eng muhim o‘quv va rivojlanish bosqichi hisoblanadi. Mayda motorikaning rivojlanishi bolaning diqqatini, tafakkurini va o‘zini ifodalash qobiliyatini oshiradi, shuningdek, uning ijodiy va muammolarni hal qilish ko‘nikmalarini mustahkamlaydi. Montessori metodikasi, sensor-fizik faoliyatlar, innovatsion texnologiyalar va boshqa zamonaviy metodlar yordamida bolaning motorikasi samarali tarzda rivojlantirilishi mumkin. Shu bilan birga, o‘yinlar va interaktiv mashqlar bolalar uchun eng qiziqarli va samarali usul bo‘lib, ular yordamida bolalar o‘quv jarayoniga faollik bilan jalb qilinadi. O‘quvchilarning mayda motorikasi rivojlanishi nafaqat ta'lim tizimining asosiy qismi, balki bolalarning kelajakdagi muvaffaqiyatiga ham tayanadigan poydevor hisoblanadi.

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ПРИМЕНЕНИЕ МЕТОДА ПРОЕКТОВ В ПРОЦЕССЕ ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ

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АННОТАЦИЯ

В данной статье исследуется использование проектной деятельности на уроках иностранного языка для повышения вовлеченности учащихся и содействия активному обучению. Определяется влияние метода проектов на результат учебной деятельности, который демонстрируют ученики.

Ключевые слова: современные педагогические технологии; продукти-вная деятельность; проектная деятельность; метод проектов; поисковая ситуация.

Модернизованная система образования, сопровождающаяся все большей информатизацией общества, требует новых подходов к методике преподавания и активного внедрения наиболее продуктивных инновационных технологий в организацию учебной деятельности.Главной целью образования является развитие творческих способностей учащихся, их умения самосильно мыслить (самостоятельно ставить цели и искать пути решения проблем разного уровня), находить необходимую информацию и правильно оценивать результаты.

Построение процесса обучения русскому языку на современном этапе включает в себя выбор учителем наиболее успешных методов, форм и средств обучения, направленных на активизацию работы каждого ученика, обязательное присутствие творческого начала на уроке, использование парных и групповых форм работы (сотрудничество, взаимопомощь, обмен мнениями).Благодаря использования активных форм и методов обучения на уроках учебная деятельность переходит на продуктивный и творческий уровень, учащиеся становятся субъектами учебного процесса, развиваются коммуникативные навыки. Вследствие использования активных форм и методов обучения на уроках учебная деятельность переходит на продуктивный и творческий уровень, учащиеся становятся субъектами учебного процесса, развивается коммуникативная компетентность.

Постановка процесса обучения русскому языку как иностранному на современном этапе включает в себя выбор наставником наиболее эффективных методов, форм и средств обучения, направленных на активизацию работы каждого учащегося, обязательное присутствие творческого начала на занятиях, использование форм парной и групповой работы (сотрудничество, взаимопомощь, обмен идеями). Применение активных форм и методов обучения на уроках позволяет перевести учебную деятельность на продуктивный и творческий уровень, учащийся становятся

субъектами учебного процесса, развиваются общительные навыки. В результате использования активных форм и методов обучения на занятиях учебная деятельность переходит на продуктивный и творческий уровень, студенты становятся субъектами учебного процесса, развивается коммуникативная компетентность.

Одним из приемлемых методом обучения является метод проектов. Метод проектов полностью отвечает требованиям современного образования, так как он одновременно является практико-ориентированными личностно-ориентированным. В методической литературе часто используются термины "проект", "метод проектов", "проектная методика", "проектная деятельность", "проектная технология".

Идея любой проектной деятельности можно обозначить русским словом "проектирование". Проект направлен на получение конкретного плани-руемого вывода, то есть продукта с определенными характеристиками и необходимого для конкретного использования. Во время исследования организуется определенная область поиска, и складывается индивиду-альные характеристики результатов работы. Реализации проектной работы предшествует идея дальнейшего проекта, планирование процесса создания продукта и реализация этого плана. Результаты проекта должны быть точно соотнесены со всеми характеристиками, сформулированными вид ее. Метод проектов занимает отличительное место в методике преподавания русского языка. Это связано с тем, что он позволяет студентам самостоятельно формировать собственные интеллектуальные структуры, развивает их способности к познанию, рассуждению и действию.

В настоящее время метод проектов как образовательный процесс успешно реализуется в преподавании русского языка, внеклассной и кружковой работе на всех ступенях образования и находит отражение в научных исследованиях многих педагогов (А.И.Бондаренко, Е.Н.Землянская, Н.В.Иванова, Б. В. Игнатьев, М. В.Крупениной, Н. В. Матяш, В. Д. Симоненко и др.), отраженные в научных исследованиях. (Землянская, Н.В. Иванова, Б.В. Игнатьев, М.В.Крупенина, Н.В. Матяш, В.Д. Симоненко и др.. На основе их исследований можно изучить специфику проектной методики обучения. Российские лингвисты М. В. Крупенина и Б. В. Игнатьев отмечают важность метода проектной деятельности среди других современных технологий в образовании. Действительно как написали учёные, данная технология в основном способствует развитию коммуникативных навыков учащихся. Метод проектов очень близок к методу решения проблем, и этапы обоих методов схожи (определяется проблема, составляется план работы по ее решению, ставятся цели работы и намечаются результаты, которые должны быть получены), так как проблема решается в процессе обучения.

Метод проектов является общезначительным в практике преподавания русского языка в школах.

Проекты можно разделить на монопроекты, коллективные проекты, устные проекты, семенные проекты, письменные проекты и интернет-проекты (М. Е. Брейгина). На наш взгляд, положительным аспектом технологии проектного обучения является то, что учащиеся могут работать над проектами индивидуально или в группах, что создает условия для реализации каждого ученика. Как слабоуспевающие, так и отличники могут быть объединены в

творческие группы, задания дифференцируются по сложности и количеству. Задания дифференцируются по сложности и количеству. Каждый член команды получает индивидуальное задание и выполняет свою роль. Ученикам предлагается широкий выбор тем и типов заданий. Задача команды - коллективно реализовать поставленную задачу. Главные требования - чтобы вопросы, исследуемые в проекте, были интересны ученикам и чтобы ученики понимали последствия

Проекты обсуждаются на изучаемом языке, на заключительном этапе проводится презентация с последующим обсуждением. Проектные задания носят характер поиска информации по заданной теме и ее представления классу. Для поиска информации используются различные информационные ресурсы, включая Интернет, газетные и журнальные статьи, художественные тексты и телевидение. В результате проектной деятельности учащиеся учатся самостоятельно собирать необходимую информацию, развивают навыки работы с большими объемами информации, анализируют информацию, выделяют основные моменты из прочитанного, создают собственные тексты и передают информацию по изученным темам своим одноклассникам.

Происходит непроизвольное овладение русским языком (Л. В. Московкин). По времени проекты могут быть выполнены в течение одного урока, нескольких уроков или одной недели и более. Например, одно урочный мини-проект "Рассказы о частях речи", "Рассказы с неопределен-ными местоимениями", такие проекты можно выполнять в группах не более 3-4учеников. Краткосрочные проекты по русскому языку и литературе занимают от двух до четырех уроков. Например, "Уроки доброты. Мой образ учителя" (по произведению В.Распутина "Уроки французского").

Еженедельные проекты выполняются в группах. Работа контролируется учителем. Возможно совмещение уроков с внеклассными мероприятиями (экскурсиями). Однако учителю следует учитывать, что при формировании коммуникативной компетенции проектную деятельность необходимо сочетать с традиционными формами обучения русскому языку как иностранному.

Групповые проекты наиболее эффективны, поскольку, как отмечает А. Н. Щукин, они предполагают широкий спектр коллективных взаимодей-ствий, повышающих уровень активности учащихся [8]. На этих занятиях ученики с узбекским языком обучения учатся слушать и понимать друг друга по-русски, не боясь лексических и грамматических ошибок, и обсуждать вопросы на русском языке. Каждый учится в своем индивиду-альном темпе, но понимает свою ответственность не только за собственный прогресс, но и за результаты группы в целом.

Творческие проекты представляют большой интерес, так как расширяют возможности учащихся в общении на изучаемом языке. Выполнение проекта может быть представлено в виде создания презентации, оформления сборника стихов поэтов Серебряного века с использованием технологий обработки информации, проектов документальных или научно-популярных фильмов, обобщающих таблиц, алгоритмов поведения, создания схем и исполнения различных ролей (оператор, видеооператор, художник, режиссер, художник).

Таким образом, проектное обучение – это полезная альтернатива классно-урочной системе, но оно отнюдь не вытесняет ее. Специалисты из стран, имеющих большой опыт проектного обучения, считают, что проект следует

использовать как дополнение к другим видам обучения. И в этом случае учитель только разнообразит учебную работу, превратив образова-тельный процесс в результативную творческую работу[2].

Практика показывает, что применение метода проектов на уроках русского языка и литературы позволяет осваивать новые формы организации деятельности учащихся и в значительной мере способствует повышению качества знаний. На уроках мы учим детей самостоятельно мыслить, находить и решать проблемы, привлекая для этой цели знания из разных областей, развиваем умения устанавливать причинно-следственные связи. Наличие значимой в исследовательском, творческом плане проблемы, требующей интегрированного знания, помогает учащимся не только хорошо усвоить необходимый материал, но и развивает мышление, самостоятельность, познавательную и творческую активность.

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STRATEGIES FOR DELIVERING GRAMMAR INSTRUCTION VIA TEXTUAL EXAMINATION

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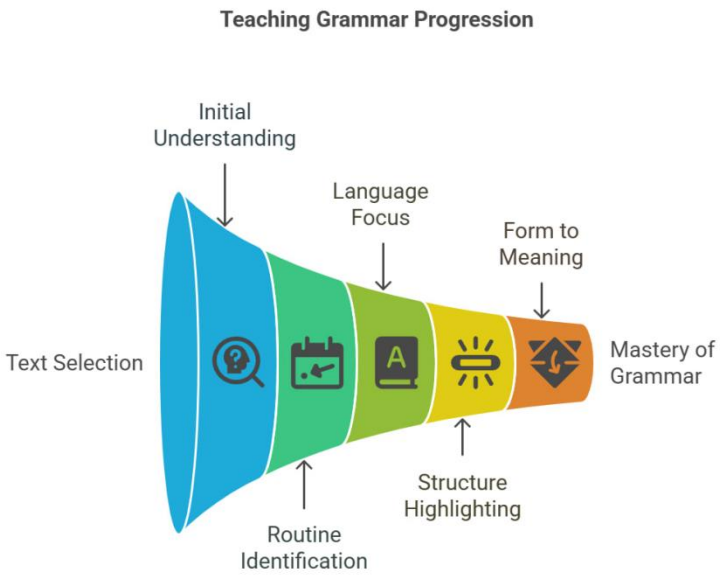
ABSTRACT

This thesis analyzes optimal approaches for delivering grammar instruction through text examination, accentuating the critical role of context in the learning process. It explores various teaching strategies, such as the use of authentic materials (e.g., articles, stories, dialogues) to assist students in recognizing and examining grammatical elements in real-life situations. The research emphasizes the advantages of both explicit and inductive teaching approaches, in addition to differentiated instruction, to cater to the varied proficiency levels of learners. Furthermore, it takes into account the influence of students' native languages on their grasp of grammar and suggests strategies to close linguistic gaps. Utilizing reading for grammatical analysis while concentrating on grammatical aspects like tenses and contractions, this method facilitates deeper understanding and the development of critical thinking skills. Ultimately, the paper champions a well-structured, dynamic approach to grammar instruction, highlighting the importance of integrating form, meaning, and context to improve students' communication skills and their ability to engage with complex texts.

Keywords: Grammar instruction, textual examination, authentic materials, explicit teaching, inductive methodologies, first language, critical thinking, language focus, context.

Instructing grammar is invariably essential for all learners to commence their engagement with the language through grammatical competencies. Effective pedagogical approaches encompass the utilization of stimulating texts that underscore grammatical constructs while incentivizing students to detect and scrutinize these elements within their contextual framework. Various methodologies exist for the pedagogy of grammar, with contextual instruction being one of the paramount strategies. By integrating authentic materials such as articles, narratives, and dialogues, educators can cultivate a rich educational environment that promotes both comprehension and the practical application of grammatical principles in authentic scenarios. This methodology not only augments students' understanding of grammatical concepts but also enhances their confidence in employing the language adeptly during communicative interactions. Alternative strategies for grammar instruction encompass explicit teaching, wherein rules are distinctly articulated and practiced through targeted exercises, alongside inductive methodologies that empower learners to discern grammatical patterns independently (Kanda & Beglar, 2004). Each of these approaches offers unique benefits, allowing educators to tailor their instruction to meet the diverse needs of students and foster a deeper engagement with the language learning process.

Educators encounter several challenges in contextual grammar instruction that must be adeptly navigated, including the heterogeneity of student proficiency levels and the requisite availability of resources to accommodate diverse learning modalities. One efficacious strategy to mitigate these challenges involves the implementation of differentiated instruction, customizing lessons to address the specific needs of individual learners while offering various pathways for engagement and practice. Instructing perfect tenses can pose significant challenges for certain learners whose first language lacks equivalent tense structures. When discussed more broadly, grammatical competencies are intricately linked to the learner's primary language. Acknowledging the impact of a student's first language on their understanding of grammar can assist educators in formulating more effective instructional methodologies that bridge these disparities and facilitate smoother transitions toward mastering intricate grammatical constructs. By incorporating culturally pertinent examples and context-specific exercises, educators can enhance students' comprehension of tenses, thereby rendering the learning experience more relatable and efficacious. It is feasible to interconnect all grammatical aspects with other skills, with reading being particularly effective in illustrating grammatical topics. For instance, learners can engage with a text and analyze the types of tenses utilized or the grammatical structures present, thus enabling them to observe practical applications and reinforce their understanding through contextual immersion. Furthermore, the role of contractions and the objective thesis of grammar within the text can be explored, particularly in terms of how these elements contribute to the overarching clarity and coherence of written discourse. Comprehending these interrelations not only enriches learners' grammatical knowledge but also empowers them to evolve into more proficient writers and communicators, as they can apply these principles in their own compositions. By engaging with a variety of texts and identifying these grammatical characteristics, students can cultivate a deeper appreciation for the subtleties of language and enhance their capacity to articulate ideas effectively. This process cultivates critical thinking skills and urges students to examine how diverse grammatical structures shape meaning, ultimately resulting in more articulate and persuasive writing. The subsequent section delineates the sequential steps for teaching grammar as illustrated in the diagram (Hangemann, 2002). These steps are designed to provide a structured approach that not only simplifies the learning process but also encourages active participation and exploration among students



Outlined below are various definitions as indicated by the depicted image:

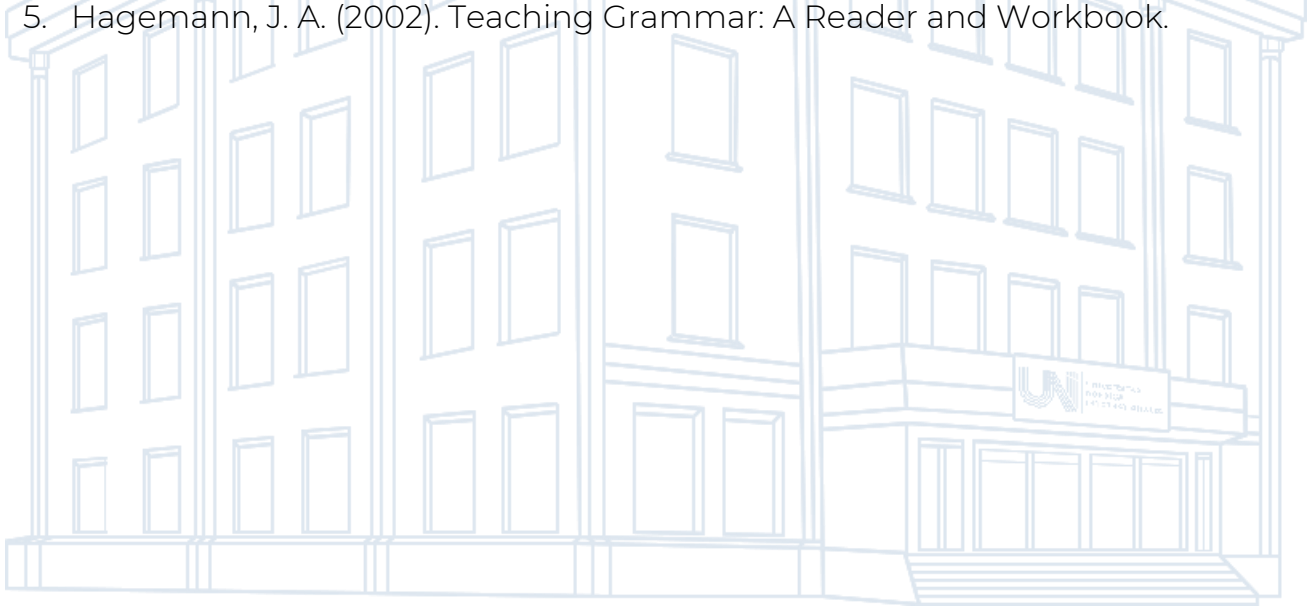
- Text selection - refers to the meticulous process of identifying appropriate and relevant texts that exemplify specific grammatical constructs, thereby ensuring that students can effectively relate to and comprehend the material.
- Initial understanding of the text - constitutes the preliminary phase wherein students engage with the selected texts to ascertain their overall meaning and contextual significance, enabling them to discern key grammatical components within the content that will be subjected to further analysis in subsequent lessons.
- Routine identification - denotes the systematic practice of recognizing and categorizing grammatical structures across diverse texts, thereby facilitating the development of a methodical approach for students to identify patterns and principles that govern linguistic usage.
- Language focus - represents the stage in which students direct their attention toward particular grammatical features, scrutinizing their function and contextual application, which serves to reinforce their understanding and utilization of these structures in both written and oral communication.
- Structure highlighting - involves the process of visually accentuating specific grammatical elements within a text, thus rendering it more accessible for students to observe how these structures interact and contribute to the overarching meaning, thereby enhancing their analytical capabilities and comprehension.
- Form to meaning - embodies the principle that establishes a connection between grammatical forms and their intended significations, thereby allowing students to comprehend how particular structures convey varying nuances and implications in communicative contexts.The mentioned steps are crucial in cultivating a more profound linguistic awareness, thereby enabling students to navigate intricate texts and articulate their thoughts with greater clarity and efficacy.

To conclude, the provision of robust grammar instruction is critically vital for language learners, and the application of textual analysis provides a progressive strategy for educational practice. By incorporating authentic materials such as journalistic articles and narrative texts, educators are able to enhance both

comprehension and the pragmatic application of grammatical structures within genuine contexts. A wide range of methodologies, including direct instruction, inductive reasoning, and varied teaching strategies, enables the development of tailored lessons that cater to the diverse needs of students. The difficulties presented by students' native languages and varying levels of proficiency can be reduced by situating grammatical instruction within relevant contexts, offering culturally pertinent examples, and leveraging reading to reinforce grammatical principles. Ultimately, a well-organized and contextually pertinent educational framework equips students with a deeper understanding of grammatical nuances, thus promoting their development as more proficient communicators.

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BALANCING PLAY AND PEDAGOGY: OVERCOMING BARRIERS TO GAMIFICATION IN ENGLISH LANGUAGE TEACHING

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ABSTRACT

This study examines gamification's impact on English Language Teaching (ELT), focusing on pedagogical alignment, classroom management, and psychosocial strategies. Results indicate game mechanics, adaptive challenges , and cooperative frameworks enhance engagement and language acquisition. Intentional design balancing play and rigor is crucial for effective ELT outcomes.

Keywords: Gamification, ELT, Adaptive Challenges, Classroom Management, Psychosocial Strategies, Game Mechanics, Cooperative Frameworks, Stealth Assessment.

INTRODUCTION

Gamification, defined as the incorporation of game mechanics and dynamics into educational settings, has emerged as a powerful tool in the realm of English Language Teaching (ELT) (Pérez & Masegosa, 2020). Its growing popularity stems from its ability to significantly boost student engagement, foster intrinsic motivation, and promote active learning practices. However, the integration of gamification into ELT is frequently obstructed by a variety of challenges that span pedagogical, logistical, technological, and psychosocial domains (Palomino, 2023) (Neupane, 2015). This paper delves into these obstacles, offering a comprehensive analysis and proposing strategic approaches to effectively align gamification with rigorous language instruction. The goal is to ensure that playful elements enhance, rather than detract from, educational outcomes.

At the core of gamification lies a critical tension between the concepts of "play" and "pedagogy." (Inchamnan et al., 2022) (Cecchin, 2013) While the incorporation of game-like elements can transform language learning into a more dynamic and engaging experience, there is a significant risk that the focus may shift towards entertainment at the expense of essential skill acquisition (Li et al., 2022) (Pushkina & Krivoshlykova, 2022). This paper systematically categorizes the challenges associated with gamification into four distinct domains: pedagogical challenges that pertain to instructional design and teaching methodologies; classroom management issues that arise from maintaining order and focus during gamified activities; technological barriers related to the tools and platforms utilized for gamification; and psychological or social challenges that encompass student attitudes, peer interactions, and motivation levels.

In addressing these barriers, the paper explores actionable solutions aimed at creating balanced, inclusive, and effective gamified learning environments. By examining best practices and providing concrete examples, it emphasizes the

importance of maintaining a clear educational focus while leveraging the engaging aspects of gamification. Ultimately, this work advocates for a thoughtful integration of game mechanics that not only captivates learners but also upholds the integrity of language instruction, ensuring that the educational experience is both enjoyable and substantively enriching.

Research paper questions:

1. How does aligning game mechanics with learning objectives and using adaptive challenges impact language acquisition in ELT?
2. What classroom management strategies can balance engagement and discipline in gamified ELT environments?
3. How do cooperative frameworks and culturally relevant narratives enhance motivation and inclusivity in gamified ELT?

METHODS

This analytical study adopts a qualitative framework to identify and address barriers to gamification in ELT. The methodology involves:

1. Categorization: Challenges are grouped into four domains based on their nature and impact: pedagogical, classroom management, technological, and psychological/social.
2. Critical Analysis: Each challenge is evaluated to understand its root causes and consequences for language learning.
3. Strategy Development: Evidence-based solutions are proposed to mitigate barriers, emphasizing practical implementation in diverse classroom settings.

Data for this analysis draws from theoretical principles of language acquisition, classroom dynamics, and gamification design, synthesized to address the interplay between engagement and educational rigor.

RESULTS

The chart 1 shows results of conducted research of Gamification challenges include pedagogy, classroom management, technology, and psychology, affecting engagement, retention, and inclusivity:

	Category Challenges
Pedagogical Challenges	- **Alignment with Learning Objectives**: Ensuring gamified activities effectively teach language skills. - **Balancing Fun and Learning**: Keeping games engaging without losing focus on educational content. - **Assessment Difficulties**: Accurately measuring student progress through gamification. - **Differentiated Instruction**: Adapting game elements to suit different learning levels and styles. - **Retention of Knowledge**: Ensuring students retain what they learn through games.
Classroom Management Challenges	- **Classroom Disruptions**: Overexcitement leading to discipline issues. - **Time Constraints**: Gamified activities may take longer than traditional methods. - **Student Participation Issues**: Some students may dominate, while others remain passive. - **Motivation Imbalance**: Not all students enjoy games or respond well to competition. - **Overuse of Games**: Excessive reliance on gamification can diminish its effectiveness over time.
Technological Challenges	- **Access to Technology**: Limited availability of necessary digital tools for gamification. - **Technical Issues**: Problems with internet connectivity, software, or devices disrupting lessons. - **Teacher's Digital Literacy**: Educators may struggle with using gamification tools effectively. - **Integration with Traditional Methods**: Blending digital games with standard teaching methods can be challenging. -

	Privacy and Data Security: Using online platforms requires careful handling of student data.
Psychological and Social Challenges	- **Fear of Failure**: Some students may fear losing in games, affecting participation. - **Peer Pressure**: Competitive elements may discourage less proficient students. - **Inclusivity Issues**: Students struggling with gaming mechanics may feel excluded. - **Short-Term Engagement**: Initial excitement may wane over time. - **Cultural Differences**: Certain game mechanics might not be suitable for all student backgrounds.

DISCUSSION

Integrating gamification into English Language Teaching (ELT) requires strategic solutions to overcome inherent challenges while maximizing pedagogical benefits.

1. Pedagogical Solutions. Aligning game mechanics with learning objectives ensures meaningful skill development (Arnab et al., 2015). For instance, role-playing games requiring negotiation in English simulate real-world interactions, fostering pragmatic language competence. Adaptive tiered challenges—such as vocabulary quests scaled by proficiency—address differentiated learning needs, maintaining engagement across skill levels. Stealth assessment, embedded in gameplay (e.g., unlocking levels after mastering grammar rules), allows educators to track progress unobtrusively, ensuring learning milestones align with curricular goals. This method bridges entertainment and education, prioritizing linguistic outcomes without sacrificing engagement.
2. Classroom Management Strategies. Structured frameworks mitigate disruptions. Timers and debriefing sessions—such as post-game reflections on persuasive language used in debates—anchor excitement to learning objectives. Rotating roles (e.g., "Grammar Captain" or "Dialogue Director") distribute participation equitably, preventing dominance by assertive learners. Hybrid models blending brief, focused games (e.g., 10-minute "syntax sprints") with traditional instruction optimize time and maintain academic rigor.
3. Technological Adaptations. Low-tech alternatives like board games for sentence-building or role-play simulations with scorecards ensure inclusivity in resource-limited settings (Sánchez Quintero et al., 2022). "Guerrilla gamification" strategies—such as sticky-note quests for vocabulary practice—empower educators to innovate without digital dependency. Offline tools and anonymized data practices address connectivity and privacy concerns, broadening accessibility.
4. Psychosocial Interventions. Cooperative frameworks, such as collaborative storytelling or team-based quests, reduce anxiety by prioritizing collective achievement over competition. Localizing narratives (e.g., integrating regional folktales into puzzles) enhances cultural relevance, fostering inclusivity. Emphasizing growth mindsets—rewarding effort and creativity through "innovation badges"—encourages resilience and sustained participation (Barghani, 2020; Huseinović, 2023).

By harmonizing intentional design with adaptability, gamification transforms ELT into a dynamic, inclusive process where play and pedagogy coexist synergistically, fostering both linguistic mastery and enduring learner enthusiasm.

CONCLUSION

In conclusion, gamification in English Language Teaching presents a transformative opportunity to merge interactive play with robust educational

outcomes. By aligning game mechanics with clear learning objectives, educators can turn challenges into engaging, tiered experiences that cater to diverse learner needs while ensuring skill acquisition remains at the forefront. Structured gameplay and role rotation enhance classroom management, allowing for inclusive participation and focused reflection, while adaptive methods—ranging from digital applications to low-tech analog tools—ensure accessibility regardless of resource constraints. Cooperative frameworks and culturally relevant narratives further alleviate learner anxiety, fostering a growth mindset that celebrates creativity and resilience. Ultimately, when game elements are intentionally integrated with pedagogical strategies, they not only sustain learner enthusiasm but also reinforce linguistic competence, paving the way for an enriched, interactive learning environment that transcends traditional teaching models.

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GAME-BASED LEARNING IN TEACHING ENGLISH TO PRESCHOOLERS: A PSYCHOLOGICAL PERSPECTIVE

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ABSTRACT

Game-based learning (GBL) has emerged as an innovative and effective approach to early childhood education, particularly in teaching English as a foreign language (EFL) to preschoolers. This study explores the psychological underpinnings of GBL and its impact on cognitive, social, and emotional development. By examining theoretical frameworks, practical strategies, and classroom case studies, the paper demonstrates how interactive games foster language acquisition, enhance motivation, and promote active learning. The document also discusses challenges and provides recommendations for educators to successfully implement game-based methods in preschool settings.

Keywords: Game-based learning, preschool education, language acquisition, cognitive development, social interaction, emotional engagement, educational psychology, EFL.

INTRODUCTION

Language development during early childhood is both rapid and essential. Traditional instructional techniques such as rote memorization often fall short in engaging young learners, leading educators to seek innovative strategies. Game-based learning (GBL) offers a dynamic, interactive, and learner-centered alternative that not only makes language learning enjoyable but also supports cognitive and social growth. This thesis investigates the psychological perspective behind GBL in teaching English to preschoolers, highlighting its benefits, strategies, and potential hurdles in classroom implementation.

Theoretical Background. Cognitive Development:Jean Piaget's theory of cognitive development asserts that children construct knowledge through active engagement with their environment. Play is a fundamental component of this process, allowing preschoolers to assimilate new vocabulary and grammatical structures in context. GBL leverages play as a natural medium for learning, transforming abstract language concepts into tangible experiences.

Sociocultural Theory.Lev Vygotsky emphasized the role of social interaction in learning, proposing that language acquisition is deeply rooted in communication and shared activities. GBL creates opportunities for collaborative learning where children interact with peers and educators, thus providing scaffolding and contextual clues that accelerate language development.

Motivation and Emotional Engagement. Intrinsic motivation plays a critical role in early education. Game-based learning captivates preschoolers by providing immediate feedback, rewards, and a sense of achievement. Such emotional

engagement not only sustains interest but also reinforces positive learning behaviors, as supported by theories of intrinsic motivation in educational psychology.

Game-Based Learning Strategies in Preschool English Instruction. Role-Playing and Interactive Storytelling allows children to simulate real-life scenarios, such as shopping or visiting a doctor, which helps them practice conversational English in context. Interactive storytelling, where children contribute to a story's development, enhances listening comprehension and narrative skills. These strategies foster a deeper understanding of language through contextualized practice.

Digital and Interactive Games. The integration of digital tools—such as educational apps and interactive whiteboards—offers multisensory experiences that combine visual, auditory, and kinesthetic learning. Applications designed for language learning incorporate gamified elements (e.g., points, badges, progress bars) that maintain high levels of engagement. Studies indicate that digital games can improve vocabulary retention and pronunciation by offering repeated exposure in varied contexts.

Physical Movement Games and Songs.Physical games such as "Simon Says" or "Red Light, Green Light" integrate language learning with movement, reinforcing commands and action verbs. Songs with associated gestures further aid in memorization and pronunciation, as the rhythm and melody provide mnemonic devices that support cognitive retention.

Case Study: Role-Playing in a Preschool Classroom. In a pilot study conducted in a preschool in Tashkent, children who participated in role-playing activities demonstrated marked improvements in vocabulary recall and sentence formation compared to a control group taught through conventional methods. The interactive nature of role-playing allowed for natural error correction and peer feedback, contributing to a supportive learning environment.

Case Study: Digital Game Implementation in an English Kindergarten in London integrated digital language games into their curriculum. Teachers observed that the gamified lessons resulted in higher student engagement and quicker recognition of new words. The combination of audio-visual elements and interactive tasks provided a comprehensive learning experience that traditional methods did not offer.

Challenges and Recommendations

· Resource Constraints: Not all educational institutions have access to the necessary digital tools or materials required for effective game-based learning.

· Teacher Training: Educators require specialized training to design and manage interactive learning environments and to effectively integrate games into lesson plans.

· Classroom Management: Balancing active play with structured learning can be challenging, particularly with diverse learner abilities and varying attention spans.

Recommendations

· Invest in Professional Development: Schools should offer regular training programs to equip teachers with the skills needed for designing game-based activities.

· Collaborative Curriculum Design: Educators should work together to create a curriculum that integrates GBL across various subjects, ensuring that language learning is both engaging and systematic.

• Adaptive Learning Environments: Implementing a mix of digital and non-digital games can accommodate different learning styles and resource availabilities, ensuring all children benefit from interactive learning.

CONCLUSION

Game-based learning presents a promising approach for teaching English to preschoolers by aligning with the natural learning processes inherent in early childhood. The psychological advantages of GBL—ranging from improved cognitive development and social interaction to enhanced motivation—support its growing adoption in EFL settings. Despite challenges related to resources and teacher preparedness, the strategic integration of interactive games into language instruction can lead to more effective and enjoyable learning experiences. Future research should focus on long-term outcomes and the scalability of game-based approaches in diverse educational contexts.

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IMPROVING CHILDREN'S IMAGINATION WITH DIGITAL STORYTELLING

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ABSTRACT

Nowadays digital storytelling has deeply emerged as a superpowerful tool for encouraging imagination, literacy and creativity development in young children. By integrating typical storytelling techniques with modern multimedia technologies, digital storytelling develops children's ability to be busy with narratives in innovative ways. This article explores the effectiveness of digital storytelling in early childhood education and focuses on its impact on critical thinking, communication, and imagination. Key theoretical frameworks, such as the SAMR model and Imagineering, are discussed to highlight the transformative role of technology in educational settings. Overall, the study underscores the importance of digital storytelling as a pedagogical tool that prepares children for a technology-rich world while promoting lifelong learning habits.

Keywords: Digital storytelling, literacy development, imagination, SAMR model, Imagineering, early childhood education, critical thinking, communication skills, multimedia tools, creativity.

INTRODUCTION

Storytelling has long been recognized as an essential tool for teaching and learning, particularly in early childhood education. It serves as a medium for children to explore ideas, express emotions, and develop communication skills. With the advent of technology, traditional storytelling methods have evolved into digital storytelling, which integrates multimedia tools such as images, audio, animation, and virtual reality to create engaging and interactive narratives. Digital storytelling, therefore, offers a unique opportunity to not only preserve the essence of traditional storytelling but also to enhance children's imagination and literacy development through innovative practices.

This article examines the role of digital storytelling in improving children's imagination and educational outcomes. Researchers, including Jessica Lantz, Joy Myers, and Reece Wilson, highlight the potential of digital storytelling to transform teaching practices in early childhood classrooms [6,23].

By employing frameworks like the SAMR model, which outlines the stages of technology integration—Substitution, Augmentation, Modification, and Redefinition—educators can effectively utilize digital tools to enrich learning experiences. Furthermore, the concept of Imagineering, which blends imagination with engineering, provides a learner-centered approach that fosters creativity and reflective thinking. The review discusses various studies and classroom practices that

demonstrate the effectiveness of digital storytelling in enhancing children's communication skills, critical thinking, and collaboration. It also explores how technology motivates young learners, allowing them to engage in meaningful, hands-on projects. By synthesizing key findings, this review aims to provide educators and researchers with insights into the benefits and challenges of integrating digital storytelling into early childhood education. Ultimately, the review advocates for the adoption of digital storytelling as a transformative pedagogical tool to prepare children for the demands of a technology-driven future.

Storytelling is more effective way for children to learn from and communicate with each other. Especially digital storytelling is more widely used among young children for enhancing their imagination. Researchers have explored various approaches to effectively improve imagination with using technological storytelling. For example, Jessica Lantz, Joy Myers, and Reece Wilson, explores the integration of digital storytelling in early childhood education. It emphasizes how technology can enhance literacy development among young learners by providing engaging and interactive storytelling experiences. The authors utilize Puentedura's SAMR model to analyze the impact of technology in educational settings, particularly in classrooms for children aged PK-3[3,14].

The authors argue that digital storytelling combines traditional storytelling elements with modern technology, allowing children to engage with narratives in innovative ways. By utilizing multimedia tools, children can express their creativity and develop vital literacy skills. The SAMR model, which stands for Substitution, Augmentation, Modification, and Redefinition, serves as a foundational framework for the authors' discussion. The authors detail how technology can transition from simple substitution of traditional methods to transformative practices that redefine the learning experience. For instance, while using an app like Puppet Pals allows for story creation (modification), creating a virtual reality experience might redefine storytelling entirely[2,33].

Digital storytelling combines traditional narrative techniques with modern multimedia tools, allowing children to express ideas creatively. According to Bernard (2006), digital storytelling enhances learning by transforming how children interact with content, fostering engagement and understanding. Research indicates that storytelling is essential for developing vocabulary and literacy skills in early childhood. The article emphasizes that digital storytelling, particularly when integrated with technology, can motivate young learners and enhance their communication skills.

The concept of Imagineering, which merges imagination and engineering, is pivotal in the proposed model. Nilsook et al. highlight that Imagineering promotes a learner-centered approach, enabling children to harness their creativity while engaging in hands-on projects [9,26].

Overall, these works advocate for educators to embrace digital storytelling as a powerful pedagogical tool that not only enhances learning outcomes but also prepares young children for a technology-rich world. By fostering an environment where imagination and creativity flourish, educators can significantly impact children's development and lifelong learning habits.

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OLIY TA'LIM MUASSASALARIDA TA'LIM SIFATINI BOSHQARISHDA INNOVATSION YONDASHUVLARNI TAKOMILLASHTIRISH

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ANNOTATSIYA

Mazkur maqolada oliy ta'lim muassasalarida ta'lim sifatini boshqarishda innovatsion yondashuvlardan foydalanib takomillashtirish masalalari yoritilgan. Unda ta'lim sifatini boshqarishning asosiy tamoyillari, jumladan, ta'limni boshqarish konsyepsiyasi, ta'lim sifatini boshqarishda axborot texnologiyalaridan foydalanish, shuningdek, ta'lim sifatini baholashdagi innovatsion yondashuvlar tadqiq qilingan. Muallif ta'lim sifatini boshqarishga innovatsion yondashuvlar ta'limning yuqori darajasini ta'minlash va raqobatbardosh mutaxassislarni tayyorlash zarurligiga e'tibor qaratgan.

Kalit so'zlar: oliy ta'lim muassasasi, innovatsion yondashuv, texnika, inklyuzivlik, barqarorlik.

KIRISH

Bugungi kunda oliy ta'lim muassasalarida talaba ehtiyojlari, texnologik yutuqlar va global tendensiyalarga moslashish maqsadida boshqaruv tizimida bir qator innovatsion yondashuvlarni qo'llash zaruriyatga aylanmoqda. Oliy ta'limni boshqarishda innovatsion yondashuvlarning ahamiyatini chuqurroq ko'rib chiqamiz.

Birinchidan, talabalar ehtiyojlarini qondirish. Innovatsion boshqaruv yondashuvlari shaxsiylashtirilgan va moslashuvchan o'rganish tajribasini yaratishga yordam beradi. Bunga moslashtirilgan ta'lim texnologiyalari, individual qo'llab-quvvatlash xizmatlari va mikro-hisob ma'lumotlari va raqamli nishonlar kabi muqobil hisobga olish imkoniyatlari kiradi.

Ikkinchidan, raqamli ta'lim muhiti, ya'ni texnika ta'limning ajralmas qismiga aylandi. Oliy ta'lim muassasalari zamonaviy ta'lim texnologiyalari, ta'limni boshqarish tizimlari va virtual o'quv muhitlariga sarmoya kiritish muhim. Shuningdek, ular ta'lim tajribasini yaxshilash uchun sun'iy intellekt, virtual va kengaytirilgan haqiqat kabi rivojlanayotgan texnologiyalarni o'rganish zaruriyati mavjud.

Uchinchidan, globallashuv oliy ta'limdagi muhim tendensiyadir. Rivojlangan xorijiy davlatlarda o'qish imkoniyati, ko'p madaniyatli tajribalarni taklif qilish va xalqaro aloqalarni o'rnatish uchun xalqaro standartga javob berish. Xorijiy universitetlar va sanoat tashkilotlari bilan hamkorlik talabalar uchun global istiqbolni yaratishga yordam beradi.

Xilma-xillik va inklyuzivlik. Institutda xilma-xillik, tenglik va inklyuzivlikni rag'batlantirish muhim ahamiyatga ega. Innovatsion yondashuvlar qatoriga inklyuziv pedagogikani joriy etish, turli ishga qabul qilish amaliyotlari va har bir talaba o'zini yaxshi kutib oladigan va qo'llab-quvvatlanadigan muhitni yaratish kiradi.

ADABIYOTLAR TAHLILI VA METODOLOGIYA

Ma'lumotlarga asoslangan qarorlar qabul qilish. Ma'lumotlar tahlili va bashoratli modellashtirish institutda resurslarni taqsimlash, talabalar muvaffaqiyati tashabbuslari va dasturlarni ishlab chiqish bo'yicha ongli qarorlar qabul qilishga yordam beradi. Xavf ostida bo'lgan talabalarni va yaxshilash sohalarini aniqlash uchun ma'lumotlardan foydalangan holda, muassasalar o'zlarining boshqaruv amaliyotlarini yaxshilashlari mumkin.

Moslashuvchan o'quv rejasi va sertifikatlash. Moslashuvchan, modulli o'quv dasturlari va noan'anaviy hisobga olish ma'lumotlarini taklif qilish talabalarga ta'limni o'zlarining aniq martaba maqsadlariga moslashtirishga imkon beradi. Ushbu yondashuv, shuningdek, zamonaviy ishchi kuchida tobora muhim bo'lgan umrbod ta'lim va malaka oshirish imkonini beradi.Barqarorlik va mas'uliyat. Ko'pgina talabalar va manfaatdor tomonlar barqarorlik va ijtimoiy mas'uliyat haqida qayg'uradilar. Oliy ta'lim muassasalari ekologik toza amaliyotlarni qo‘llash va barqarorlikni o‘quv dasturiga kiritish orqali ushbu sohalarda yetakchilikni namoyish etishlari mumkin. Sifat kafolati. Akademik sifatni ta'minlash muhim ahamiyatga ega. Boshqaruvning innovatsion yondashuvlari ta'lim sifatini saqlab qolish va yaxshilash uchun akkreditatsiyaning muqobil usullarini, natijalarga asoslangan baholashni va doimiy takomillashtirish jarayonlarini o'z ichiga olishi mumkin. Institutlararo hamkorlik. Boshqa muassasalar, sanoat hamkorlari va davlat idoralari bilan hamkorlik qilish resurslarni almashish, qo'shma tadqiqot tashabbuslari va talabalar uchun imkoniyatlarni kengaytirishga olib kelishi mumkin. Bu hamkorliklar o‘zaro manfaatli bo‘lishi va innovatsiyalarga turtki berishi mumkin. Kasbiy rivojlanish. Professor-o'qituvchilar va xodimlar ta'lim tendensiyalari va texnologiyalaridan xabardor bo'lish uchun doimiy ravishda professional rivojlanishga muhtoj. Professor-o‘qituvchilarning kasbiy akmeologik darajaga etishini qo'llab-quvvatlash va innovatsion, kreativ madaniyatini rag'batlantirish ta'lim sifatiga bevosita ta'sir qiladi.Oliy ta'lim muassasalari ta'lim landshaftidagi o'zgarishlarga javob berish uchun tezkor boshqaruv tamoyillarini qabul qilishlari kerak. Bunga inqirozlar yoki o'zgaruvchan ehtiyojlarga javoban tez aylanish qobiliyati kiradi.

MUHOKAMA VA NATIJA

Oliy ta'limni boshqarishda innovatsion yondashuvlar talabalarning o'zgaruvchan talablarini qondirish, texnologiyadan samarali foydalanish va jahon tendensiyalari bilan uyg'un qolish uchun muhim ahamiyatga ega. Ushbu yondashuvlarni o'zlashtirgan muassasalar 21-asrda yuqori sifatli va tegishli ta'limni ta'minlash uchun yaxshiroq pozitsiyaga ega.

Ma'lumotlarga asoslangan qarorlar qabul qilish:

Resurslarni taqsimlash, dasturlarni ishlab chiqish va talabalarni qo'llab-quvvatlash bo'yicha asosli qarorlar qabul qilish uchun ma'lumotlar tahlili va biznes razvedka vositalaridan foydalanish.

Xavf ostida bo'lgan talabalarni aniqlash va ushlab turish darajasini yaxshilash uchun erta aralashish uchun bashoratli tahlillar.

Shaxsga yo‘naltirilgan ta'lim:

Ta'lim jarayonida talabalarning individual ehtiyojlari va ularning qiziqish, layoqat va qobiliyatlarini inobatga olib moslashuvchan o'quv platformalari va sun'iy intellektga asoslangan tizimlarni joriy etish.

Moslashuvchan kurs formatlarini, jumladan, kredit-modul ma'lumotlarini va kompetensiyaga asoslangan ta'limni taklif qilish.

Aralashtirilgan va onlayn ta'lim:

Talabalar uchun kengroq auditoriyani qamrab oladigan va noan'anaviy onlayn va gibrid kurs takliflarini kengaytirish.

Tajribalar uchun virtual haqiqat va kengaytirilgan haqiqatni ta'limga kiritish.

O'zgaruvchan sanoat talablari va texnologik yutuqlarga tezda moslasha oladigan o'quv dasturlarini ishlab chiqish.

Talabalarga kerak bo'lganda ko'nikmalarni oshirish va qayta ishlashga imkon beradigan mikro kurslar va stackable hisob ma'lumotlarini taklif qilish.

Talabalar uchun qulay shart-sharoit va imkoniyatlar eshigini ochish: Akademik maslahatlar, bilim, ko‘nikmalarni oshirish bo'yicha maslahatlar, sog‘lom turmush tarzini qo'llab-quvvatlash va moliyaviy yordamni o'z ichiga olgan keng qamrovli xizmatlarini taqdim etish orqali talabalar muvaffaqiyatini birinchi o'ringa qo'yish.Talabalarga 24/7 yordam berish uchun chatbotlar va sun'iy intellekt vositalaridan foydalanish.

Turli xillik, tenglik va inklyuzivlik tashabbuslari:

Inklyuziv kampus muhitini yaratish va ta'limdagi nomutanosiblikni kamaytirish uchun DEI siyosati va dasturlarini amalga oshirish.

Tajribali xorijiy professor-o'qituvchilar va xodimlarni yollash orqali tajriba almashish.

Institutlararo hamkorlik:

Qo'shma dasturlar, tadqiqot imkoniyatlarini taklif qilish va resurslarni almashish uchun boshqa institutlar, davlat idoralari va sanoat hamkorlari bilan hamkorlik qilish.

Umumiy bilim va tajriba uchun konsortsiumlar va tarmoqlarni rivojlantirish.

Sifat kafolati va akkreditatsiya:

Ta'lim standartlarini saqlab qolish uchun sifatni ta'minlashning qat'iy mexanizmlarini joriy etish.

Muvaffaqiyatga asoslangan baholashlarni o'rganish va ishonchnomaning muqobil usullari.

Barqaror amaliyotlar:

Kampus operatsiyalarida, o'quv dasturlarini ishlab chiqishda va tadqiqot tashabbuslarida

barqarorlik va ekologik mas'uliyatga e'tibor qaratish.

Yashil tashabbuslarni va mas'uliyatli resurslarni boshqarishni targ'ib qilish.

Innovatsiya va tadqiqot:

O'qituvchilar va talabalarni fanlararo tadqiqot va innovatsiyalar bilan shug'ullanishga rag'batlantirish.

Tadqiqot natijalarini tijoratlashtirish va tadbirkorlikni rivojlantirish uchun texnologiyalarni uzatish bo'yicha ofislarni tashkil etish.

Xalqarolashtirish:

Global hamkorlikni kengaytirish, chet elda o'qish imkoniyatlari va madaniyatlararo almashinuv.

Xalqaro talabalar va o'qituvchilarni jalb qilish va qo'llab-quvvatlash.

XULOSA

Ta'lim tendensiyalari va texnologiyalaridan xabardor bo'lish uchun professor-o'qituvchilar va xodimlarning doimiy malakasini oshirishga ustuvor ahamiyat berish. Innovatsiya va tajriba madaniyatini rag'batlantirish. Ushbu yangi yondashuvlar oliy ta'limni boshqarishning o'zgaruvchan manzarasini aks ettiradi, u ko'proq talabalarga yo'naltirilgan, texnologik yo'naltirilgan va zamonaviy dunyo talablariga moslashadi.

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INTEGRATING INNOVATIVE TECHNOLOGIES IN FOREIGN LANGUAGE EDUCATION FOR PRESCHOOLERS: CHALLENGES AND OPPORTUNITIES

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ABSTRACT

Early childhood education is a pivotal part of our learning process for the whole life journey. Today's thesis examines the challenges and opportunities of learning English as a foreign language (EFL) via Innovative and technological approaches for preschoolers. By exploring this research's theoretical structure, practical approaches can also demonstrate how this method can improve language process, shorten the time, and increase the quality. This paper also discusses challenges and could advise teachers for preschool surroundings.

Keywords: Innovative technology, preschool education, foreign language learning, digital tools, early childhood education, interactive learning.

INTRODUCTION

In today's world, technology is changing how we teach and learn. Teaching foreign languages to preschoolers is no exception. Innovative technologies, such as educational apps, interactive whiteboards, and digital storytelling, make language learning more effective and fun. However, there are also challenges in using technology with young children. This article explores the opportunities and difficulties of integrating technology into the preschool foreign language education system.

Technology integration in preschool language education is supported by several learning theories, including constructivist theory (Piaget, 1952). This theory suggests that children learn by actively engaging with their environment. Socio-cultural Theory (Vygotsky, 1978) – According to this theory, social interaction plays a critical role in learning. Multisensory Learning Theory (Fleming, 2001) – This theory emphasizes the importance of using multiple senses in learning. Behaviorist Theory (Skinner, 1957). This theory explains how children learn through repetition and reinforcement.

Technology provides many advantages for young learners. Children enjoy using digital devices. Educational apps and games make learning fun and interactive. Studies show that children learn better when they are interested and motivated (Jones & Smith, 2020). Apps like Duolingo Kids and Lingokids help preschoolers learn new words through play. Young children learn best through visual, auditory, and kinesthetic experiences. Digital tools like interactive whiteboards and augmented reality (AR) combine images, sounds, and actions to enhance learning. For example, AR books allow children to see and hear words in different languages, making the learning process more immersive (Brown & Lee, 2019). Technology can adapt to

various learning speeds and styles. AI-powered platforms adjust difficulty levels based on a child's progress. This helps teachers provide personalized instruction for each student (Williams, 2021). In addition, the internet allows children to connect with native speakers through video calls and virtual exchanges. Programs like PenPal Schools and "Little Bridge" introduce children to different cultures while practicing language skills (Garcia, 2022). Furthermore, many apps include features that allow parents to track their child's progress. This helps parents support their child's learning at home. Studies suggest parental involvement improves children's language skills (Miller & Johnson, 2021).

Despite the benefits, there are several challenges that teachers and parents must consider. First are screen time concerns. Experts recommend that young children should not have too much screen time. The American Academy of Pediatrics (AAP, 2020) suggests a maximum of one hour per day for preschoolers. Excessive screen time has been associated with negative cognitive outcomes for children between 0 and 4 years old. High screen time can contribute to sedentary behavior linked to health issues such as obesity. Teachers must balance digital activities with traditional play-based learning. Second, preschoolers have short attention spans. If digital content is too complex or long, they may lose interest. Educators should design short, interactive activities that match young children's cognitive abilities (Clark, 2021). A preschooler's attention span is roughly 2–5 minutes per day. Incorporating hands-on activities and movement breaks enhances attention and retention. However, not all schools have access to advanced technology. Tablets, smartboards, and AR tools can be expensive. Some schools also lack the internet infrastructure for online learning (Harrison, 2020). Some schools lack stable electricity or internet connectivity, making digital learning unreliable. Even when technology is available, teachers may not have the skills to integrate it effectively into lessons. Finally, some digital content may encourage passive learning, where children watch videos instead of actively engaging. Teachers must ensure that technology supports active participation through interactive activities (Wilson & Taylor, 2022). Studies show that active learning (e.g., responding, creating, interacting) improves memory and comprehension more than passive watching. Watching videos alone does not provide the social interaction necessary for effective language learning. Preschoolers may focus on animations and sounds rather than processing new vocabulary or sentence structures.

To overcome these challenges, educators and teachers can follow these best practices: using technology as a tool, not a replacement. Digital tools should support traditional learning methods, not replace them. Preschoolers learn best through play, exploration, and social interaction, so digital tools should integrate with activities (storytelling, songs, and role-playing). Educators should use technology to facilitate discussions, reinforce concepts, and encourage participation rather than relying on screens for direct instruction. Combining physical materials (flashcards, books, manipulatives) with digital resources (apps, interactive whiteboards) creates a richer learning experience. Then, choose apps and activities designed specifically for preschoolers. Not all apps are for young learners and can harm their mental health. Preschoolers need easy navigation, large icons, and minimal text to ensure independent use. Apps should encourage active participation through touch, voice, or movement rather than passive watching. The best tools allow guided play with parents or teachers rather than isolating children. Apps should focus on vocabulary

building, pronunciation, sentence structure, and cultural awareness. Using interactive games, storytelling, and creative tasks instead of passive video watching. These approaches enhance critical thinking and can widen horizons but need appropriate teaching and guiding. Educators should receive proper training on how to integrate technology effectively. Teachers must understand how to embody technology without over-reliance, ensuring a mix of digital and traditional learning. Teachers need strategies to make technology interactive rather than passive (e.g., guiding discussions around digital activities). Proper training ensures teachers can handle technical challenges and adapt digital tools to diverse classroom needs. The last step is encouraging parents to use language-learning apps at home in moderation. Children retain new words better when they practice consistently at home. Parents can make language learning an enjoyable bonding activity through games, songs, and storytelling. Regular use of apps allows children to hear and interact with the new language beyond school hours. Instead of passive content, apps provide an educational and interactive way to engage with technology. Combine app-based learning with books, songs, and real-life conversations in the target language.

CONCLUSION

Innovative technologies offer many opportunities for improving preschool foreign language education. They make learning more engaging, interactive, and personalized. However, challenges such as screen time, technical barriers, and teacher training must be addressed. By following best practices, educators can use technology to enhance language learning while ensuring a balanced and effective approach.

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CHET TILIDA NUTQIY KO'NIKMANI SHAKLLANTIRISH XUSUSIDA

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ANNOTATSIYA

Ushbu maqolada hozirgi vaqtda talabalarga o'rganayotgan chet tili bo'yicha nutqiy ko'nikma va malakalarni shakllantirishni, bu esa kasbiy yo'nalish doirasida til bilish, so'zlashuv ko'nikmalariga ega bo'lish va ijtimoiy–madaniy va kommunikativ- muloqot malakalarini takomillashtirishga xizmat qilishi hamda bo'lajak mutaxassislarni tayyorlashda chet tilining ahamiyati oshib borishi haqida fikr va mulohazalar yuritiladi.

Kalit so'zlar: Chet tili, nutq madaniyati, nutqiy ko'nikma, o'qituvchi, ta'lim jarayoni, ko'nikma, gapirish mahorati, til tajribasi.

Chet tillarini o'qitish metodologiyasida o'qish an'anaviy ravishda nutq faoliyatining bilvosita turi sifatida belgilanadi, bu nutq faoliyatining boshqa turlaridan farqli o'laroq, ichkarida sodir bo'ladi. O'qish yozma matndan ma'lumot olishga qaratilgan. Nutq faoliyatining bu turi idrok va xotira (birinchi navbatda qisqa muddatli xotira) kabi muhim kognitiv aqliy jarayonlar bilan bog'liq. Bu aqliy jarayonlar axborotni qayta kodlashga qaratilgan.

Chet tilda nutqiy ko'nikma va malakalar shakllantiriladi. Chet til o'quv predmetini o'rganish shu til yordamida axborot olish va boshqalarga yetkazish ma'nosini bildiradi. O'zlashtirilgan axborotlar talabalarning bilim saviyalarini yanada oshirishdan tashqari ularning kasbiy malakalarini shakllantirishga ham xizmat qiladi. Chet tilni amaliy egallash shu tilda nutqiy ko'nikma va malakalarni hosil qilish demakdir. Ko'nikmalar leksika, grammatika, talaffuz bo'yicha, malakalar esa tinglab tushunish, gapirish, o'qish, yozuv faoliyatlarida shakllantiriladi. Nutq faoliyatining yordamchi turi bo'lmish tarjimani o'rganish esa chet til ixtisosligi bo'yicha kasbiy malakani egallash, deb qaralishi mumkin[1]

Chet tilda gapirish, tinglab tushunish, o'qish va yozuvni nutq faoliyati turlari sifatida egallash alohida mashqlarni talab etadi. Til va nutq birliklari hisoblanmish so'z, jumla, matn kabilarni o'rganishda mashqlarning bajarilishi metodik jihatdan o'zini oqlaydi. Bu esa kasbiy yo'nalish doirasida til bilish, so'zlashuv ko'nikmalariga ega bo'lish va ijtimoiy–madaniy va kommunikativ–muloqot malakalarini takomillashtirishga xizmat qiladi. Nutq faoliyatini tashkil qiluvchi unsurlar – tinglab tushunish, gapirish, o'qish va yozuv ko'nikmalarini rivojlantirish masalalariga alohida e'tibor beriladi va tegishli ko'nikma va malakalar takomillashtiriladi. Talabalarning lug'at boyligini oshirishda iboralarni o'rganish alohida ahamiyatga ega. So'z va iboralar tilning ma'no ifodalaydigan asosiy birligidir. Bu til birliklari aniq predmetlarni, mavhum tushunchalarni, individning emosiya his-hayajonini bildiradi.

Leksikologiya tilning lug'at tarkibini o'rganib so'z va iboralarning nutqda ma'no ifodalash xususiyati, qo'llanish faolligi, boyib borishi yoki iste'moldan chiqib ketishi,

ma'no taraqqiyoti, ma'no koʻchishi, koʻp ma'nolilik kabi hodisalarni oʻrganadi. Shu ma'noda lekiskologiya talabalar lugʻat boyligini oshirishning metodik asosi hisoblanadi. Har qanday nutqiy bayon grammatik jihatdan oʻzaro bogʻlangan, mazmunga mos soʻz va iboralarning ma'lum izchillikda joylashtirilishidan tuziladi. Kishining lugʻat boyligi qanchalik boy va rivojlangan boʻlsa, uning nutqi ham shunchalik boy boʻladi. Bu narsa oʻz fikrini aniq, ravshan, ifodali bayon etishga keng imkoniyat yaratadi. Shuning uchun soʻz boyligi, uning xilma xilligi, harakatchanligi metodikada nutqni muvaffaqiyatli oʻstirishning muhim shartidir. Bundan tashkari agar siz qanday gapirishni oʻrganishni xoxlasangiz, har kuni oʻzingizda chet tilida gapirish rejasi boʻlishi kerak. Hamma mashqlarni ovozingizdan foydalanib bajaring. Grammatik mashqlar, oʻqish mashqlari,hamma narsa ovoz chiqarib oʻqilishi kerak.Oʻzingiz bilan gaplashing. Biron kimsa sizni eshitib qolishidan tashvishlanmang.Har kuni bittadan matn tanlab oling va shu matn ustida bir necha minut gapiring.

Chet tilni amaliy oʻrganishda tor ilmiy sohadagi xorijiy manbalardan axborot olish, umumpedagogik, ijtimoiy-siyosiy va mutaxassislikka oid (masalan: meditsina, qishloq xoʻjaligiga oid) matnlarni lugʻatsiz va lugʻat yordamida oʻqiy olish va oʻrganilgan material asosida ogʻzaki suhbatlashish va oʻzgalarga axborot bera olish malakalarini rivojlantirish koʻzda tutilgan. Talabalarning til tajribasi uch tildan yigʻilgan bilim, koʻnikma va malakalar (kompetentsiya) majmuasi (sintezi) boʻlib, uning hajmi, qoʻllanish koʻlami, oʻzaro bogʻliqligi masalalari metodikaning til tajribasini hisobga olish pritsipiga kiradi. Masalan, chet tildagi “artikl” atalmish grammatik hodisani oʻrgatish chogʻida, uning oʻzbek tilida mavjud emasligi tufayli mazkur grammatik kategoriyaga oid artikl tushunchasi shakllantiriladi. Oqibatda oʻquvchi/talabaning til tajribasi endi chet tildagi “yangilik” bilan boyiydi [2].

Chet tilda matn ustida ishlash jarayonida yangi soʻzlarni oʻrganishda quyidagi texnika mos keladi:

- barcha yangi soʻzlarni, eng yaxshisi kartochkalarga yozib borish; har bir soʻz bitta kartochkaga yoziladi (old tomoniga nemischa – orqa tomoniga oʻzbekcha);
- kartochkalarga imkon qadar koʻproq soʻzga aloqador va mazmun jihatidan bogʻliq matnlar yozilishi lozim: misollar, chizmalar, grammatik ma'lumotlar, fonetik eslatmalar, hatto chet tildagi yordamchi vositalarni yozib qoʻyish mumkin;
- doimo kartochkalarni birma-bir koʻzdan oʻtkazish lozim, oʻzlashtirilgan kartochkalarni chetga qoʻyish, hali oʻzlashtirilmaganlarini yana yodlash lozim boʻladi; hattoki oʻzlashtirilgan soʻzlarni ham vaqti-vaqti bilan takrorlab turish lozim;
- kartochkalarni har xil guruhlarga ajratish, juft soʻzlar (masalan: sinonimlar, antonimlar) sifatida semantik qatorda oʻrganish, qoʻshimcha ma'lumotlar orqali toʻldirish va b.

Bir va undan ortiq tilni egallashdan qat'iy nazar talabada (har qanday kishida ham) muayyan til tajribasi hosil boʻladi. Til oʻqitishda ularni nutqiy, lisoniy va lingvistik tarkiblar tarzida talqin qilinadi. Nutqiy tarkib deganda, muloqot malakasi, ya'ni axborot yetkazish va oʻzgalar fikrini idrok etib tushunish, lisoniy tarafida esa axborot olish va berish maqsadida til hodisalaridan foydalanish va, nihoyat, “lingvistik jihat”dan til hodisalariga doir bilimlar nazarda tutiladi. Har uch qism bir butun “til bilish” tushunchasini hosil qiladi [4].

Nutqiy mavzular oʻrta maktab sharoitida (“Mening yurtim”, “Kun tartibi”, “Tili oʻrganilayotgan mamlakat” haqida) chegaralangan boʻlsa, oliy oʻquv yurti talabalari mazkur mavzulardan tashqari oʻz sohasida ham muloqot yurita olishi kerak. Chet tili

oliy o‘quv yurtida esa nutqiy mavzular chegaralangan emas, chunki talabalar erkin muloqot olib borishni, hatto og‘zaki/yozma tarjima qila olishni o‘rganadilar.

Bo‘lajak mutaxassislarni tayyorlashda chet tilining ahamiyati oshib bormoqda. Chet til o‘qitishning psixologik, pedagogik va metodik aspektlari nafaqat xorij olimlari, balki yurtimiz olimlari tomonidan ham o‘rganib kelinmoqda (J.J.Jalolov,T. Q.Sattorov, G.Mahkamova ,S.S.Saydaliyev va b.). Chet tillarini o‘qitish metodologiyasida o‘qish an'anaviy ravishda nutq faoliyatining bilvosita turi sifatida belgilanadi, bu nutq faoliyatining boshqa turlaridan farqli o‘laroq, ichkarida sodir bo‘ladi. O‘qish yozma matndan ma'lumot olishga qaratilgan. Nutq faoliyatining bu turi idrok va xotira (birinchi navbatda qisqa muddatli xotira) kabi muhim kognitiv aqliy jarayonlar bilan bog‘liq.

O‘qishning har xil turlarini o‘rgatishda, birinchi navbatda, o‘qilayotgan narsani tushunish, ma'lumot olish ko‘nikmalarini rivojlantirishni hisobga olish kerak, ularsiz chet tilida o‘qishni haqiqiy kommunikativ deb hisoblash mumkin emas. O‘qilgan narsani tushunishni osonlashtiradigan yoki to‘sqinlik qiladigan psixolingvistik omillar nolingvistik universitet talabalariga o‘qishni o‘rgatishda katta rol o‘ynaydi. Tushunish darajasini belgilovchi ob'ektiv omillar mavjud. Ob'ektiv omillarning birinchi guruhiga matnning axborot mazmuni bilan bog‘liq bo‘lgan omillar kiradi. Ikkinchi guruh omillari uning kompozitsion va mantiqiy tuzilishi bilan bog‘liq. Nolisoniy oliy o‘quv yurtida matnni o‘qish ikkita darajadan iboratligi xususida fikrmulohazalar bildirilgan: 1) tilni tushunish darajasi; 2) mazmunni tushunish darajasi. Birinchi darajada til birliklarinig o‘zaro bog‘liqligi sodir bo‘ladi. Ikkinchi darajada esa retseptiv – o‘zga shaxs nutqini idrok etib, ya'ni o‘qib yoki tinglab tushunishga erishiladi. Birinchi yo‘nalish matn mazmuni haqida qisqacha ma'lumotga ega bo‘ladi. Ikkinchi yo‘nalishda esa olingan ma'lumotni qayta ko‘rib chiqish imkoniyatiga ega bo‘ladi [6].

Ona tilidan keyin o‘rganiladigan har qanday tilga “ikkinchi til” sifatida qaraladi. Respublikamiz ta'lim muassasalarida tahsil olayotgan o‘zbek talabalariga rus tili, rus talabalari uchun esa o‘zbek tili “ikkinchi til” maqomida o‘rganiladi. Ikkinchi tilni o‘rganish ona tilidagi til tajribasiga suyanish bilan birga chet tilni o‘rganishga muayyan ulush qo‘shadi. Ikkinchi tilni o‘zlashtirishda ham muayyan qiyinchiliklar kelib chiqishi tabiiy, ya'ni oldin o‘zlashtirilgan ona tili hodisalari uni o‘rganishga ijobiy (fatsilitatsiya) yoki salbiy (interferentsiya) ta'sir ko‘rsatishi mumkin. Interferentsiya hodisasi bo‘yicha respublikamiz va xorij olimlari tomonidan qator ilmiy tadqiqot ishlari olib borilgan [5].

Til tajribasi, dastavval, ona tili ta'sirida shakllanadi, ikki va undan ortiq tilda so‘zlashuvchilarda esa uning tegishli qatlamlari oshib boradi. Oqibatda, xotira va tafakkurda nutqiy, lisoniy va lingvistik tarkiblar rivojlanishiga olib keladi. Fikrni ifodalashda turli tillarga oid vosita va usullar ishga tushadi. Shu tufayli bir til doirasida ichki va tillararo salbiy (interferentsiya) yoki ijobiy ta'sir (transpozitsiya/fatsilitatsiya) xususiyatlariga ta'lim jarayonida farqlab yondashish muammosi paydo bo‘ladi.

Talaba chet til o‘rganishga kirishar ekan dastlab o‘z ona tilisida muloqot yuritadi. Ona tilida o‘zlashtirilgan og‘zaki va yozma nutq ko‘nikma va malakalarini chet til ta'limiga tatbiq etadi. Talabalar ikkinchi va chet tilni egallashda ona tilidagi til tajribasi, ya'ni ikki va uch tillilikni o‘zlashtirishni hisobga olish maqsadga muvofiqdir. Nutqiy (malaka darajasida), lisoniy (ko‘nikma shaklida) va lingvistik (til birliklari) hodisalar tilni puxta egallashga qaratilgan mashqlarning asosiy tizimini tashkil etadi. Ona tili yordamida o‘rganilgan yoki o‘zlashtirilgan bilimlar ikkinchi yoki chet til o‘rganish chog‘ida amaliy ahamiyat kasb etadi. O‘z tilida shakllangan bilimlarni talaba o‘zga til

so‘zlari yordamida o‘zlashtiradi. Ona tili boshqa tillarni, xususan chet tilni o‘rganishda asos vazifasini o‘taydi

Nutqiy mavzularni tanlashda, albatta, o‘qitish metodikasining muayyan mezonlariga asoslanadi: 1) mavzular nutq malakalarini shakllantirish uchun xizmat qilishi lozim; 2) o‘qitish sharoiti va imkoniyatlarining mavjudligi hisobga olinadi; 3) mavzularni tanlashda o‘zlashtirishning retseptiv va (re)produktiv xususiyatlariga e'tibor qaratiladi. Binobarin, og‘zaki nutq va o‘qish uchun alohida mavzular tanlanadi. Chet tilda nutq faoliyatining reproduktiv (gapirish, yozuv) va retseptiv (tinglab tushunish va o‘qish) turlarini egallash bir-biridan farq qiladigan metodikani qo‘llashni talab etadi. Bu esa chet tilni amaliy egallashda muhim ahamiyat kasb etadi[3]

Xulosa qilib aytganda, O‘quvchilarda chet tilini o‘rganish qobiliyatini oshirishda, ayniqsa ularning og‘zaki nutqini rivojlantirish kabi usullardan ijodkorona foydalanish, talabalarda chet tilini o‘rganishga chuqur zamin yaratadi. nutq materiali ustida ishlashning uch bosqichini ajratish maqsadga muvofiqdir. Birinchidan, bu mahoratni shakllantirish bosqichi. Bu bosqichdagi barcha ishlar, gapirishni o‘zlashtirishda, og‘zaki amalga oshiriladi. Bu shuni anglatadiki, matndan yangi leksik material va yangi grammatik hodisa chiqariladi, buning asosida ikkinchi bosqichdagi ish albatta og‘zaki, lekin har doim vizual va mustahkamlash bilan amalga oshiriladi, ya'ni. yozish, matn yoki iboralarni o‘qish. Agar leksik o‘qish ko‘nikmalari shakllansa, unda vizual avans ishlatiladi. Ikkinchi bosqich - bu malakani oshirish bosqichi. U tuzilgan matn asosida amalga oshiriladi. Bu bosqichda gapirishni o‘zlashtirishda ishlatiladigan matnni "og‘zaki" deb atash mumkin, chunki u o‘qishni o‘zlashtirish uchun mo‘ljallangan matnlardan farq qilishi kerak. Eng muhimi esa bu jarayonda asosiy rol chet tili o‘qituvchisining nutqi hisoblanadi. Sababi pedagog agar so‘zlarni xato talaffuz qilsa, o‘quvchilarda ham noto‘g‘ri talaffuz qilish va shunga o‘rganib qolish ehtimoli yuqori. Shu sababdan ham to‘g‘ri talaffuz qilish va nutq madaniyati chet tili o‘qituvchilari uchun juda muhim hisoblanadi.

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ILMIY FAOLIYATDA ANIQLIK HODISASINING AHAMIYATI

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ANNOTATSIYA

Mazkur maqolada ilmiy faoliyatni tashkil etish va olib borishdamuhim hisoblangan aniqlik hodisasi haqida fikr yuritilgan. Aniqlik hodisasi tamoyillari ishlab chiqilgan.

Kalit so'zlar: ilm, ilmiy faoliyat, ilmiy matn, aniqlik, IMRAD, maqola

Ilm – insonni boshqa mavjudotlardan ajartib turuvchi ne'matdir. Ilm orqali inson dunyoni anglashga, yaxshi hayot kechirishga, o'zining maqsadiga erishishi mumkin. Har qanday ilm o'rganish bilan hosil bo'ladi. Ayniqsa, bugungi axborotlashgan ilm-fan asrida ilm bilan shug'ullanuvchi izlanuvchilar o'z tadqiqotlarini ko'p hollarda yozma nutq bilan auditoriyaga yetkazadilar. Mazkur jarayonda tadqiqotchidan ilmiy matnni ifodalashda bir qancha lingvistik va ekstralingvistik ko'nikmalar talab etiladi. Bu esa nafaqat, til ilmining, balki barcha sohaga oid bo'lgan dolzarb muammodir.

Odatda noilmiy va ilmiy faoliyat turlari farqlanadi. Noilmiy faoliyat: kundalik-amaliy faoliyat, o'yin shaklidagi faoliyat, moddiy ishlab chiqarish va ma'naviy ishlab chiqarish kabilarda namoyon bo'lib, unda ilmiylik mezonlariga amal qilinmaydi [1:7]. Ushbu jumladan a'yon bo'ladiki, noilmiy faoliyat doirasi juda keng, ilmiy faoliyat fan bilan mashg'ul bo'lgandagina namoyon bo'ladi. Aslini olganda, kundalik hayotimizdagi har bir harakatimiz ilmga asoslanishi zarur. Ilm doirasi bizning tasavvurimizdan ham keng. Har bir harakat ilm asosida amalga oshirilsa, mukammal bo'ladi. Mazkur mukammallikni izlash, oson usullarini topish, anglash, tatbiq etishga harakat qilish ilmiy faoliyat hisoblanadi.

Aniqlik – ilmiy uslubda aniqlik sathi muhim ahamiyatga ega bo'lib, u so'zlarning bir ma'noda qo'llanilishida, terminlardan maqsadli foydalanishda ko'rinadi. Ilmiy matn – til birliklarining fan sohasida, ilmiy bayon jarayonida ishlatiladigan, ob'ektiv borliqni idrok etishda faqatgina dalil va faktlarga tayanadigan matn [2. 104]. Ilmiy stilda tabiat va ijtimoiy hayotdagi hodisalar aniq ta'riflanadi, tushuntiriladi. Bu stil alohida maxsus funksiyaga ega ekanligi bilan ajralib turadi [3,47]. Ilmiy stilga berilgan ta'riflardan ko'rinib turibdiki, aniqlik ushbu uslubning eng asosiy xususiyati hisoblanadi.

"Muayyan kontekst uchun yagona bo'lgan o'tkir va yorqin so'zni tanlay olish u qadar oson ish emas. Buning uchun har qanday so'zning lingvistik mohiyatini chuqur anglash, har bir so'zda potensiya sifatida mavjud bo'lgan estetik imkoniyatlarni nozik va har taraflama his qilish benihoya zarurdir" [4, 52]. Bu jumla badiiy adabiyotga tegishli emas. Har qanday matn yozilishidan avval uning so'ziga e'tibor berish shart. Bunda adresatdan so'zning aniq ma'nosini bilishi, kontekstga moslik yoki mos emasligini tahlil qila olishi kerak. Shuningdek, adresantning xususiyatlarini hisobga olgan holda yozma nutq(matn)ni shakllantirish zarur.

“So'z qudrati haqida R.Dekartning quyidagi fikrlari o'qituvchilarga ham bevosita taalluqlidir: “So'zlarning ma’nolarini, qudratini odamlarga aniq ifodalab tushuntirib bering, shunda siz insoniyat olamini barcha anglashilmovchiliklarning yarmidan xalos qilgan bo'lasiz”[5,345]. Agar mazkur fikr amalga aylansa, dunyodagi o’quvchilarning hammasi o’z so’zlariga e’tibor berishgan, faqatgina foydali so’zlashga odatlanishgan bo’lardi. Haqiqatdan, so’zning qudrati kuchli. Bu to’g’risida A.Navoiy kabi ulug’ ilm egalaridan merosga egamiz.

Ilmiy matnda aniqlik deyilganda, “Aniqlik hodisasi predmet ma’nosini anglatuvchi so’zlarning nominativ ma’noda qo’llanishida, monosemantik xarakterga ega bo’lishida, sinonimiyaning bir qadar chegaralanishida, terminlarning ilmiy nutqqa mos qo’llanishida ko’rinadi. Umuman, aniq fikrsiz bilimning bo’lishi mumkin emas” [6,17]. Darhaqiqat, ilm-fan aniqlikka, aniq fikrga, qisqa jumlaga, tushunilishning sodda bo’lishiga intiladi. Matnning tushunilishini qiyinlashtiruvchi jumlalardan foydalanish (ilmiy terminlar nazarda tutilmagan, grammatik jihatdan noaniq tuzilgan gap turlari), keraksiz ta’kidlarni keltirish, matnga mos bo’lmagan grafik-rasmlardan foydalanish aniqlik sathiga to’g’ri kelmaydi.

Ayniqsa, bugungi global zamonda ilm bilan shug’llanuvchi inosonlar ham qulaylikka intilishmoqda. Axborotning oson qabul qilinishi uchun maqola yoki dissertatsiya tarkibida grafik-chizma bo’lishi zarur. Grafiklardan mohirona foydalanish ilmiy ma’lumot xotirada qolishi uchun samarali bo’ladi. Shuningdek, taqdimot ishlarida ham ilmiy mavzuning mazmunini yoritish uchun matndan foydalanish o’rniga ma’lumotni garfiklarda ifodalash maqsadga muvofiq.

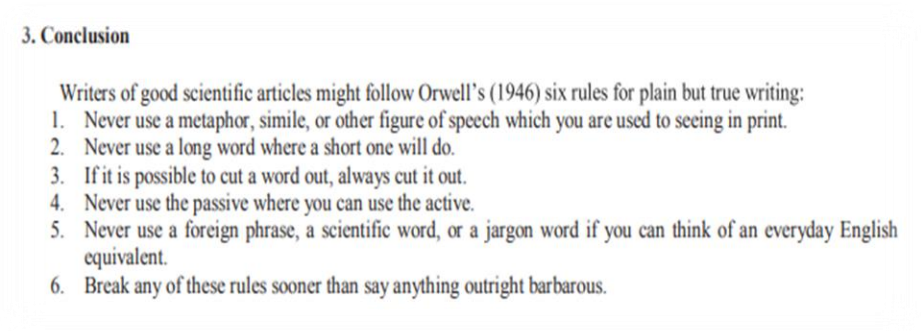
Ilmiy matnning aniqligini oshirish uchun hozirda IMRAD (Introduction, methods, results, and disscussion) talabining joriy qilinishi katta ahamiyatli hodisa bo’ldi. Sababi, mazkur “qolip” ilmiy matnning qismlarini to’g’ri taqsimlashga o’rgatadi.

Ilmiy maqola matnini tayyorlash talablarida IMRAD formati juda oddiy mantiqqa asoslanganligi qayd etilgan: Maqolaning bo’limlari tabiiy savollarga javob berishi kerak.

IMRAD	
	1. Tadqiqot qaysi muammoga bag'ishlangan (Kirish)
	2. Muammo qanday o'rganildi? (Metodlar bo'limi)
	3. Asosiy ilmiy topilmalar yoki kashfiyotlar qanday?(Natijalar bo'limi)
	4. Natijalar nimani anglatadi?(Munozara bo'limi)

1-rasm . IMRAD talabi

Ilmiy maqolada zarur qismlarning mukkammal tashkil qilinishi maqola muvaffaqiyatini ta’minlaydi. Bunday aniqlikka ega bo’lgan maqolani Scopus va Web of Science jurnallarida chop qilish mumkin. Masalan, Blanka Frydrychova Klimova “Ilmiy proza uslubi va uning xususiyatlari” (Scientific prose style and its specifics) maqolasining tuzilishi va undagi ma’umotlar aniqlikda tasnif qilib chiqilgan. Ilmiy ma’lumot qachonki, miyada aniq ornashib, miyada fikrlash jarayonidan o’tsagina tasniflanadi, o’quvchilar uchun oson tushuntirish uchun harakat qilinadi.



3. Conclusion

Writers of good scientific articles might follow Orwell's (1946) six rules for plain but true writing:

1. Never use a metaphor, simile, or other figure of speech which you are used to seeing in print.
2. Never use a long word where a short one will do.
3. If it is possible to cut a word out, always cut it out.
4. Never use the passive where you can use the active.
5. Never use a foreign phrase, a scientific word, or a jargon word if you can think of an everyday English equivalent.
6. Break any of these rules sooner than say anything outright barbarous.

2-rasm. Blanka Frydrychova Klimova “Ilmiy proza uslubi va uning xususiyatlari” maqolasining xulosa qismi

Ushbu xulosada ilmiy maqolaga oid bo’lgan 6 ta qoida matnni to’g’ri shakllantirish uchun bayon qilingan.

Xulosa qilib shuni aytish kerakki, ilmiy matnni o’qitishda talabalarga quyidagi algoritmni amalga oshirish yaxshi yordam beradi:

1. Mavzu haqida dastlabki tushunchani berish;
2. Asosiy ilmiy manba bilan birgalikda internet saytlari yoki electron msnbs taqdim qilish shug’ullanish;
3. Qo’shimcha ilmiy manba tavsiya qilish;
4. Savollarga javob berish.

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THE POSSIBILITIES OF ARTIFICIAL INTELLIGENCE FOR TEACHING FOREIGN LANGUAGES

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ABSTRACT

The integration of artificial intelligence (AI) in foreign language education presents transformative possibilities that enhance learning experiences and outcomes. This research explores various AI-driven tools and methodologies, such as intelligent tutoring systems, natural language processing applications, and adaptive learning platforms, which facilitate personalized instruction tailored to individual learner needs. By analyzing the effectiveness of AI in promoting language acquisition through interactive exercises, real-time feedback, and immersive environments, this study highlights the potential for increased engagement and motivation among learners. Furthermore, it examines the implications of AI on traditional teaching roles and pedagogical approaches, advocating for a collaborative model where educators leverage technology to enrich their teaching practices. Ultimately, this research aims to provide insights into how AI can revolutionize foreign language education by making it more accessible, efficient, and effective.

Keywords: artificial intelligence, AI, foreign language, online platforms, digital technologies, distance learning.

INTRODUCTION

The role of artificial intelligence in language learning has been rapidly developing in recent years. Since 2022, artificial intelligence (AI) technologies have been widely implemented in the field of education, helping to make the language learning process more effective and engaging. New opportunities have been created for teachers and students, such as interactive textbooks, virtual teachers, and personalized language learning experiences. By 2023, the number of users learning foreign languages through AI-based platforms increased by 40%.

Statistical data and trends show that AI-assisted language learning programs not only improve efficiency but also enhance user motivation. By 2024, 65% of learners using AI-based programs reported achieving better results compared to traditional methods. This indicates AI's ability to analyze and provide personalized approaches.

Teachers' opinions are also of great importance. Research conducted in 2023 revealed that more than 75% of teachers preferred working with AI-powered educational resources. They highly valued AI's ability to personalize lessons according to students' needs, further proving the significance of individualized approaches in language learning.

When discussing future prospects, the impact of AI on language learning is expected to grow even further. By 2024, advancements in AI technologies may lead

to the emergence of new methodologies and platforms. This will not only accelerate language learning but also promote cultural exchange on a global scale. Thus, artificial intelligence will continue to play a crucial role in language acquisition.

ANALYSIS AND RESULT

The role of artificial intelligence (AI) technologies in the process of learning foreign languages has significantly increased in recent years. Research conducted in 2023 and 2024 demonstrates how AI can improve the process of learning foreign languages. This analysis examines the impact of artificial intelligence on language learning, its advantages, and existing challenges.

Artificial intelligence, through technologies such as machine learning and natural language processing, provides new opportunities for learning foreign languages. Studies conducted at the end of 2023 have shown that AI-based programs can adapt to the individual needs of learners. For example, platforms like Duolingo and Rosetta Stone track users' learning speed and offer materials accordingly.

Advantages

— Individualization: AI-powered programs can personalize lessons according to users' abilities and interests, ensuring more effective learning for students.

— Interactivity: AI technologies enable the creation of interactive lessons. Students can learn a language practically by engaging in communication within a virtual environment.

— Quick Thinking: AI-driven systems help users develop quick thinking skills, leading to faster language acquisition.

— Teacher Support: AI tools can assist teachers by simplifying lesson planning and assessment processes.

Weakness

— Technological Limitations: In some cases, artificial intelligence systems may fail to respond correctly in the appropriate context or make errors when dealing with complex grammatical structures.

— Data Privacy: Issues related to the collection and storage of user data may pose a threat to privacy.

— Impact on the Role of Teachers: The widespread adoption of artificial intelligence may, in some cases, reduce the role of traditional teachers, which could negatively affect the quality of education.

Research conducted during 2023-2024 has shown that while artificial intelligence has great potential in language learning, certain challenges also exist. Advantages such as individualization and interactivity help students acquire the language more quickly and effectively. However, technological limitations and privacy concerns need to be considered.

The results of this analysis indicate that the use of artificial intelligence can make the language learning process more efficient, but a cautious approach is necessary in its implementation.

The possibilities of artificial intelligence for teaching foreign languages can be assessed, and the following suggestions can be made for its optimal development:

— Personalized learning experience. Artificial Intelligence (AI) can personalize the process of learning foreign languages. AI algorithms analyze

users' learning styles, abilities, and interests to create individualized learning programs. For example, one student may be strong in grammar but need to expand their vocabulary. AI identifies this need and suggests appropriate materials and exercises. This approach makes learning more effective and engaging.

— Creating interactive and immersive environments. AI can be used to create interactive and immersive environments. By utilizing Virtual Reality (VR) and Augmented Reality (AR) technologies, students can practice foreign languages in real-life situations. For instance, with VR, students can feel as if they are traveling in another country, which increases their motivation to learn the language and enhances their practical skills.

— Automated translation and language comprehension systems. AI-powered automated translation systems greatly assist in learning foreign languages. These systems not only provide quick translations of texts but also help users understand proper pronunciation and grammar. For example, platforms like Google Translate or DeepL allow users to see new words in context, helping them grasp the language more quickly.

Support tools for teachers. AI is not only beneficial for students but also serves as a useful tool for teachers. With AI, teachers can track students' progress and provide the necessary support. For instance, AI can analyze which topics are challenging for students and recommend that teachers focus more on these areas.

CONCLUSION

Artificial Intelligence (AI) is bringing revolutionary changes to language learning. AI algorithms, such as machine learning and natural language processing technologies, enable the creation of personalized learning programs for students. With the help of these technologies, learners can receive materials tailored to their abilities, which accelerates their language acquisition process. AI tools also provide teachers with new opportunities to conduct lessons more effectively.

AI-based platforms help create interactive and adaptive learning environments. For example, through virtual assistants and chatbots, students can ask questions and receive instant responses. This method not only enhances students' motivation but also contributes to the practical development of their language skills. Additionally, AI systems can analyze users' learning styles and suggest the most effective methods for them.

The role of AI in language learning is expected to increase even further in the future. However, some challenges must be considered in this process, such as data privacy, ethical concerns, and the risk of replacing human resources. Moreover, to enhance the effectiveness of AI systems, a constantly updated database is required. At the same time, the harmony between human pedagogy and artificial intelligence is essential for achieving successful outcomes in education.

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INGLIZ TILI O'QITUVCHILARINI PEDAGOGIK MAHORATINI RIVOJLANTIRISHNING NAZARIY ASOSLARI

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ANNOTATSIYA

Bugungi kunda ingliz tili o'qituvchilarida pedagogik mahoratni rivojlantirish dolzarb muammolardan biri bo'lib qoldi. Chunki hozirgi vaqtda ta'lim muassasalari bitiruvchilariga talablar oshdi, ularning ijodiy uzoq umr ko'rishlari va yuqori professionalligi faqat psixologik jihatdan yaxshi bo'lsagina rivojlanishi mumkinligi o'z isbotini topdi. Zamonaviy ta'limning eng muhim vazifalaridan biri Ingliz tili o'qituvchilarida pedagogik mahoratni rivojlantirishga e'tibor qaratishdan iboratdir.

Kalit so'zlar: o'qituvchi, ta'lim, o'rganilayotgan til, xorijiy til, chet tili, psixologiya

KIRISH

Jahon ta'lim va ilmiy markazlarida ingliz tili o'qituvchilarini kasbiy mahoratini oshirishning zamonaviy modellarini amaliyotga tadbiq etilmoqda.Xorijiy tillari mutaxassislarini tayyorlashda CEFR (Common European Framework of Reference for Language) malaka talablari asosida oliy ta'lim mazmuni va sifatini xalqaro darajaga ko'tarish, APA ga ko'ra o'qituvchi kasbiy faoliyati samaradorligini oshirish, kasbiy mahorat darajasiga ta'sir qiluvchi ichki va tashqi omillarini takomillashtirish bo'yicha ilmiy tadqiqot ishlari o'lib borilmoqda. Bu borada o'qituvchi sha'ninini tiklashi, uning jamiyatdagi mavqeini mustahkamlash uchun olib borayotgan siyosati bugun butun jahon siyosatchilari tomonidan e'tirof etilishi, uning timsoli zamon talabi darajasida kamol topishi hamda boshqalar uchun o'rnak bo'la olishi, shuningdek, o'qituvchi yillar o'tsa-da o'z ustida ishlashi va zamon bilan hamnafas bo'lishida kasbiy mahorat zarur va shart ekanligi, uni shakllantirishga yo'naltirilgan masalalarga e'tibor qaratish zarurati kuzatilmoqda.

Bugungi kunda ingliz tili o'qituvchilarida pedagogik mahoratni rivojlantirish dolzarb muammolardan biri bo'lib qoldi. Chunki hozirgi vaqtda ta'lim muassasalari bitiruvchilariga talablar oshdi, ularning ijodiy uzoq umr ko'rishlari va yuqori professionalligi faqat psixologik jihatdan yaxshi bo'lsagina rivojlanishi mumkinligi o'z isbotini topdi. Zamonaviy ta'limning eng muhim vazifalaridan biri Ingliz tili o'qituvchilarida pedagogik mahoratni rivojlantirishga e'tibor qaratishdan iboratdir. Ayni paytda, o'quv muhiti ingliz tili o'qituvchilari pedagogik mahoratiga sezilarli ta'sir ko'rsatadigan bir qator xususiyatlarga ega. Xususan, ular quyidagilarni o'z ishiga oladi;

- maktabga moslashish muammolari;
- kasbiy o'zini o'zi belgilash;
- muhim intellektual yuk;
- psixo – emotsional stress;

- shaxslararo munosabatlar muammolari;
- mustaqil faoliyatning yetarli tajribasi;
- o‘z vaqtini oqilona tashkil qila olmaslik va hokazo.

ADABIY YONDASHUV

A.V.Yegorovning ta’kidlashicha, kasb bu shunday faoliyatki, uning yordamida shaxs jamiyat hayotida ishtirok etadi va uning yashashi uchun moddiy vositalar asosiy manbai bo‘lib xizmat qiladi

Kasb – jamiyatga zarur bo‘lgan faoliyatning tarixan yuzaga kelgan shakllaridir. Uni bajarish uchun inson bilim, ko‘nikma va malakalar yig‘indisiga mos keluvchi qobiliyat va pedagogik mahoratga ega bo‘lishi lozim.

Keltirilgan ta’riflarni umumlashtirgan holda, aytish mumkinki, kasb mehnat faoliyatining paydo bo‘lgan shakllari, ularni bajarish uchun inson, albatta, ma’lum bilim va ko‘nikmalarga, maxsus qobiliyatlar va shakllangan muhim pedagogik mahoratga ega bo‘lishlari kerak. Ma’lumki, pedagogik mahoratning pedagogshaxsida shakllanishi undagi kasbiy shakllanishining rivojlanishiga turtki beradi.

Kasbiy shakllanish – muayyan bir sohani takomillashtirishga qaratilgan bilim, ko‘nikmalar majmuyi.

Kasbiy shakllanish – ta’lim olish jarayonida u yoki bu sohaga doir bilim, ko‘nikmalar majmuyi.

Kasbiy shakllanganlik – ahamiyatga ega kasbiy natijalarga erishish va faoliyatini yuqori darajada amalga oshirish imkonini beruvchi psixik sifatlari majmuyidir.

Pedagogik mahorat – shaxsning muayyan sohadagi bilim, ko‘nikmalari, malakalari majmui va mehnat faoliyatida o‘z qobiliyatini sifatli va samarali amalga tadbiq etish imkoniyatidir.

Ko‘pgina jahon va xorij olimlarining ta’kidlashicha, bugungi kunda pedagogik mahoratning shakllanishi o‘zining ahamiyatlilik darajasiga ko‘ra inson ehtiyojlari orasida birinchi o‘ringa ko‘tarilmoqda. Mazkur tuchuncha ijtimoiy nazariy va amaliy muammolari majmuasi bilan uzviy bog‘liq bo‘lib, pedagogika va psixologiyada markaziy o‘rinni egallaydi. Pedagogik mahoratning iqtisodiy, ijtimoiy, ijtimoiy-madaniy sharoitlar ta’sirida o‘zgaruvchi alohida turlari tadqiq qilingan va boshqalar.

Maishiy, iqtisodiy, siyosiy va madaniy sohadagi yangi muammolar doimo kasbiy mezonlar dinamikasini talab qiladi va bu esa olimlarni kasbiy o‘zini o‘zi anglashga, shaxsning kasbiy shakllanishi muammosini nazariy g‘oyalar bilan boyitishga intilishlarini kushaytiradi.

Dj.Zonnenfeld pedagogik mahorat kasbiy shakllanish jarayonida yuzaga kelishi va shakllanishini ta’kidlab o‘tadi. Karyeraning o‘sishi turli pedagogik mahoratning o‘zgarishi bilan kuzatiladi. Alohida, xususiy pedagogik mahoratdan bir oz umumiyroq konseptual sifatlarga o‘tish sodir bo‘ladi. Aynan konseptual sifatlar karyeradagi o‘sishni va kasbiy shakllanish bosqichini aniqlab beradi

Pedagogik mahorat muammosini tadqiq qilishda kasbiy muhit ta’sirida inson o‘zining verbal va noverbal xatti-harakatini qayta qurish vaziyatlari batafsil yoritilgan adabiyotlarga e’tibor qaratish lozim. Shunday qilib, inson xulq-atvorining faoliyat va mehnat jamoasi talablari bilan muvofiqligini tadqiq qilish

Dj.Xollandning tipologik nazariyasi, faoliyatga yaroqlilik nazariyalarida o‘z aksini topdi. Bu yondashuvlar doirasida faoliyat va ijtimoiy muhitning mehnat natijasiga va

mehnatdan qoniqqanlikka, individning salomatligi va boshqalarga ta’sirining turli jihatlari o‘rganilgan.

Xorij adabiyotlarida pedagogik mahoratning barqarorligi va dinamikasiga nisbatan qarama-qarshi nuqtai nazarlar ansha ko‘p. Xususan, ularda pedagogik mahoratning o‘zgaruvchanligi va vaziyatining tavsifnomasi kontekstiga bog‘liq ekanligi e’tibor etiladi. Insonda umuman chegaralangan, doimiy pedagogik mahorat mavjud yemas: u o‘zgaruvchan va uning o‘zgarishi insonni o‘rab turgan jamoaga bog‘liq. Pedagogik mahorat boshqa insonlar bilan suhbat jarayonida namoyon bo‘ladi va subyektlarning muloqot qilish xarakteri bilan taqqoslanadi.

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ADJUSTING TO USE TEACHING METHODOLOGIES BASED COGNITIVE COMPETENCE OF PHILOLOGIST STUDENTS IN TEACHING ENGLISH IN UZBEKISTAN

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ANNOTATION

This thesis examines the enhancement of cognitive competence in philological students when teaching English in the Republic of Uzbekistan through four distinct learning styles: concrete, analytical, communicative, and authority-oriented. Grounded in Knowles' (1972) framework on learning styles, the study evaluates the effectiveness of these approaches in fostering linguistic and pedagogical proficiency. Practical recommendations are provided for educators to tailor their methods based on learner needs and contexts.

Keywords: Cognitive competence, philological students, teaching English, concrete learning style, analytical learning style, communicative learning style, authority-oriented learning style.

INTRODUCTION

Cognitive competence is an essential attribute for philological students, enabling them to excel in teaching English by integrating theoretical knowledge with practical application. As Knowles (1972) emphasizes, learning styles significantly influence how individuals acquire and process information. This thesis explores the role of four learning styles—concrete, analytical, communicative, and authority-oriented—in developing cognitive competence among philological students. For almost four decades, the VARK model -(Visual, Aural, Read/Write and Kinesthetic learning styles), which was developed by the linguist Neil Fleming from New Zealand in 1987 - has been used to teach languages and other subjects to students. These learning styles were based on the characteristics of students, mainly related to their innate physical abilities. Now, it would be useful to try out the Cognitive learning style, proposed by Malcolm Knowles in 1972, in teaching languages, the learning styles related to students' mental abilities. By analyzing the benefits and limitations of each style, the study aims to provide a comprehensive framework for optimizing English language teaching methodologies.

MAIN PART

When discussing the relevance of cognitive learning styles, we first offer a brief description of each style, the personal characteristics of learners, and some teaching technologies that are suitable for them. Concrete learning emphasizes experiential and sensory-based methods, allowing students to grasp concepts through tangible experiences. Knowles (1972) notes that this style is particularly effective for beginners

who benefit from visual aids, real-life examples, and hands-on activities. For instance, using multimedia tools, role-playing scenarios, and contextual exercises can help students internalize linguistic rules and their practical applications. This insight highlights the value of concrete experiences in building foundational cognitive skills, making this style indispensable for novice learners.

Concrete learners tend to have environments where hands-on activities and real-world applications are central to the learning process. They grasp new concepts best through direct experience, excelling in role-playing, simulations, and interactive exercises that make learning tangible. Their strong observational skills allow them to mimic real-life scenarios effectively, reinforcing their understanding through visual aids and demonstrations. However, they often struggle with abstract theories and require clear, structured guidance to bridge the gap between practical experiences and conceptual learning. By incorporating task-based approaches and immediate feedback, educators can enhance their engagement and retention, ensuring meaningful and lasting language acquisition.

Analytical learners thrive on structured problem-solving and logical reasoning. Bloom's taxonomy reinforces the importance of analysis and evaluation in fostering higher-order cognitive skills (Bloom, 1956). Activities such as grammar analysis, text deconstruction, and comparative linguistic studies empower students to critically examine and synthesize language concepts. Bloom's framework complements Knowles' emphasis on tailoring learning approaches, demonstrating that analytical methods foster precision and depth in cognitive development.

Analytical learners thrive in structured environments where logical sequencing and problem-solving are emphasized. They excel at deconstructing linguistic structures, identifying patterns, and analyzing grammatical rules with precision. Their strong critical thinking skills enable them to synthesize information, evaluate arguments, and engage in meaningful discussions that challenge conventional ideas. Additionally, their detail-oriented approach makes them highly effective in proofreading, error analysis, and structured writing tasks. Nevertheless, their tendency to overanalyze can sometimes hinder spontaneous language use, as they may focus excessively on accuracy. Through a balanced analytical rigor with practical application, educators can help these learners develop both precision and fluency in language acquisition.

Communicative learning prioritizes interaction and real-world language use, aligning with Hymes' (1972) theory of communicative competence. Group discussions, debates, and peer reviews engage students in meaningful conversations, enhancing both cognitive and social dimensions of learning. This style fosters practical fluency while encouraging active participation and collaborative problem-solving. Hymes' theory underscores the significance of communication in language acquisition, resonating with Knowles' view that learning is a dynamic, social process.

Communicative learners need conditions where language is used as a tool for meaningful exchange rather than mere rule-following. They prioritize fluency over accuracy, focusing on expressing ideas effectively rather than perfecting grammar. Their ability to adapt to different contexts allows them to modify their speech, tone, and vocabulary based on the situation, making them skilled conversationalists. Moreover, they learn best through trial and error, viewing mistakes as natural steps in the learning process. Providing real-world communication activities such as

debates, role-plays, and discussions, educators can harness their strengths and enhance their language proficiency.

Authority-oriented learning, characterized by teacher-centered instruction, provides structure and clarity. Knowles (1972) acknowledges that this style can instill discipline and foundational knowledge, particularly in early stages of learning. Techniques such as explicit grammar instruction, vocabulary drills, and lecture-based teaching ensure students grasp core linguistic principles. However, excessive reliance on this style may limit creativity and independent thinking. It suggests that while authority-oriented methods are effective, they should be complemented by learner-centered approaches for holistic development.

Authority-oriented learners want contexts where clear guidelines and direct instruction are emphasized. They respect teacher authority, valuing expert explanations over independent discovery. Their preference for explicit instruction makes them diligent in mastering grammar, spelling, and pronunciation through structured drills and traditional learning materials. Additionally, they rely on external feedback to track their progress, benefiting from regular assessments and teacher evaluations. While they excel in retaining fundamental knowledge, they may struggle with open-ended tasks that require creativity or improvisation. By balancing structured instruction with gradual exposure to independent learning, educators can help them develop both accuracy and adaptability.

CONCLUSION

Implementing cognitive learning styles in teaching English to philological students in Uzbekistan presents a significant advancement over traditional models like VARK. While the VARK model has been widely used for nearly four decades, it primarily focuses on sensory modalities, emphasizing how students process information through physical abilities. In contrast, cognitive learning styles, as proposed by Knowles (1972), are rooted in mental processes, enabling deeper engagement with language learning.

By integrating concrete, analytical, communicative, and authority-oriented learning styles, educators can tailor instruction to enhance cognitive competence, ensuring that students develop both theoretical understanding and practical application skills. Unlike the VARK model, which categorizes learners based on external sensory preferences, cognitive learning styles address internal cognitive strategies, fostering critical thinking, adaptability, and linguistic proficiency.

In Uzbekistan, where philological education is central to training future English teachers, adopting cognitive learning styles can lead to more effective pedagogy, equipping students with the skills needed for dynamic and modern language instruction.

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SOCIO-CULTURAL COMPETENCE OF FUTURE FOREIGN LANGUAGE TEACHERS: EXPERIENCE OF FINNISH AND UZBEK SCHOOL EDUCATION

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ANNOTATION

This thesis examines the issues of the formation and development of socio-cultural competence of Foreign Language teachers. In school education, the existing shortcomings and ways to eliminate them are analyzed. Effective methods and innovative approaches are also offered based on Finnish experience.

Keywords: Foreign Language teachers, socio-cultural competence, school education, Finnish education system, methods, innovative approach.

INTRODUCTION

in the context of globalization, knowledge of foreign languages is becoming not only a means of communication, but also an important factor in intercultural integration. Especially in school education, increasing the socio-cultural competence of Foreign Language teachers is an urgent issue. This article will analyze problems and effective approaches in this direction.

Deficiencies in present-day school education and their solutions:

The following problems are observed when teaching foreign languages in Uzbek schools:

1. Low communicative competence

When teaching a foreign language in schools, too much attention is often paid to grammatical rules and theoretical knowledge. As a result, students have difficulty communicating in real life, even if they are able to compose a grammatically correct sentence. This problem is associated with:

· The scarcity of practical speech exercises.

· The fact that students do not have the opportunity to freely express their opinion in real-life situations.

· Insufficient attention to listening and understanding and verbal expression [1].

Solution:

· Introduction of role-play (role-playing games), debate (debate), and peer discussion (cross-talk) methods to develop students ' communication skills.

· Increasing Listening comprehension exercises, using foreign movies and podcasts.

· To enable students to think independently in a foreign language.

2. Lack of interactive methods

Traditional methods – that is, the monologue of the teacher and the performance of exercises in the book-are still in the main place when taking classes in Uzbek schools. This method:

· Restricts the active participation of students by making them only listeners.
· Mutual discussions, teamwork, creative tasks are little used.
· Modern technologies and innovative techniques are used to a limited extent [2].

Solution:

· Introduction of methods such as Task-based learning (task-based learning) and project-based learning (Project Learning).
· The use of technologies (interactive whiteboards, mobile applications) that encourage students to actively participate in the course of the lesson.
· More practical implementation of team discussions and group training.

3. Inadequate adaptation of training materials

Materials used in the process of teaching a foreign language are often:

· Does not correspond to the age and interests of students.
· Is more focused on providing theoretical knowledge, limiting the possibility of practical use.
· Lack of audiovisual and interactive resources.

Solution:

· The use of text and exercises based on real-life situations in the development of new generation textbooks.
· Use of Online learning platforms such as Duolingo, BBC Learning English, Quizlet, Kahoot, etc.
· To explain to students various cultural and social contexts through multimedia tools (video, audiobooks, podcasts) in learning a foreign language [3].

4. Poor teacher skill development system

While many teachers have advanced skills opportunities, they are not sufficiently familiar with foreign educational methodologies. This problem is due to the following aspects:

· Insufficient attention of teachers to their professional development.
· Low learning of advanced foreign language training technologies.
· Limitations of international experience exchange programs.

Solution:

· Organization of international methodological seminars and online courses for teachers.
· Study the advanced experiences of foreign countries and adapt them to the local education system.

Development of grant programs and advanced training courses to ensure that teachers continuously improve their knowledge and skills.

Foreign experience: on the finnish example

Teaching foreign languages in Finnish school education is characterized by the following aspects:

1. An individual approach to students is a system of teaching based on the interests and abilities of each student.
2. The use of play and interactive techniques – in the process of language learning, theater, role-playing games and practical training are widely used.
3. Cultural integration-when teaching foreign languages, special attention is paid to the study of the culture, customs and history of other countries.
4. Continuous teacher development-educators regularly improve skills and master new techniques.

Methods:

The following effective methods are recommended for Foreign Language teachers:

1. CLIL (Content and Language Integrated Learning) – content and language integration CLIL is a way of integrating content and language, in which students learn a foreign language not only as a separate subject, but also other subjects through the same language. For example, mathematics, geography or biology can be passed in English.

Advantages:

· A foreign language is studied in a real context, so students naturally assimilate it.

· Readers understand topics more broadly and emphasize not only grammar, but also logical thinking.

· The language learning process will be more interesting and practical.

How to apply?

· In elementary grades, simple subjects, such as natural science or art, can be passed on in a foreign language.

· More complex subjects, such as chemistry or economics, can be taught in a foreign language in the upper classes.

· It is important to use visual materials, diagrams, graphs and multimedia tools to apply the CLIL method [4].

2. Role-Play and gamification-making the learning process fun

Role-play (role-playing) and gamification (application of game elements to education) methods increase students ' interest in the course process.

Role-play

This method allows students to test a foreign language in real life situations. For example:

· Creating a shopping scene in the store.

· To handle the room in the hotel.

· Order food in the restaurant.

Advantages:

· Students ' communication skills develop.

· The opportunity is created to apply learned vocabulary and phrases in a real situation.

· Speech activity increases and language confidence increases.

Gamification (gamified lesson)

Game techniques are used to make the learning process fun and stimulating. For example:

· Scoring: students earn points or awards for completing certain tasks.

· Competitive elements: Organization of intergroup competitions (for example, who answers correctly faster).

· Online games: learning new words and grammar by playing games on platforms like Kahoot, Quizlet, Duolingo [5].

Advantages:

· Student motivation increases.

· The educational process will be free from boredom.

· Students remember knowledge more firmly.

3. Project-Based Learning-Preparation Of Creative Projects On Topics

Project-Based Learning (PBL) is a project – based teaching method in which students conduct an independent study on a given topic and present the final result.

Examples:

· "My city" - students prepare a presentation in a foreign language about their city or village.

· "My future profession" - readers create an article or video about their future profession.

· "Problems of Ecology" - preparation of a project on the topic of Environmental Protection and presentation in a foreign language.

Advantages:

· Students learn to think independently.

· Written and oral speech in a foreign language develops.

· Teamwork skills increase.

How to apply?

· Giving students the freedom to choose a project topic.

· Encourage the creation of creative products such as presentations, videos, posters.

· After completing the project, students must present their results to their classmates.

4. Digital Learning Tools-use of online platforms, mobile applications and interactive applications

Modern technologies make the educational process easy, efficient and convenient. Digital learning tools are online platforms, mobile applications, and interactive applications that accelerate language learning.

The most useful online platforms and applications:

1. Duolingo is an interactive app to increase vocabulary wealth and learn grammar.
2. BBC Learning English is a great platform for hearing and understanding English in different contexts.
3. Quizlet-the word can be created online flashcards and tests for memorization.
4. Kahoot is an interesting platform for conducting tests and quizzes in the classroom.
5. Google Classroom is a tool for sharing interactive lesson materials between teachers and students.
6. YouTube & TED-Ed – Students can develop comprehension skills by watching videos in a foreign language and listening [6].

Advantages:

· Students can learn anywhere and at any time.

· In the course of the lesson, various technologies are used, which prevent boredom.

· Online platforms help students learn the language on their own.

How to apply?

· Applying at least one digital tool for each lesson.

· To give students the opportunity to delegate homework through online platforms.

· Using podcasts, videos, and interactive games for listening comprehension (listening).

Studies conducted show that in schools where innovative methods have been introduced:

· The ability of students to communicate in a foreign language is significantly improved.

· Their motivation increases and independent learning skills are formed.

· Intercultural understanding develops and global thinking is formed.

· Finnish experience shows that for quality foreign language education, an individual approach, modern methods and the continuous development of teachers are very important.

CONCLUSION

· More interactive and communicative methods should be included in the school programs.

· It is necessary to organize training programs for teachers on modern pedagogical technologies.

· It is necessary to study the Finnish experience and adapt it to local conditions.

· Multimedia and digital resources need to be widely used to increase students ' interest in learning a foreign language.

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TEACHING ENGLISH TO CHILDREN WITH SPECIAL NEEDS USING GAME TECHNOLOGY

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ANNOTATION

This article discusses the current issue of teaching English to children with special needs and how to implement this process using game technologies. The use of game technologies can be very effective in teaching English to children with special needs. Games provide children with an interesting and interactive way of learning, which increases their motivation and helps to consolidate their knowledge.

Keywords: Inclusive education, children with special needs, game technology, game programs, communication, psychological approach.

INTRODUCTION

From the first days of our country's independence, special attention has been paid to raising a capable, physically and spiritually mature generation, brought up in the spirit of national and universal values, contributing to the development of society. During the years of independence, a solid foundation was created for the legal protection of the social steps of nations and peoples, the population. In our country, the issues of comprehensive care for children, protection of motherhood and childhood are considered at the level of state policy.

Children with special needs are children who have different physical, mental or psychological needs. They may need special education or support because they face different challenges in their development. These children require different approaches to education, social integration and daily activities, depending on their needs.

MAIN PART

Violation of certain conditions necessary for the development of a child, both in the womb and after birth, can lead to various anomalies, that is, physical or mental defects, shortcomings. Work is carried out on various categories of anomalous children in need of separate assistance: They are:

1) children with hearing impairments (deaf, hard of hearing children, children who became deaf late);
2) visually impaired (blind, visually impaired children);
3) oligophrenic (idiot, imbecile, idiot children);
4) children with severe speech defects;
5) children with defects in the musculoskeletal system;
6) children with delayed mental development.

7) blind-deaf-mute children with complex defects.

Children with special needs require different types of support depending on their needs and abilities. Their education and development require an individual approach, special methods and technologies. Gaming technologies are an effective tool for these children, playing an important role in facilitating and making their learning process more interesting.

Teaching English to children with special needs using game technologies is a topic that has been studied and developed by many scholars in the field of education. There are several scientific studies on the effectiveness of this approach. Below, I will present the views of scholars on the use of game technologies in teaching English to children with special needs:

Famous scientists such as Jean Piaget and Lev Vygotsky have deeply analyzed the relationship between play and learning. Piaget described the development of children as "active players", which indicates that they interact with their environment and acquire new knowledge. Vygotsky, on the other hand, promoted social interaction and environment-based learning in children's development, which is essential for incorporating play into the language learning process.

The result is that learning through play can help children with special needs, in a way that is adapted to their psychological and cognitive needs, learn language. Play gives children the opportunity to learn freely, through experience and mistakes, which accelerates the process of language learning.

Howard Gardner, in his "Theory of Multiple Intelligences", noted that children have different intellectual abilities. For example, some children develop well in music, while others develop well in visual or mathematical areas. Gaming technologies, on the other hand, provide an individual approach to children, incorporating these different abilities.

Loris Malaguzzi, the founder of the Reggio Emilia pedagogical methodology, considers games to be a powerful tool for supporting a child's emotional and cognitive development. According to this theory, children develop their language through play, introducing them to new information and experiences.

With the help of games, children with special needs develop their different intellectual and emotional abilities. Games create an interesting and intimate environment for children to acquire new words, phrases and structures in learning language.

Richard C. Atkinson and John Sweller's Cognitive Load Theory has highlighted the effectiveness of using images and games in language learning. According to their research, games reduce children's cognitive load and encourage them to be more involved in learning new knowledge. Interactive gaming technologies, such as language learning video games, virtual classrooms, or mobile apps, can effectively support the learning of English by children with special needs. With these technologies, children acquire language by hearing, seeing, and practicing at the same time.

Marilyn J. Chalkey and David J. Hargreaves have shown in their research how games help with social integration and communication. They emphasize that games are not limited to cognitive learning, but also help children interact with other children. This is important for children with special needs, who are often isolated from society. Games are an important tool for children to establish relationships, learn a

new language, and develop social skills. This increases their active participation in learning English.

Teaching English to children with special needs is of great importance. English is the most widely spoken language in the world and is the most important language for international communication. Teaching English to children with special needs not only improves their academic success, but also their social, emotional, and cognitive development. Here are some key points to consider:

· Children with special needs often experience difficulties in social integration. English helps them communicate with their peers, make new friends, and connect with society.

· Knowing English opens up wider opportunities for them, such as being active on social networks, developing their reading and writing skills, and even interacting more with other children when playing games.

· Learning English increases the educational success of children with special needs. English is the main language of many scientific resources, textbooks, and materials. Knowing English helps children understand the scientific world, global knowledge and new ideas.

· Learning this language not only develops language skills, but also develops skills such as logical thinking, speech development and problem solving.

· Learning English helps children acquire new knowledge and develop intellectually. This process increases children's cognitive abilities through listening, speaking, reading and writing.

· Activities such as games, stories, interactive exercises during the learning process are interesting and motivating for children, helping them to be emotionally involved in language acquisition.

· Learning English increases the self-confidence of children with special needs. As they learn the language and learn new words and expressions, they feel more free and capable.

· It is an important part of children's finding their identity, connecting with the world and believing in themselves. This process gives them the opportunity to feel successful and change.

· English creates great opportunities for children with special needs, not only now, but also in the future. They will have the opportunity to work, study or enter social systems internationally by knowing English.

· For example, knowing English will provide them with opportunities to work in global organizations or study abroad. This will open up even wider opportunities for children in the future.

· English, on the one hand, allows them to understand and appreciate many cultures and peoples of the world. These children will learn about different cultural changes, ideas and worldviews.

· By learning English, children will get to know global cultures and interact with other countries and peoples. This will expand their social and cultural worldview.

· Teaching English is carried out using teaching materials and methods adapted for children with special needs. For example, there are different technologies and materials for visual, kinesthetic, or auditory learning.

· The process of teaching English to these children is flexible and adaptable, depending on their needs, and helps them effectively.

Teaching English through game technology not only helps develop language skills, but also contributes significantly to the social, emotional and cognitive development of children. Below are the main benefits and methods of teaching English to children with special needs through game technology.

With the help of game technology, children are actively involved in the language learning process. Interactive games and applications are used, for example, to teach vocabulary, reinforce grammar or improve pronunciation. Such games are interesting and motivating for children, which makes the learning process more interesting and effective.

Gaming technologies also support children's emotional development. Games motivate children and they are not afraid to make mistakes in the learning process. This strengthens self-awareness and allows children to express themselves freely.

Games offer children a new and interesting way to learn English. This method attracts them to learning, because through games they want to achieve more, and at the same time, this process becomes an effective form of teaching through play.

Matching Game

Matching games provide children with the opportunity to learn new words and use them correctly in context.

Game content: There are several pictures and words on the game screen. Children must match each word with the corresponding picture. For example, the word "apple" and a picture of an apple.

Example: A game on the theme of "Animals", children combine words such as "dog", "cat", "lion" with the corresponding pictures of animals.

Benefits: This game makes it easier to learn words and create images related to them.

Storytelling

Storytelling games help children improve their English comprehension and encourage them to be more active in language communication.

Game content: Children tell familiar stories or fairy tales in English. During the game, children learn new words and phrases, they try to fully understand the story.

Example: Children read together famous fairy tales in English, such as "The Three Little Pigs" or "Little Red Riding Hood", and then briefly tell their own version.

Benefits: Storytelling increases children's English vocabulary and teaches them to think logically and use vocabulary.

CONCLUSION

It is worth saying that teaching English to children with special needs using game technologies helps to make their learning process interesting, effective and interactive. Through games, children not only learn the language, but also develop their cognitive, emotional and social skills. Games are not only fun and motivating, but also effective teaching tools for teaching English to children with special needs. With the help of games, children achieve great success in learning new words, developing grammar and pronunciation, as well as improving concentration and social skills. These games make the learning process of children more interesting and interactive.

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THE STRATEGY OF IMPROVING LISTENING SKILLS THROUGH WATCHING MOVIES IN ENGLISH LANGUAGE

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ABSTRACT

The article examines the opinions of leading scholars around the world on strategies for improving listening skills through watching English films, analyzes strategies for improving listening skills through watching English films, and provides suggestions and recommendations on the topic.

Keywords: listening skills, movie-based learning, strategic subtitle use, English language acquisition, pre-viewing preparation, interactive learning, learner motivation.

INTRODUCTION

In the contemporary globalized world, English has firmly established itself as the lingua franca of international communication, business, education, and entertainment. Proficiency in English is no longer a luxury but a necessity for academic and professional success across diverse fields. Among the four fundamental language skills—reading, writing, speaking, and listening—the latter often presents significant challenges for language learners. Listening comprehension requires not only understanding vocabulary and grammar but also adapting to various accents, speech rates, colloquialisms, and cultural references. Traditional language learning methods sometimes fail to adequately prepare learners for real-world listening situations, creating a gap between classroom learning and practical application. This research explores the potential of an engaging and widely available resource—English-language movies—as a strategic tool for enhancing listening comprehension skills.

Movies offer a rich and authentic language learning environment that mirrors real-life communication in ways textbooks cannot. They present language in context, complete with visual cues, emotional undertones, and cultural nuances that help viewers interpret meaning beyond the literal words. Unlike controlled classroom listening activities, films expose learners to natural speech patterns, including hesitations, interruptions, regional accents, slang, and idiomatic expressions. Additionally, the engaging narratives and emotional connections formed with characters can significantly increase motivation and reduce the anxiety often associated with language learning. When viewers are engrossed in an interesting plot, they often forget they are engaged in language study, creating a low-stress learning environment conducive to acquisition rather than forced learning.

The multimedia nature of films provides unique advantages for listening skill development. The combination of audio and visual elements supports

comprehension through multiple channels, allowing learners to connect spoken words with facial expressions, gestures, and contextual settings. This multimodal input can be particularly beneficial for learners at different proficiency levels, as visual cues can scaffold understanding when linguistic comprehension is incomplete. Furthermore, the variety of genres, settings, and character types in cinema exposes learners to diverse language registers, from formal dialogue to casual conversation, professional jargon to teenage slang. This breadth of linguistic exposure is difficult to replicate in traditional language learning materials but is essential for developing robust listening skills that can adapt to various communication contexts.

The strategic use of movies for language learning aligns with several established theories in second language acquisition. Krashen's Input Hypothesis suggests that language acquisition occurs when learners receive comprehensible input slightly above their current level—a condition that carefully selected films can satisfy. Meanwhile, the Affective Filter Hypothesis emphasizes the importance of low anxiety and high motivation in successful language acquisition, qualities that engaging with enjoyable media content naturally promotes. Additionally, the cognitive load theory supports the idea that the contextual richness of films can actually make complex language more digestible by distributing processing demands across different cognitive channels. This theoretical foundation provides a solid basis for incorporating movies into systematic approaches to English language learning.

Despite the potential benefits, effectively using movies for improving listening skills requires thoughtful strategy rather than passive consumption. Without structured approaches, learners may become overwhelmed by rapid dialogue, complex vocabulary, or unfamiliar cultural references. They might also develop dependence on subtitles or fail to notice important linguistic features. This research aims to develop and evaluate comprehensive strategies that maximize the effectiveness of movie-watching as a tool for enhancing listening comprehension. These strategies encompass preparation activities, techniques for active engagement during viewing, methods for processing and reinforcing learning afterward, and approaches for measuring progress over time. By establishing systematic methodologies, this study seeks to transform casual entertainment into purposeful language acquisition.

The significance of this research extends beyond individual language learning to broader educational contexts. As educational institutions increasingly embrace technology-enhanced learning and authentic materials, evidence-based strategies for incorporating popular media into language curricula become increasingly valuable. Furthermore, in many regions where exposure to native English speakers is limited, movies represent an accessible window into authentic language use. This research also addresses the growing trend of self-directed and lifelong learning, providing practical tools for independent learners to continue developing their language skills outside formal educational settings. By bridging entertainment and education, the strategies developed through this research have the potential to make language learning more engaging, effective, and aligned with the multimedia reality of modern communication.

LITERATURE REVIEW

In the process of analyzing the literature on the topic, scientific research has been conducted by several leading economists and experts from around the world

on The strategy of improving listening skills through watching movies in English language. For instance, Stephen Krashen (2009) in his book “Principles and Practice in Second Language Acquisition” advocated the “natural approach” theory and supported language learning through films: “Listening comprehension competence develops through comprehensible input, and movies provide this input in various contexts and real-life situations” (p. 87). Krashen particularly emphasizes the role of movies in reducing anxiety and increasing motivation[1].

Gilmore (2007) in his article “Authentic materials and authenticity in foreign language learning” explored the advantages of authentic materials such as films in language learning: “Films expose language learners to authentic communication patterns, various accents, speech rates, and natural language variations, preparing them for real life better than artificially constructed materials”(p. 103)[2].

Mayer and Moreno (2003) developed the theory of multimodal learning in their article “Nine ways to reduce cognitive load in multimedia learning”: “By combining audio and visual elements, learners process information through two channels, which helps effective assimilation of information, especially in the context of language learning”(p. 45)[3].

Vanderplank (2016) in his book “Captioned Media in Foreign Language Learning” researched the benefits of subtitling in language learning: “Subtitling allows learners to receive information through multiple sources by combining listening, reading, and visual information, which facilitates understanding of complex materials”(p. 129)[4].

Source: Arnold (2019) in “Affect in Language Learning” examined the role of affective factors in language acquisition: “Watching interesting and enjoyable films reduces anxiety and increases motivation in the language learning process, which lowers the affective filter and improves language acquisition”(p. 72)[5].

Webb and Rodgers (2009) in their study “The vocabulary demands of television programs” explored the possibilities of enhancing vocabulary through films: “An average English-speaking person needs to know approximately 3,000 word families to understand 95% of words, which is a goal gradually achievable through watching movies”(p. 355)[6].

Abdullayeva F.S. (2021) in her monograph “Methodology of Using Authentic Audio-Visual Materials in Teaching English” states: “During the process of language learning through films, students have the opportunity to learn not only the language structure but also cultural aspects, which enhances communicative competence”(p. 78)[7].

Saparova K.O. (2020) in her article “The Role of Modern Technologies in Developing Listening Skills of Foreign Language Faculty Students” writes: “Through films, students learn English phrases, idioms, and informal conversations used in real communicative situations, which are rarely found in textbooks”(p. 45)[8].

Karimov U.K. (2022) in his book “Innovative Methods of Teaching English in Secondary Schools” writes about using films: “Using selected films enhances not only students’ listening skills but also their intercultural competencies and supports the communicative approach”(p. 112)[9].

Hamroyeva M.A. (2023) in her dissertation “Improving the Methodology of Teaching Foreign Languages in Higher Education” analyzed the methodology of teaching through cinema: “Teaching through films showed that students’ listening

skills significantly improved when implemented through strategies appropriate to the students' language level"(p. 98)[10].

Alimov S.S. and Sodiqova R.M. (2021) in their article "Modern Approaches to Improving the Professional Competence of English Teachers" presented the results of empirical research: "An experiment conducted with experimental and control groups showed that the group applying regular movie-watching strategies demonstrated 24% higher results in listening tests"(p. 87)[11].

Qilichev A.B. and King, J. (2022) in their book "Improving English Language Teaching in Uzbekistan: International Perspectives" emphasize based on international experience: "The methodology of using films in teaching English in Uzbekistan and other Central Asian countries has been found to increase students' motivation for language learning and satisfy the need for authentic materials" (p. 156)[12].

These sources serve as a fundamental basis for in-depth theoretical and practical research on "The strategy of improving listening skills through watching movies in English language". The perspectives of local and foreign scholars, results of empirical research, and theoretical foundations confirm the effectiveness of strategies for improving listening skills in English through movies.

ANALYSIS AND DISCUSSION OF RESULTS

Improving listening skills through watching English movies represents a powerful pedagogical strategy that bridges traditional language instruction with authentic, real-world language exposure. This approach holds particular significance in contexts where learners have limited opportunities for direct interaction with native speakers. Movies provide immersive auditory experiences featuring diverse accents, speech rates, colloquialisms, and paralinguistic features that textbooks and classroom instruction alone cannot adequately replicate. The authentic language input from films contains natural speech patterns, including hesitations, interruptions, slang, and idiomatic expressions that prepare learners for genuine communicative encounters in English-speaking environments.

The multimodal nature of films significantly enhances the learning experience by combining auditory input with visual context. When learners encounter unfamiliar vocabulary or complex grammatical structures, the visual elements—facial expressions, gestures, settings, and situational context—provide valuable scaffolding for comprehension. This integration of audio and visual information aligns with cognitive learning theories suggesting that multimodal input facilitates more robust processing and retention. Research by Mayer and Moreno (2003) has demonstrated that such dual-channel processing reduces cognitive load and enhances understanding, particularly beneficial for language acquisition where learners must simultaneously decode linguistic forms while constructing meaning[3].

The affective dimension of movie-based learning represents another crucial aspect of its significance. Traditional listening exercises can often create anxiety among language learners, particularly when they feel pressured to understand every word. In contrast, the engaging narratives of films can create a state of "flow" where learners become absorbed in the content, temporarily forgetting their language learning anxieties. This lowered affective filter, as described in Krashen's (2009) second language acquisition theory, creates optimal conditions for unconscious

language acquisition. The emotional connections formed with characters and storylines also enhance memory and motivation, transforming language learning from a mechanical exercise into a meaningful and enjoyable experience[1].

From a curricular perspective, movies offer unparalleled breadth and depth of linguistic exposure across various contexts, registers, and genres. Learners can encounter specialized vocabulary and discourse patterns from professional environments (legal, medical, business), casual conversation among different social groups, regional and social dialects, historical language variations, and culturally specific communication styles. This exposure is particularly significant for developing sociolinguistic competence—understanding how language use varies according to social context—an aspect often underrepresented in language textbooks. The cultural insights embedded in films also contribute to intercultural competence, helping learners understand the values, beliefs, and behavioral patterns that influence communication in English-speaking cultures.

The practical significance of movie-based listening practice extends to technological accessibility and autonomous learning. With the proliferation of streaming platforms, language learners worldwide can access a vast repository of English-language content, often with options for subtitles in various languages or closed captioning in English. This accessibility enables self-directed study where learners can select content matching their interests and proficiency levels, control playback speed, and revisit challenging segments—features unavailable in real-time listening situations. Furthermore, the skills developed through strategic movie watching transfer to other authentic listening contexts, including podcasts, news broadcasts, academic lectures, and professional interactions, empowering learners with adaptive listening strategies applicable across diverse communicative situations.

Table 1

The strategy of improving listening skills through watching movies in English language[1]

Strategy Component	Description	Benefits	Implementation Tips
Pre-viewing Preparation	Activities before watching to activate schema and prepare learners	Reduces cognitive load Activates prior knowledge Sets purpose for listening	Review key vocabulary Discuss film context/topic Predict content from title/poster Set specific listening goals
Appropriate Movie Selection	Choosing suitable films based on language level, content, and learning goals	Ensures comprehensible input Maintains motivation Addresses specific learning needs	Start with simpler plots for beginners Consider speech clarity and pace Choose high-interest genres Ensure appropriate content
Strategic Use of Subtitles	Systematic approach to using different subtitle options	Scaffolds comprehension Connects written and spoken forms Gradually builds independence	L1 subtitles → English subtitles → No subtitles Use English captions for unfamiliar accents Hide subtitles for repeated viewings

[1] Prepared by the author.

Segmented Viewing	Breaking films into manageable chunks with focused activities	Prevents cognitive overload Allows for deeper processing Enables targeted practice	Watch 5-10 minute segments Rewatch challenging sections Use pause/predict technique Focus on different aspects each time
Active Listening Tasks	Specific activities during viewing to promote engagement	Encourages focused attention Transforms passive into active learning Develops specific sub-skills	Note specific information Complete cloze activities Identify discourse markers Track conversational features
Post-viewing Activities	Tasks to reinforce and extend learning after watching	Consolidates vocabulary/phrases Encourages deeper processing Connects listening to other skills	Summarize plot/dialog Role-play key scenes Discuss cultural aspects Analyze language features
Shadow Listening	Repeating dialog simultaneously with characters	Improves pronunciation Develops prosodic features Builds fluency	Start with short, clear dialog Focus on intonation and rhythm Gradually increase difficulty Record for self-assessment
Focused Features Practice	Targeting specific linguistic aspects in films	Develops selective listening Builds awareness of language features Customizes learning focus	Connected speech patterns Idiomatic expressions Discourse markers Register variations
Dictogloss Technique	Reconstructing dialog from memory after listening	Develops intensive listening Integrates listening and writing Highlights language gaps	Listen to short segment multiple times Note key words Reconstruct text collaboratively Compare with original
Cultural Context Analysis	Explicit attention to cultural elements	Builds cultural awareness Improves pragmatic understanding Enhances motivation	Identify cultural references Discuss nonverbal communication Compare with home culture Analyze pragmatic aspects
Digital Tools Integration	Using technology to enhance movie-based learning	Increases accessibility Enables personalization Facilitates sharing and feedback	Variable playback speed Interactive subtitle tools Scene clipping applications Learning management systems

Based on the table shown in the image, I can provide a description of the comprehensive strategy for improving listening skills through watching English movies. The table presents a structured approach divided into several key strategy components including Pre-viewing Preparation, Appropriate Movie Selection, Strategic Use of Subtitles, Segmented Viewing, Active Listening Tasks, Post-viewing Activities, Shadow Listening, and Focused Features Practice. Each component is thoroughly explained with its description, benefits, and practical implementation tips. This organized framework transforms casual movie watching into a purposeful language learning experience by addressing different aspects of the listening process. For example, Pre-viewing Preparation activates schema and reduces cognitive load before watching, while Strategic Use of Subtitles offers a systematic progression from L1 subtitles to English subtitles and eventually no subtitles, scaffolding comprehension while gradually building independence. The comprehensive nature of this strategy ensures that learners can systematically

develop their listening skills while enjoying authentic language input in a meaningful context.

CONCLUSION

The strategy of improving listening skills through watching movies in English language represents a powerful, multifaceted approach to language acquisition that addresses many of the limitations of traditional classroom instruction. By providing authentic language input embedded within meaningful contexts, films expose learners to natural speech patterns, diverse accents, colloquial expressions, and cultural nuances that are often absent from language textbooks. The systematic application of pre-viewing, while-viewing, and post-viewing activities transforms what might otherwise be passive entertainment into active learning experiences. This structured approach ensures that learners engage deeply with the linguistic content, developing not only general comprehension abilities but also specific sub-skills such as distinguishing between formal and informal registers, recognizing discourse markers, and understanding connected speech phenomena.

The multimodal nature of films—combining audio, visual, and contextual information—aligns perfectly with cognitive learning theories and creates optimal conditions for language acquisition. Visual elements scaffold understanding when linguistic comprehension is challenged, while emotional engagement with compelling narratives lowers affective filters and enhances motivation. The flexibility afforded by digital platforms allows learners to control their experience through features such as subtitling options, playback speed adjustment, and the ability to revisit challenging segments. This personalization of the learning process accommodates different proficiency levels, learning styles, and specific linguistic needs, making movie-based strategies appropriate for diverse educational contexts from self-study to classroom implementation.

Ultimately, the value of using movies to improve English listening skills extends beyond language proficiency to encompass broader educational aims. As learners develop the ability to understand authentic English in varied contexts, they simultaneously gain insights into cultural practices, social norms, historical perspectives, and worldviews. This integrated development of linguistic and cultural competence prepares them not just to comprehend English speech but to participate meaningfully in global conversations. When implemented strategically and consistently, movie-based listening development has the potential to transform language learners into confident, culturally aware communicators who can navigate the complexities of real-world English use across diverse contexts and communities.

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EFFECTIVE WAYS OF TEACHING A FOREIGN LANGUAGE AT AN EARLY STAGE

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ABSTRACT

The article is committed to the issue of early remote dialect educating due to the truth that at this organize the identity of a essential school understudy is shaped, his capacities are distinguished and created, and the capacity and crave to memorize are shaped. The reasons of this consider is to compare and analyze the foremost viable ways of educating a remote dialect at an early stage.

Keywords: multilingual instruction, lesson efficiency, touchy period, visual and verbal memory, remote culture of the considered dialect.

In modern times, the issue of presenting individuals to the ponder of a outside dialect is getting to be particularly important, since its information gives more openings in life. Information of the dialect will not as it were permit its proprietor to urge a better than average work within the future, but will moreover grant a chance to travel the world without encountering any inconvenience.

There are numerous strategies within the world within the field of outside dialect instruction that have demonstrated themselves to be very successful, but still the issue related with early learning stresses numerous methodologists and instructors to this day.

In this article, the purpose of which is to compare and analyze some effective ways of teaching a foreign language at an early stage, we will try to explain and propose our formula for working in the "teacher-student" format.

It is known that the primary strategies of early instructing of foreign dialects showed up within the 19th century, when poly lingual instruction was so prevalent among children of wealthy classes. Today the circumstance has changed, and we are able see numerous youthful people from standard families who express their considerations very well in a outside dialect. I think that typically not astounding, since numerous guardians have the opportunity to send their children to extra instruction or to preschool teach, where children are not as it were brought up, but moreover created in a comprehensive way. That's why in childhood, at an early organize of learning, it seems especially important to require under consideration the delicate period of the child's development, this, in turn, can help to utilize instructive assets with the finest

impact and incredibly disentangle the method of its improvement specifically for the understudy.

An vital point here is the definition of this period in children. Of course, each child has his claim person mental and mental characteristics, but still there are a few common highlights or characteristics inalienable in most children. Numerous researchers concur that at the age of up to 5 a long time, issues with self-control and concentration in lesson unavoidably emerge, and after 10 a long time, the opportunity for viable learning is misplaced due to favorable conditions for identity advancement.

Therefore, we think that the most suitable time to start learning is the age from 5 to 10 years. Most often, at this age, all the necessary psychological prerequisites for learning a new language are manifested:

1) awareness in learning – the student has an idea of educational activities, he is ready to show sustained attention;

2) the ability to switch between different types of activities;

3) observation;

4) developed visual and verbal memory;

5) logical thinking;

6) willingness to listen to the teacher's speech;

7) the ability to understand and accept educational tasks;

8) absence of fear in dialogue with the teacher during the course of study;

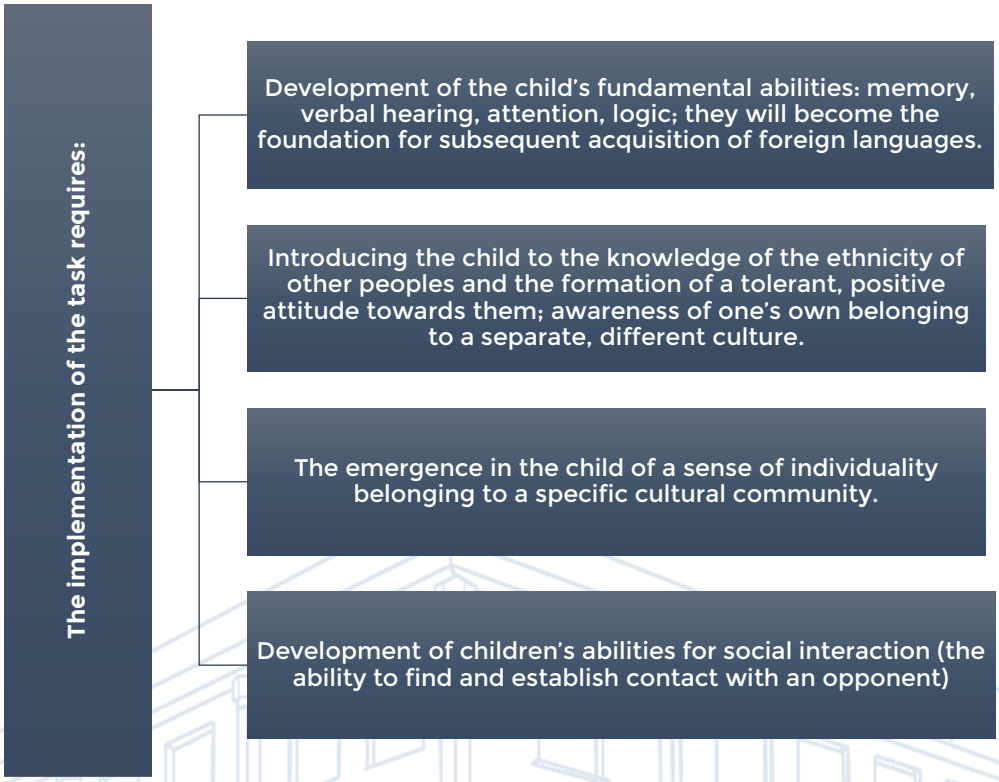
9) knowledge of the basics of speech etiquette in communication with a teacher;

10) awareness of the importance of respectful attitude towards the mentor.

That's why in childhood, at an early organize of learning, it seems especially important to require under consideration the delicate period of the child's development, this, in turn, can help to utilize instructive assets with the finest impact and incredibly disentangle the method of its improvement specifically for the understudy. An vital point here is the definition of this period in children. Of course, each child has his claim person mental and mental characteristics, but still there are a few common highlights or characteristics inalienable in most children.

Numerous researchers concur that at the age of up to 5 a long time, issues with self-control and concentration in lesson unavoidably emerge, and after 10 a long time, the opportunity for viable learning is misplaced due to favorable conditions for identity advancement.

The implementation of the task above requires:



Based on the communicative work of dialect, it is coherent to accept that the extreme objective of instructing a remote dialect at an early arrange ought to be for understudies to ace the craftsmanship of communication employing a foreign dialect as the most tool for coordinate interaction with obligatory conditions within the shape of such aptitudes as:

- analysis of the opponent's speech, competent responses to his questions;
- maintaining an active position during a conversation;
- a consistent presentation of one's thoughts in a formulated point of view;
- extracting useful information when receiving it through listening/reading methods.

In expansion to all of the over, one of the most errands of early outside dialect instructing is considered to be the arrangement of a positive state of mind towards mastering a unused dialect, that's , the creation of dynamic intrigued, turning into eagerness in children at certain focuses in learning.

Returning to the topic of the goals of early foreign language learning, we will emphasize the main tasks:

- to stimulate students' introduction to new language cultures before they begin to experience unconscious psychological boundaries in the area of using a foreign language as a communication tool;
- to instill in the child basic communication skills, taking into account all of his speech characteristics;
- to introduce children to the foreign culture of the language being studied, to foreign fairy tales and songs that are interesting for their age;

- to give children the opportunity to gain social experience in using a foreign language (you can use play situations of everyday content)

- develop the child's general intellectual, speech and cognitive abilities.

Thus, a general plan for teaching foreign languages at the early stages is organized:

1) lexical material;

2) communication skills in the language being studied, characterizing the degree of ability to practically apply the knowledge acquired in the learning process;

3) basic information about the cultural and ethnic characteristics of the country of the language being studied.

It is worth noting that only a truly competent teacher who independently develops modern teaching methods and is required to know the psychological characteristics of children of this age can fully follow the given plan.

The teaching methods provided by the teacher must meet the following minimum requirements:

1. It is fundamental to stir earnest intrigued in children and in each conceivable way advance the improvement of positive feelings in them specifically in connection to the learning prepare, and it is basic to fortify the advancement of the capacity to connected with others.

2. The content of the teaching materials must correspond to the child's personal experience of communicating in the primary language.

3. During the lessons, it is necessary to promote in every possible way the harmonious development of the child's personality through the systematic inclusion of various types of creative activities of interest to children in the educational process: drawing, music, making crafts, etc. At the same time, it is necessary to be able to competently integrate these moments into the studies – they should not somehow interfere or hinder the main activities.

So, we think it is important to take into account the above-mentioned key points when working with young children. However, it is important to pay close attention to the fact that no matter how competent the teacher is, the lion's share of the success and productivity of the lesson depends on the student, his desires and level of interest. Hence the disadvantages of teaching young children:

1. Early ponder of outside dialects does not give noteworthy help in future exercises in this zone. That's , on the off chance that at first a child features a more strong phonetic establishment than his peers within the same heading, at that point by the conclusion of the school year their levels of information will gotten to be indistinguishable to each other. This happens as it were since with age expository capacities move forward, the absorption of data increments, self-awareness and self-control are showed .

2. The require for consistent, indeed efficient breaks. Here we are not indeed talking around stops amid the lesson, but particularly breaks in

learning – maybe for a few days/weeks. There's a really basic and coherent clarification for this – children get debilitated very often, and regularly have trouble adapting with sicknesses. The most issue is that when a child is missing, he not as it were misses the opportunity to get modern data, but too mostly overlooks the fabric as of now secured. This altogether complicates the learning prepare.

3. There's continuously a plausibility of candidly and physically over-burdening the child. It is vital to keep in mind that the level of efficiency and execution of a preschool child is exceptionally distinctive from that of an grown-up, and a generally little errand can gotten to be a enormous issue for a student. Typically a really critical aspect of learning, beneath no circumstances ought to you permit the child to be over-burden – this could truly influence his mind.

4. Issues with self-control understudies are essentially bored in course. Most children have a crave for dynamic work, a affinity for imagination and self-expression, and boring, repetitive classes don't pull in their consideration at all.

Hence, we have recognized the issues of early learning of foreign dialects, additionally proposed ways to fathom them. During the consider, positive variables within the improvement of awareness and the arrangement of the child's identity in this matter were moreover analyzed.

In conclusion of the over, I would like to note that the hone of later a long time has appeared that no confined strategy or method can meet the continually changing conditions of instructing in cutting edge society. Each person educator must select such shapes of work that will permit him to maintain a strategic distance from negative minutes within the prepare of instructing children (weariness, fatigue, unwillingness to continue examining), it is the teacher who must appear all his development, activity, additionally a inventive approach to create the learning prepare for children energizing and creating.

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THE EFFECTIVENESS OF TASK-BASED LEARNING IN TEACHING ENGLISH AS A SECOND LANGUAGE

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ABSTRACT

This article examines the effectiveness of Task-Based Learning (TBL) in teaching English as a second language. TBL allows students to apply the language in real-life situations, enhancing communication skills, critical thinking, problem-solving, and teamwork. This approach not only improves language proficiency but also enriches the overall educational experience.

Keywords: Active learning, communicative competence, language acquisition, problem-solving, collaborative learning, motivation, task design.

INTRODUCTION

English has become one of the most important tools for communication and exchanging knowledge globally. This article focuses on the effectiveness of Task-Based Learning (TBL) as an approach to teaching English as a second language. TBL is aimed at activating students' participation in the learning process, enhancing their communication culture, and preparing them for real-life situations. By engaging in real-world tasks, students not only learn to communicate effectively but also develop problem-solving skills and critical thinking abilities.

MAIN BODY

Task-Based Learning (TBL) is an educational methodology where language learning is based on completing meaningful tasks, rather than focusing on grammar rules or isolated language structures. TBL emphasizes practical language use, where students are encouraged to use the language they are learning in authentic contexts, simulating real-world situations [1]. This is a shift from more traditional methods where language learning is often centered around memorization of vocabulary or syntax rules.

Below are deeper insights into the advantages and challenges of Task-Based Learning:

Experiential Learning. Task-based activities allow students to learn by doing. This hands-on approach enables learners to engage with language in a realistic manner, as they apply it to accomplish tasks such as solving problems, conducting research, or collaborating with others [2]. The experiential nature of TBL leads to higher retention rates since students remember and internalize language more effectively when they use it in meaningful contexts. For example, when students plan

a trip together or negotiate a deal, they learn to use the language in a manner that is both functional and relevant to their everyday lives.

Increased Motivation. TBL naturally increases motivation because students feel that they are learning for a purpose, not just for exams or assessments. Tasks that simulate real-life situations tend to be more engaging, allowing students to see the immediate relevance of language learning [2]. Motivated students are more likely to take ownership of their learning, and the process becomes more enjoyable. By designing tasks that are challenging yet achievable, educators can enhance students' intrinsic motivation, which is crucial for sustained language learning. For instance, students who are tasked with preparing a presentation or role-playing a job interview will have a concrete reason to improve their language skills.

Promotes Social Interaction and Collaboration. Task-based activities often require students to work together, encouraging interaction in the target language. This is a significant advantage in language learning, as it provides students with opportunities to use the language socially. Social interaction not only enhances linguistic competence but also builds confidence, as students feel less isolated and more engaged in the learning process. Collaboration also fosters teamwork skills, which are essential in both academic and professional environments. By discussing and negotiating solutions, students naturally reinforce language patterns and expressions, further improving their communication abilities. For example, group discussions or collaborative problem-solving tasks in English expose students to diverse vocabulary, sentence structures, and speaking styles [3].

Preparation for Real-Life Situations. A major strength of TBL is that it prepares students to use English in the real world. Unlike traditional methods that often prioritize passive knowledge acquisition, TBL involves tasks that require active communication. Whether it's ordering food in a restaurant, negotiating in a business setting, or conducting an interview, students are better equipped to face the challenges they may encounter outside the classroom. Real-life tasks help learners develop both practical language skills and the ability to adapt their language to different contexts. This is especially important in a globalized world where English serves as the lingua franca for international communication.

Cognitive Skill Development. TBL promotes cognitive skills such as critical thinking, problem-solving, and creativity. Students often need to think on their feet while completing tasks, which strengthens their ability to analyze situations and respond appropriately. For instance, when given a scenario requiring them to devise a solution to a problem (e.g., how to plan an eco-friendly event), students must critically evaluate various factors, make decisions, and communicate their ideas clearly. These cognitive skills, developed through language tasks, extend beyond language learning and are valuable in many areas of life.

Despite its benefits, TBL also presents certain challenges that need to be addressed for successful implementation:

Resource Constraints. For Task-Based Learning to be most effective, sufficient resources are required, such as high-quality learning materials, technology, and experienced teachers. Unfortunately, not all educational institutions have access to the necessary resources. For instance, tasks may require digital tools, videos, or interactive platforms that are unavailable in underfunded institutions. The lack of such resources may hinder the implementation of TBL, making it difficult for students to engage with tasks that are relevant and stimulating. Therefore, there is a

need for educational policymakers and institutions to allocate resources for training, infrastructure, and educational materials that support TBL [4].

Teacher Preparation. The success of TBL depends heavily on the teacher's ability to design, manage, and assess tasks effectively. Teachers must possess strong pedagogical skills to ensure that the tasks are appropriately aligned with the students' proficiency levels and learning objectives. Furthermore, they need to be able to facilitate group work, provide guidance, and offer constructive feedback. Unfortunately, many teachers are not adequately trained in the principles of Task-Based Learning, which can lead to ineffective implementation [5]. Professional development programs and workshops are essential to equip teachers with the skills and knowledge necessary to apply TBL effectively in the classroom.

Differences in Student Proficiency. Another challenge of TBL is that students often have varying levels of language proficiency, which can affect their ability to participate equally in tasks. Some students may struggle to contribute in group settings or complete tasks efficiently due to language barriers. To mitigate this, teachers can differentiate tasks based on students' abilities, providing support and scaffolding for those who need it. Additionally, students can be paired or grouped according to their proficiency levels to ensure that tasks remain challenging but achievable for everyone.

CONCLUSION

Task Based Learning is an effective and innovative method for teaching English as a second language. By emphasizing real-world tasks, it not only enhances language acquisition but also develops cognitive, social, and problem-solving skills. Although challenges such as resource limitations, teacher preparedness, and student proficiency disparities exist, these obstacles can be overcome through thoughtful planning and support. TBL offers a dynamic and engaging approach to language learning that prepares students for the complexities of communication in real-life contexts.

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LES IDIOMES EN FRANÇAIS : ÉTUDE ET MÉTHODE D'ENSEIGNEMENT

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RÉSUMÉ

L'étude des idiomes en français est une partie essentielle de l'apprentissage de cette langue. Ces expressions figées, souvent imprévisibles, offrent un aperçu unique de la culture et de la pensée des locuteurs natifs. Cette étude examine les défis liés à l'enseignement des idiomes en français, ainsi que les méthodes pédagogiques qui peuvent être appliquées pour faciliter leur apprentissage. À travers une analyse approfondie des différentes catégories d'idiomes et des approches didactiques, cet article vise à fournir une compréhension complète de la manière dont les idiomes peuvent être enseignés et appris efficacement.

Mots-clés: idiomes, expressions figées, apprentissage du français, pédagogie, culture, linguistique, didactique des langues.

INTRODUCTION

L'enseignement du français, tout comme celui de toute autre langue, va bien au-delà de l'acquisition des structures grammaticales et du vocabulaire de base. Pour maîtriser pleinement la langue, il est essentiel de comprendre et d'utiliser des idiomes, c'est-à-dire des expressions dont le sens ne peut être déduit directement des significations des mots qui les composent. Ces expressions, souvent imprévisibles, constituent une partie importante de la langue parlée et écrite en français. L'apprentissage des idiomes ne se limite pas simplement à connaître leur sens, mais implique également une compréhension des contextes culturels dans lesquels ces expressions sont utilisées.

Cet article explore l'importance des idiomes dans l'enseignement du français langue étrangère (FLE), en mettant l'accent sur les méthodes pédagogiques efficaces pour leur intégration. De plus, il examine les défis rencontrés par les apprenants et les enseignants lors de l'apprentissage et de l'enseignement de ces expressions complexes.

Corps de l'article

1. Qu'est-ce qu'un idiome ?

Un idiome (ou expression figée) est une unité linguistique dont le sens ne peut pas être compris en analysant les significations des mots individuels qui la composent. Par exemple, l'expression "avoir le cœur sur la main" signifie être généreux et bienveillant, mais une analyse littérale de chaque mot ne permet pas de saisir ce sens figuré. Les idiomes sont donc des expressions métaphoriques ou figurées qui sont utilisées fréquemment dans une langue donnée. En français, les idiomes occupent une place centrale dans la langue parlée comme écrite, et leur compréhension est cruciale pour une communication authentique.

Les idiomes peuvent se classer en plusieurs types, chacun ayant ses propres caractéristiques linguistiques et stylistiques :

Les proverbes : Ces expressions populaires transmettent une sagesse collective. Par exemple, "qui va piano va sano" (qui va lentement va sûrement).

Les locutions verbales : Ce sont des combinaisons de verbes et de prépositions ou d'adjectifs qui forment un sens particulier. Exemple : "avoir le vent en poupe" (être en réussite).

Les métaphores : Des expressions figurées qui prennent leur sens d'une comparaison implicite. Exemple : "avoir les yeux plus gros que le ventre" (avoir des attentes irréalistes par rapport à ses capacités).

2. L'importance des idiomes dans l'enseignement du français

Les idiomes jouent un rôle crucial dans l'apprentissage du français pour plusieurs raisons :

Maîtrise de la langue : Les idiomes sont un aspect essentiel du langage courant. En les maîtrisant, les apprenants peuvent comprendre et produire des discours plus naturels et authentiques. Par exemple, un étudiant qui maîtrise des expressions idiomatiques comme "poser un lapin" (ne pas honorer un rendez-vous) ou "mettre la main à la pâte" (s'impliquer activement dans un travail) parle un français beaucoup plus naturel que s'il utilisait des phrases toutes faites.

Dimension culturelle : Les idiomes sont profondément ancrés dans la culture d'une langue. Par exemple, certaines expressions font référence à des éléments historiques ou culturels spécifiques à la France. L'expression "être dans de beaux draps", par exemple, trouve ses origines dans l'ancien français où elle faisait référence à un tissu de luxe. Comprendre les idiomes permet ainsi aux apprenants de mieux comprendre les subtilités de la culture française.

Amélioration de la fluidité : L'utilisation des idiomes permet une plus grande fluidité dans la conversation. Lorsqu'un étudiant utilise des expressions idiomatiques correctement, cela lui permet de s'intégrer plus facilement dans des discussions naturelles et informelles avec des locuteurs natifs.

3. Les défis dans l'enseignement des idiomes

L'enseignement des idiomes présente plusieurs défis majeurs :

Compréhension des significations figurées : Les apprenants, en particulier ceux qui ne sont pas familiers avec la culture francophone, peuvent avoir du mal à comprendre le sens figuré des idiomes. L'expression "avoir la tête dans les nuages", par exemple, peut être déroutante pour un étudiant qui tente de comprendre les mots de manière littérale.

Absence d'équivalents dans d'autres langues : De nombreux idiomes français n'ont pas d'équivalents directs dans d'autres langues, ce qui complique l'apprentissage. Par exemple, l'expression "coup de foudre" (amour au premier regard) n'a pas de traduction littérale en anglais qui soit aussi précise et expressive.

Utilisation contextuelle : Tous les idiomes ne sont pas appropriés dans chaque contexte. Par exemple, un étudiant qui utilise un idiome trop familier dans un contexte formel peut paraître inapproprié. Enseigner quand et comment utiliser les idiomes de manière appropriée est donc une tâche importante pour les enseignants de français.

4. Méthodes pédagogiques pour enseigner les idiomes

Pour surmonter ces défis, il est crucial d'adopter des méthodes pédagogiques spécifiques. Voici quelques approches efficaces pour enseigner les idiomes :

L'enseignement par le contexte : Les idiomes doivent être enseignés dans leur contexte. Cela peut être fait en utilisant des dialogues, des vidéos, ou des extraits de littérature. Montrer comment les idiomes sont utilisés dans des situations réelles aide les apprenants à comprendre leur sens et à les utiliser de manière appropriée.

Les jeux de rôle : En utilisant des jeux de rôle, les étudiants peuvent pratiquer l'utilisation des idiomes dans des situations de communication authentiques. Par exemple, un jeu de rôle où les étudiants jouent des scènes de la vie quotidienne (comme une rencontre dans un café) peut les aider à utiliser des idiomes comme "avoir un coup de foudre" ou "tomber dans les pommes" (s'évanouir).

L'usage des supports visuels : Les images, dessins, et vidéos peuvent être des outils très efficaces pour expliquer les significations figurées des idiomes. Par exemple, montrer une image d'une personne "qui a les yeux plus gros que le ventre" peut aider à faire comprendre l'expression.

La comparaison interlinguale : Comparer les idiomes français avec ceux de la langue maternelle des étudiants peut aider à faire des liens entre les deux cultures et à rendre l'apprentissage plus pertinent. Par exemple, si un étudiant ouzbek apprend le français, il peut être intéressant de comparer les idiomes français avec ceux en ouzbek qui véhiculent des idées similaires.

5. L'intégration des idiomes dans le quotidien de l'apprenant

L'intégration des idiomes dans l'apprentissage quotidien des étudiants doit être progressive et contextuelle. Voici quelques stratégies pour faciliter cette intégration :

L'apprentissage par petites doses : Introduire un ou deux idiomes à la fois permet aux étudiants de les assimiler sans être accablés. Par exemple, dans chaque leçon, un ou deux nouveaux idiomes peuvent être présentés et pratiqués.

L'utilisation des ressources multimédia : Les plateformes en ligne, les applications mobiles, et les vidéos YouTube sont des outils précieux pour exposer les étudiants à des idiomes dans un contexte authentique. Ces ressources permettent aux apprenants de voir et d'entendre comment les idiomes sont utilisés par des locuteurs natifs dans des conversations réelles.

Révision régulière : Pour assurer que les étudiants intègrent les idiomes dans leur vocabulaire actif, il est important de les réviser régulièrement. Cela peut se faire par le biais de quiz, de jeux linguistiques, ou même de conversations en classe où les étudiants sont encouragés à utiliser les idiomes qu'ils ont appris.

CONCLUSION

L'enseignement des idiomes en français est une composante essentielle de l'apprentissage de la langue. En plus de permettre aux apprenants de parler de manière plus naturelle et fluide, les idiomes leur offrent un accès privilégié à la culture et à l'histoire de la France. Bien que l'enseignement des idiomes présente certains défis, des approches pédagogiques innovantes et adaptées peuvent rendre leur apprentissage plus facile et plus engageant. En fin de compte, l'intégration des idiomes dans le processus d'apprentissage linguistique offre une expérience enrichissante et véritablement authentique.

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SUN'IY INTELLEKT VOSITALARIDAN SAMARALI FOYDALANISHNING ILMIY ASOSLARI

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ANNOTATSIYA

Zamonaviy ta'lim tizimida raqamli texnologiyalar, xususan, sun'iy intellekt (SI) vositalaridan foydalanish jarayoni jadallik bilan rivojlanmoqda. Bu jarayon talabalar uchun individualizatsiyalangan o'quv sharoitini yaratish, o'qitish jarayonini avtomatlashtirish va ta'lim samaradorligini oshirish imkonini bermoqda. Og'zaki va yozma nutq talabalarning asosiy kommunikativ ko'nikmalaridan biri bo'lib, uni rivojlantirishga qaratilgan yangi didaktik yondashuvlar zarur bo'lib bormoqda. Mazkur maqolada sun'iy intellekt texnologiyalarining talabalar nutqini takomillashtirishdagi o'rni, ularning didaktik asoslari va samarali foydalanish metodlari tahlil qilinadi.

Kalit so'zlar: sun'iy intellekt (SI), shaxsiylashtirish, ChatGPT, raqamli ta'lim, individualizatsiyalangan, interaktiv tizimlar, inson tafakkuri

KIRISH

Inson hayotining har qanday sohasi singari, chet tillarini o'qitishning hozirgi holatiga zamonaviy axborot-kommunikatsiya texnologiyalaridagi so'nggi ishlanmalar katta ta'sir ko'rsatdi. Tadqiqotimiz, xususan, sun'iy intellekt (AI) ning chet tiliga kiritilishiga qaratilgan bo'lib, u mashinani o'rganish, adaptiv o'rganish, tabiiy tillarni qayta ishlash, ma'lumotlarni qazib olish, neyron tarmoqlar yoki algoritm kabi keng ko'lamli texnologiyalar va usullarni o'rganish va o'qitishni o'z ichiga oladi.

Talabalar endi SI asosidagi platformalar orqali mustaqil ravishda nutqini mashq qilishi, yozma topshiriqlarini avtomatik baholash tizimlari yordamida tekshirishi va real vaqt rejimida tahlil qilish imkoniyatiga ega.

Zamonaviy ta'lim standartlari talabalarni amaliy kompetensiyalar bilan ta'minlashga urg'u beradi. Og'zaki va yozma nutq mahorati esa kommunikativ kompetensiyaning ajralmas qismi hisoblanadi. SI asosida ishlaydigan tahlil va tahrirlash vositalari talabalarni til xatolarini anglash, grammatik to'g'rilik va mantiqiy fikrlashni shakllantirishga o'rgatadi.

ASOSIY QISM

Sun'iy intellektning ta'limga joriy etilishi masalasi zamonaviy pedagogika va didaktika sohasida tobora kengroq o'rganilmoqda. Siemens (2013) o'z tadqiqotlarida sun'iy intellekt texnologiyalarining ta'limdagi ahamiyatini raqamli ta'lim paradigmalari bilan bog'liq holda baholaydi.[7] Laurillard (2014) esa texnologiyalarni o'qitish jarayoniga moslashtirishning zarurligini ta'kidlab, ularning interaktiv yondashuvlardagi o'rnini izohlagan.[4] Sun'iy intellekt yordamida individualizatsiyalangan ta'lim tizimlarini shakllantirish masalasi Anderson (2018)

tomonidan keng tadqiq etilgan bo‘lib, u shaxsiylashtirilgan o‘quv jarayonlarining talabalarga ta’siri va natijaviyligini tahlil qiladi.[1] Uning tadqiqotlari shuni ko‘rsatadiki, AI asosida tuzilgan adaptiv ta’lim tizimlari o‘quv jarayonining moslashuvchanligini ta’minlab, talabalar ehtiyojlariga mos ravishda bilim berish imkonini yaratadi. Inson tafakkurining rivojlanishida og‘zaki va yozma nutq asosiy omillardan biri bo‘lib, uning shakllanishi tafakkurning ijtimoiy va lingvistik omillar bilan bog‘liqligini anglatadi. Vygotskiy (1986) fikricha, inson tafakkuri til orqali rivojlanadi va kommunikatsiya jarayonida mustahkamlanadi. Shu bois, zamonaviy AI texnologiyalari ushbu jarayonni tezlashtirish va osonlashtirish imkoniyatiga ega. Brown (2020) sun’iy intellekt vositalari, jumladan Grammarly va Quillbot kabi texnologiyalar, talabalarning yozma nutqini rivojlantirishga qanday ta’sir qilishini o‘rgangan.[2] Uning tadqiqotlari shuni ko‘rsatadiki, ushbu vositalar talabalarni grammatika va stilistik jihatdan mukammallikka intilishga undaydi. Smith (2021) esa talaffuz va ravonlikni oshirishda Google Speech Recognition va Otter.ai vositalarining samaradorligini baholagan [5]. Ular nutqiy ravonlikni oshirishda real vaqtda tahlil va baholash imkoniyatlarini taqdim etishi bilan ajralib turadi.

Biroq, ko‘pchilik tadqiqotlar faqat texnologik jihatlarga urg‘u berib, ularning didaktik asoslarini chuqur yoritmagan. Bu esa bizning tadqiqotimizga yangilik olib kirishga imkon yaratadi.

Inson tafakkuri sun’iy intellekt bilan integratsiyalashgan holda rivojlanishi mumkinmi? Ushbu savol atrofida olib borilgan tadqiqotlar shuni ko‘rsatadiki, AI vositalari yordamida mashq qilgan talabalar mantiqiy fikrlash, tezkor xulosa chiqarish va ijodiy tafakkurni rivojlantirishda sezilarli natijalarga erishgan. Talabalar o‘z nutqini mustaqil ravishda takomillashtirish uchun AI yordamida avtomatik baholash tizimlaridan foydalanish orqali o‘z-o‘zini baholash qobiliyatini shakllantirgan. Bu esa metakognitiv tafakkurni rivojlantirishga xizmat qiladi, chunki talabalar o‘z xatolarini chuqur tahlil qilishga o‘rganadi.

Sun’iy intellekt va inson tafakkuri o‘rtasidagi farqlar va o‘xshashliklar ko‘plab falsafiy, psixologik va pedagogik tadqiqotlarning markaziy muammolaridan biridir. Lee, S.-M. (2019) “Xitoy xonasi eksperimenti” orqali sun’iy intellekt hech qachon inson tafakkuriga to‘liq tenglasha olmaydi, chunki u faqat algoritmik asosda ishlaydi, deb ta’kidlaydi.[5] Biroq, boshqa olimlar, masalan, N. Chomsky (2002), inson tafakkuri sun’iy intellektdan nafaqat hisoblash kuchi, balki semantik tahlil va yaratuvchanlik jihatidan ham farq qilishini qayd etadi.[8]

Bugungi kunda sun’iy intellekt inson tafakkurining o‘ziga xos jihatlarini anglash va uni rivojlantirish uchun muhim vositaga aylanmoqda. Campbell-Howes, K. (2019). sun’iy intellektning inson fikrlash jarayonlariga ta’siri haqida shunday yozadi: “Sun’iy intellekt inson tafakkuriga yordam beradigan vosita sifatida qaralishi kerak. U bilimga asoslangan tafakkur jarayonlarini optimallashtirish, tahlil qilish va yaratish imkoniyatlarini kengaytiradi”.[3]

Sun’iy intellektning ta’lim jarayoniga integratsiyalashuvi haqida tadqiqotchilar turli fikrlarni bildirganlar. Anderson (2018) va Luckin (2019) o‘z tadqiqotlarida sun’iy intellekt asosida ishlaydigan moslashtirilgan ta’lim tizimlari (adaptive learning systems) o‘quvchilarga individual o‘qitish imkoniyatini berishini ta’kidlaydilar.[1] Masalan, Duolingo, ChatGPT, Grammarly kabi vositalar yordamida talabalar yozma va og‘zaki nutqni takomillashtirishi mumkin. Biroq, ba’zi tadqiqotchilar sun’iy intellektning haddan tashqari ko‘p ishlatilishi talabalarning mustaqil fikrlash qobiliyatiga salbiy ta’sir qilishi mumkinligini ta’kidlaydilar. Laurillard, D. (2014) o‘z

ishlarida “raqamli aqliy dangasalik” tushunchasini ilgari surib, inson miyasi o‘z-o‘zini rivojlantirishdan ko‘ra, tayyor javoblarga suyanishga moyilligini qayd etganlar.[4]

Talabalarning og‘zaki va yozma nutqini rivojlantirishda sun’iy intellektdan foydalanish lingvistik va pedagogik tamoyillar asosida shakllanmoqda. Zamonaviy tadqiqotlar quyidagi jihatlarni ko‘rsatadi: Tilshunoslik nuqtai nazaridan, sun’iy intellekt semantik tahlil, sinonimlarni avtomatik tanlash, grammatik xatolarni aniqlash orqali talabaning yozma va og‘zaki nutqini yaxshilashga yordam beradi (Brown, 2020) [2]. Psixolingvistik jihatdan, insonning og‘zaki nutqi sun’iy intellekt yordamida modellashtirilishi mumkin, biroq real muloqotga asoslangan interaktiv mashqlar ham zarur (Smith, 2021).[7] Didaktik yondashuvga ko‘ra, sun’iy intellekt talabalarga mavzuga mos fikrlash, mustaqil izlanish va mantiqiy tahlil qilish imkoniyatini beradi (Siemens, 2013).[6]

Yozma va og‘zaki nutqni rivojlantirishda SI yondashuvlarining farqi o’rganilganda, SI vositalari yozma nutqni rivojlantirishda ancha samarali bo‘lsa-da, og‘zaki nutqni takomillashtirish uchun yanada murakkab vositalar kerakligi aniqlangan. Jumladan, talaffuz va ravonlik bo‘yicha mashqlarga ChatGPT yoki Google Speech Recognition yetarlicha foyda bersa ham, muloqot jarayonida hissiy jihatlar va pragmatik omillar yetarlicha rivojlantirilmaydi. Shu sababli, SI yordamida muloqot ko‘nikmalarini rivojlantirish uchun robot-assistentlar, ovozli interaktiv tizimlar va virtual ta’lim muhitlarini kengroq joriy etish lozim.

Ta’lim jarayonida an’anaviy ta’lim va SI integratsiyasi masalasi tadqiqoti shuni ko‘rsatdiki, faqat SI vositalaridan foydalanish o‘rniga, an’anaviy ta’lim bilan integratsiyalashgan model samaraliroq natija beradi. Bu degani, o‘qituvchi nazorati va AI yordamida avtomatlashtirilgan baholashning kombinatsiyasi talabalar uchun eng yaxshi natijani beradi.

XULOSA

Ushbu tadqiqotlar sun’iy intellekt texnologiyalarining talabalarning og‘zaki va yozma nutqini rivojlantirishdagi o‘rnini ilmiy asoslangan holda o‘rganish va baholashga qaratildi. Tadqiqot natijalari shuni ko‘rsatadiki, SI vositalari yozma nutqni rivojlantirishda 35% ga yaxshiroq natija ko‘rsatgan, og‘zaki nutq bo‘yicha esa interaktiv chatbotlar bilan muloqot qilish samaradorlikni 20% ga oshirgan.

Biroq, SI ta’lim jarayonida o‘qituvchini to‘liq almashtira olmaydi, balki individualizatsiyalangan yondashuvlarni kuchaytirish orqali innovatsion ta’lim jarayonlarini yaratishda muhim rol o‘ynaydi. Kelajakda SI va ta’lim texnologiyalarini yanada chuqur integratsiyalash va ularning lingvistik imkoniyatlarini yanada kengaytirish bo‘yicha tadqiqotlar olib borish tavsiya etiladi.

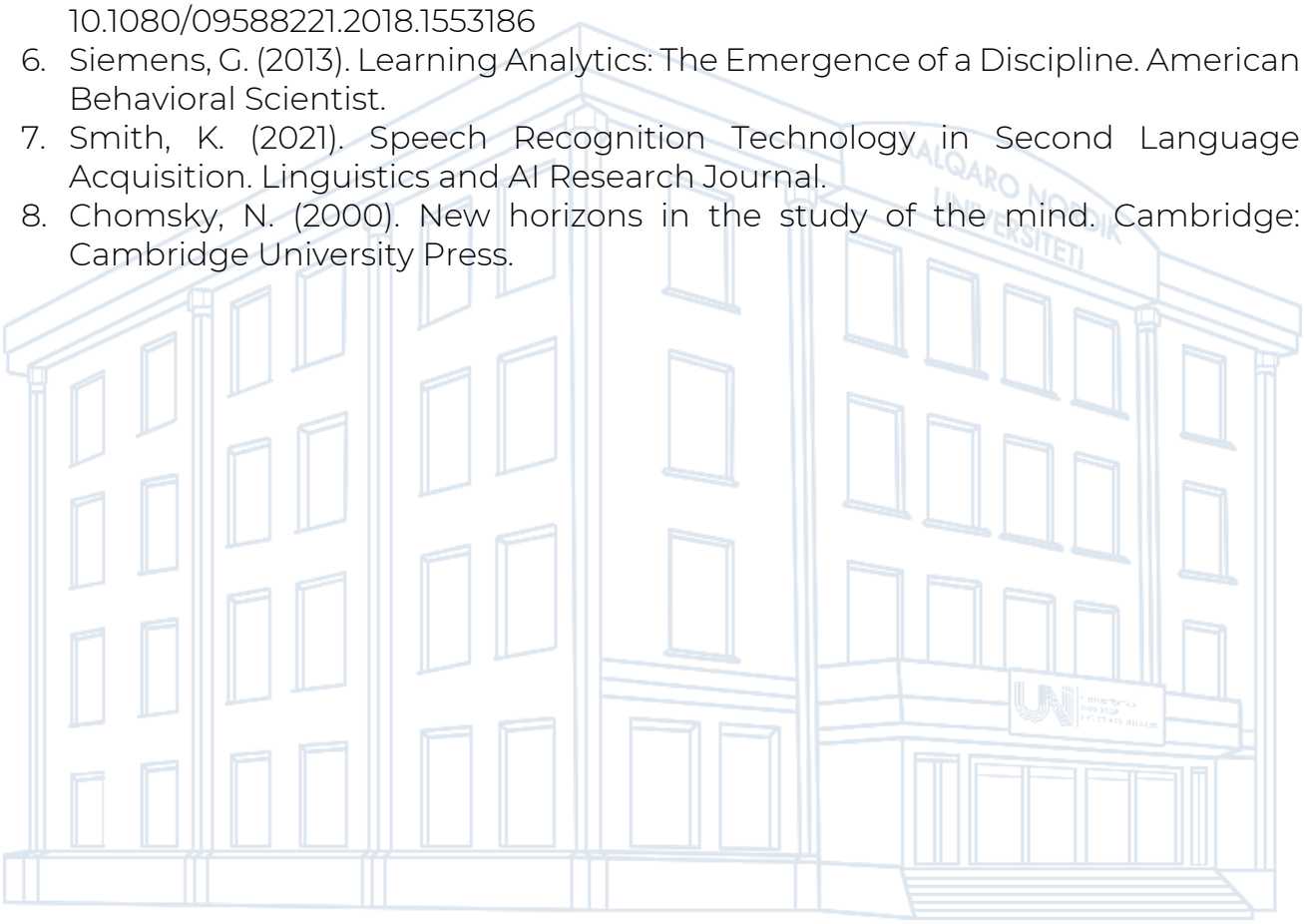
Tadqiqotlar shuni ko‘rsatdiki, sun’iy intellekt nutqiy xatolarni aniqlash, mustaqil fikrlashni rag‘batlantirish va tezkor fikr-mulohaza berish borasida samarali vosita bo‘lishi mumkin. Biroq, inson tafakkurining ijodiy va intuitiv qobiliyatlarini to‘liq almashtirish imkoniyatiga ega emas.

An’anaviy baholash tizimida o‘qituvchilar subyektiv qaror chiqarishi mumkin. Biroq, sun’iy intellekt asosidagi baholash tizimlari talabaning real darajasini ob’ektiv ravishda aniqlash imkonini beradi.

Sun’iy intellekt vositalari yordamida individualizatsiyalashgan ta’lim tizimi yaratish imkoniyati mavjud. Talabalar o‘z natijalarini tahlil qilib, o‘z nutqiy kamchiliklarini anglay olish imkoniyatiga ega bo‘ldilar.

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MODERNE ANFORDERUNGEN AN DIE ENTWICKLUNG BERUFLICHER KOMPETENZEN IN NICHTPHILOLOGISCHEN HOCHSCHULEN

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ABSTRACT

Dieser Artikel widmet sich den modernen Anforderungen an die Entwicklung beruflicher Kompetenzen an nichtphilologischen Hochschulen im modernen Bildungssystem. Der Artikel befasst sich mit den theoretischen und praktischen Aspekten der heutigen aktuellen Probleme.

Schlüsselwörter: Fachliche Kompetenzen, Globalisierung und Digitalisierung, Integration, interkulturelle Kompetenzen, Professionalität, Kreativität und Beruf.

EINFÜHRUNG

Die moderne Gesellschaft ist durch schnelle Veränderungen in verschiedenen Lebensbereichen gekennzeichnet, darunter auch technologische und soziale Veränderungen. Diese Veränderungen haben Auswirkungen auf das Bildungssystem, insbesondere auf die Ausbildung von Fachkräften in nichtphilologischen Fachgebieten. Unter den Bedingungen der Globalisierung und Digitalisierung der Wirtschaft kommt den beruflichen Kompetenzen, die Studierende nichtphilologischer Hochschulen im Laufe ihres Studiums entwickeln sollen, eine immer größere Rolle zu.

Die neuen Anforderungen an die Ausbildung von Fachkräften an nichtphilologischen Hochschuleinrichtungen Usbekistans sehen nicht nur den Erwerb beruflicher Kenntnisse, sondern auch die Entwicklung kommunikativer und interkultureller Kompetenzen vor. Die aktuelle Entwicklungsphase Usbekistans ist durch seine aktive Integration in die Weltgemeinschaft und den Wirtschaftsraum gekennzeichnet. Unter solchen Bedingungen sollten Fachkräfte, die an nichtphilologischen Hochschulen ausgebildet werden, nicht nur über Fachkenntnisse, sondern auch über ein hohes Maß an Fremdsprachenkenntnissen verfügen. Dies ist notwendig für eine effektive internationale Zusammenarbeit, die Teilnahme an gemeinsamen Projekten und die Steigerung der Wettbewerbsfähigkeit auf dem Arbeitsmarkt [1].

Der Artikel untersucht die Merkmale des Fremdsprachenunterrichts als Mittel zur Entwicklung beruflicher Fähigkeiten unter Berücksichtigung der sozioökonomischen Bedingungen und der Bildungsreform im Land. Besonderes Augenmerk wird auf aktuelle Methoden und Ansätze gelegt, die die Integration des Sprachunterrichts in die berufliche Tätigkeit unterstützen. In den letzten Jahrzehnten gab es in der Bildungswelt den Trend, die Praxisorientierung von Lehrplänen zu vertiefen. Studierende sollen sich nicht nur theoretisches Wissen aneignen, sondern auch Kompetenzen entwickeln, die es ihnen ermöglichen,

effektiv auf dem sich verändernden Arbeitsmarkt zu arbeiten. Zu diesen Fähigkeiten gehören:

Technische Fähigkeiten: Es ist zu beachten, dass auch Studierende nichtphilologischer Studiengänge wie Wirtschaftswissenschaften, Management oder Rechtswissenschaften über die Fähigkeiten verfügen müssen, mit modernen Informationstechnologien zu arbeiten. Dazu gehört die Fähigkeit, mit Software zu arbeiten, Datenanalysen durchzuführen und Internetressourcen zur Lösung beruflicher Probleme zu nutzen. Kommunikationsfähigkeiten: Ein wichtiger Aspekt im Kontext der Globalisierung ist die Entwicklung interkultureller Kommunikation, Fremdsprachenkenntnisse sowie die Entwicklung von Team- und Führungskompetenzen. Die Fähigkeit, effektiv mit Kollegen zu kommunizieren, ist der Schlüssel zu jeder beruflichen Tätigkeit. Kreatives und kritisches Denken: Moderne Fachkräfte müssen in der Lage sein, sich an Veränderungen anzupassen, in schwierigen Situationen ungewöhnliche Lösungen zu finden, Informationen kritisch zu bewerten und neue Ideen zu entwickeln. Dies ist besonders wichtig in Bereichen wie Management, Marketing, innovative Technologien und Unternehmertum.

METHODEN

Berufsethik: Die Einhaltung berufsethischer Normen und Standards ist eine wichtige Voraussetzung, insbesondere in Berufen mit Bezug zu Recht, Wirtschaft und Sozialwesen. Dazu gehören Verantwortung, Ehrlichkeit, die Einhaltung der Gesetze und der Respekt vor den Rechten anderer.

Erwägen Sie die folgenden Möglichkeiten zur Entwicklung beruflicher Fähigkeiten. Um die beruflichen Kompetenzen von Studierenden nichtphilologischer Hochschulen effektiv zu fördern, ist die Einführung innovativer Lehrmethoden erforderlich, die einen umfassenden Ansatz für die Ausbildung von Fachkräften bieten. Zu diesen Methoden gehören:

- Praxisorientierte Ausbildung: Bei der Ausbildung beruflicher Kompetenzen spielt die Praxis eine wichtige Rolle, auch Praktika; Arbeit mit realen Fällen und Teilnahme an Projekten. Dies ermöglicht es den Studierenden, theoretisches Wissen in der Praxis anzuwenden und die notwendigen Kompetenzen auszubilden.

- Modulares Ausbildungssystem: Die Verwendung eines modularen Systems ermöglicht es den Studierenden, sich auf spezifische Fähigkeiten und Kompetenzen zu konzentrieren, die für die Ausübung beruflicher Aufgaben erforderlich sind. Die modulare Ausbildung bietet Flexibilität beim Lernen und hilft, jedes Fach tiefgreifend zu entwickeln.

- Einsatz von Fern- und gemischten Bildungstechnologien: In der modernen Welt werden Online-Bildung und Formen der gemischten Bildung immer beliebter. Diese Methoden ermöglichen es den Studierenden, Unabhängigkeit zu entwickeln, ihre Zeitmanagementfähigkeiten zu verbessern und neue Technologien zu beherrschen. Projektaktivitäten: Die Einbindung der Studierenden in Projektaktivitäten trägt zur Entwicklung von Kreativität, Teamarbeit und effektiver Problemlösung angesichts von Unsicherheit bei. Projektaktivitäten werden zu einem wichtigen Mittel zur Ausbildung beruflicher und persönlicher Kompetenzen. [2].

Lehrer spielen eine Schlüsselrolle bei der Verbesserung der beruflichen Fähigkeiten der Schüler. Sie sollen nicht nur Wissen vermitteln, sondern auch Mentoren sein, studentische Initiativen unterstützen und dabei helfen, kritisches

Denken und Selbstdisziplin zu entwickeln. Der Einsatz moderner Lehrmethoden und -technologien durch Lehrkräfte sowie die Teilnahme an wissenschaftlichen und praktischen Aktivitäten ist ein wichtiger Aspekt, der der Aktualisierung von Wissen und Fähigkeiten dient.

Unter den Bedingungen der modernen Globalisierung und Integration erfordert die berufliche Tätigkeit von Fachkräften ein hohes Maß an Fremdsprachenkenntnissen. Dies ist insbesondere für Studierende nichtphilologischer Hochschulen relevant, die trotz ihrer technischen oder sonstigen Spezialisierung auf professionelle Kommunikation auf internationaler Ebene angewiesen sind. In diesem Zusammenhang wird das Erlernen einer Fremdsprache zu einem integralen Bestandteil ihrer Berufsausbildung. Moderne Anforderungen an berufliche Fähigkeiten.

Die wichtigsten Anforderungen an die beruflichen Fähigkeiten von Studierenden nichtphilologischer Hochschuleinrichtungen Usbekistans sind folgende:

- Kenntnisse der Fachterminologie in einer Fremdsprache;
- interkulturelle Kommunikationsfähigkeiten, die die Besonderheiten des nationalen Kontextes berücksichtigen;
- Fähigkeit, mit internationalen Standards und Regulierungsdokumenten zu arbeiten;
- Nutzung von Sprachkenntnissen zur Teilnahme an internationalen Projekten, wissenschaftlichen Konferenzen und Austauschprogrammen. [3].

Diese Anforderungen hängen mit der Notwendigkeit zusammen, Fremdsprachen in die berufliche Tätigkeit einzubeziehen und internationale Standards zu beachten.

Eine Fremdsprache spielt eine Schlüsselrolle bei der Ausbildung einer Reihe beruflicher Fähigkeiten. Die Schulung sollte sich auf Folgendes konzentrieren:

- Entwicklung kommunikativer Kompetenz. Dazu gehören mündliche und schriftliche Kommunikationsfähigkeiten im beruflichen Bereich.
- Entwicklung interkultureller Kompetenz. Die Kenntnis der kulturellen Besonderheiten von Kommunikationspartnern hilft, erfolgreich zu kommunizieren und Konflikte zu vermeiden.
- Erwerb der Fachterminologie. Die Arbeit mit Terminologie ermöglicht es den Studierenden, eine Fremdsprache in einem beruflichen Umfeld sicher zu verwenden.
- Um diese Ziele zu erreichen, wird die Verwendung der folgenden Methoden empfohlen:
- Projektarbeit. Die Studierenden absolvieren fremdsprachige Projekte mit Bezug zu ihrem Berufsfeld.
- Rollenspiele. Das Modellieren beruflicher Situationen trägt zur Entwicklung praktischer Kommunikationsfähigkeiten bei.
- Echte Materialien. Verwendung realer Texte, Videos und Fälle aus dem Berufsfeld.

Um diese Ziele zu erreichen, wird empfohlen, die folgenden Methoden zu verwenden:

- Projektarbeit. Die Studierenden führen Projekte in einer Fremdsprache durch, die sich auf sie beziehen Berufsfeld.

- Rollenspiele. Die Modellierung beruflicher Situationen hilft bei der praktischen Entwicklung Kommunikationsfähigkeit.
- Authentische Materialien. Mit echten Texten, Videos und Fällen vom Profi Kugel.
- Integration von IKT. Nutzung digitaler Tools wie Online-Plattformen und Simulatoren von beruflichen Umgebungen. [4]

Der Schwerpunkt des Fremdsprachenunterrichts an nicht-philologischen Universitäten sollte darauf liegen praktische Anwendung des erworbenen Wissens und Entwicklung beruflicher Fähigkeiten. Das erfordert die Einführung moderner Ansätze, die die Integration von Sprache und gewährleisten Berufsausbildung. Zu den Perspektiven für weitere Forschung gehört die Entwicklung spezialisierter

Kurse und Programme, die die beruflichen Bedürfnisse der Studierenden berücksichtigen. Moderne Bildungstrends erfordern für die Entwicklung die Einführung digitaler Technologien Fachkompetenzen von Studierenden nichtphilologischer Hochschulen. Der Artikel geht auf zentrale Aspekte ein

des Einsatzes digitaler Werkzeuge im Bildungsprozess, die zur Verbesserung des Niveaus beitragen Ausbildung der Studierenden. Besonderes Augenmerk wird auf die Integration digitaler Technologien in Form gelegt Fachliche und kommunikative Kompetenzen.

Die globale Digitalisierung verändert die Bildungsansätze, auch die Ausbildung nichtphilologischer Fachkräfte. Die Beherrschung digitaler Werkzeuge wird zu einem wichtigen Bestandteil der beruflichen Tätigkeit Kompetenz, die insbesondere für Studierende nichtphilologischer Universitäten relevant ist Fremdsprachen im Rahmen ihrer Ausbildung beherrschen. Bildungseinrichtungen müssen sich darauf einstellen Veränderungen und bietet den Schülern die Möglichkeit, Fähigkeiten zu entwickeln, die der Moderne entsprechen Anforderungen des Arbeitsmarktes. [5].

Die Rolle digitaler Technologien im Bildungsprozess.

Der Einsatz digitaler Technologien im Bildungsumfeld ermöglicht:

- Erhöhen Sie die Verfügbarkeit von Bildung. Elektronische Ressourcen und Plattformen bieten Zugriff auf Materialien jederzeit.
- Erstellen Sie eine interaktive Lernumgebung. Der Einsatz von Videokonferenzen, virtuell Klassenzimmer und Online-Simulationen machen das Lernen ansprechender.
- Personalisieren Sie das Lernen. Digitale Technologien ermöglichen die Anpassung von Bildungsprogrammen auf die individuellen Bedürfnisse der Studierenden eingehen.
- Verbessern Sie die interkulturelle Interaktion. Online-Projekte und internationale Webinare erleichtern den Erfahrungsaustausch zwischen Studierenden aus verschiedenen Ländern. Methoden und Ansätze unter Einsatz digitaler Technologien.

Für effektives Lernen mit digitalen Technologien wird empfohlen:

- Interaktive Plattformen. Moodle, Google Classroom und anderes Lernmanagement
  Systeme.
- Mobile Anwendungen. Duolingo, Quizlet und Memrise zum unabhängigen Lernen Fremdsprachen.

- Virtuelle Labore. Simulationen, mit denen Sie professionelle Aufgaben in einem nachvollziehen können digitale Umgebung.
- Projektbasiertes Lernen. Arbeiten an realen Fällen unter Verwendung digitaler Tools zur Analyse und Präsentation der Ergebnisse. Vorteile des Einsatzes digitaler Technologien.

Der Einsatz digitaler Technologien im Bildungsprozess bietet folgende Vorteile:

- Steigerung der Effektivität der Ausbildung durch die Verfügbarkeit von Materialien und Werkzeuge;
- Entwicklung praktischer Fähigkeiten, die auf dem Arbeitsmarkt gefragt sind;

Entwicklung der Flexibilität und Anpassungsfähigkeit der Studierenden an sich ändernde Bedingungen berufliche Tätigkeit.

ERGEBNISSE

Die Weiterentwicklung der beruflichen Fähigkeiten der Studierenden ist eine zentrale Aufgabe der Hochschulbildung. Die Entwicklung der Technologie und die Entstehung neuer Tätigkeitsfelder ist künstliche Intelligenz ein integraler Bestandteil des Bildungsprozesses werden.

Künstliche Intelligenz wird aktiv in Bildungsprozesse eingeführt und bietet die Möglichkeit folgende Vorteile:

- Personalisierung des Lernens. Adaptive KI-basierte Plattformen ermöglichen Ihnen die Auswahl individuelle Bildungsverläufe unter Berücksichtigung des Niveaus des Schülers Vorbereitung und Vorlieben.
- Zugriff auf Big Data. Die Studierenden können reale Daten analysieren und dazu Tools für maschinelles Lernen verwenden berufliche Probleme lösen.
- Praxisorientierter Fokus. KI-basierte Simulationssysteme schaffen realitätsnahe Bedingungen berufliche Situationen. Neue Möglichkeiten für Studierende nichtphilologischer Hochschulen.
- Entwicklung analytischer Fähigkeiten. Mit KI können Sie mit großen Mengen arbeiten.

Daten erfassen, analysieren und visualisieren, was für Technik und Ingenieurwesen wichtig istSpezialitäten.

- Automatisierung von Routineprozessen. KI-basierte Softwarelösungen ermöglichen es Ihnen Automatisieren Sie Aufgaben wie die Datenverarbeitung oder das Schreiben von Codes, was den Schülern ermöglicht mehr Zeit für Kreativität und das Erlernen komplexer Aspekte ihres Berufs.
- Virtuelle Labore. KI-Systeme können experimentelle Simulationen erstellen

Bedingungen, was besonders für Studierende der Ingenieur- und Naturwissenschaften wichtig ist naturwissenschaftliche Fachgebiete.

Der Einsatz künstlicher Intelligenz im Bildungsprozess eröffnet neue Horizonte Studierende nicht-philologischer Universitäten, die ihnen die Möglichkeit geben, ihre beruflichen Fähigkeiten weiterzuentwickeln Bedingungen, die der realen Berufstätigkeit möglichst nahe kommen. Allerdings für erfolgreich.

Bei der Umsetzung müssen Fragen der Personalschulung angegangen werden, um einen gleichberechtigten Zugang zu gewährleisten Technologien und Einhaltung ethischer Standards. [6]

Im Kontext Usbekistans Unterrichten einer Fremdsprache an nicht-philologischen Universitätensoll zur Entwicklung der beruflichen Fähigkeiten beitragen, die für eine erfolgreiche Karriere in der Branche erforderlich sind. Der Kontext der Globalisierung. Dies erfordert die Anpassung internationaler Erfahrungen an die nationalen Kontext und Einführung innovativer Lehrmethoden. Zu den Aussichten für weitere Forschung gehören die Entwicklung spezialisierter Programme, die auf die Bedürfnisse von Studenten und Arbeitgebern ausgerichtet sind. [7].

Zusammenfassend lässt sich sagen, dass moderne Anforderungen an die beruflichen Fähigkeiten nichtphilologischer Studierender gestellt werden Universitäten konzentrieren sich auf die umfassende Entwicklung der dafür notwendigen Kompetenzen erfolgreiche berufliche Tätigkeit. Für ihre wirksame Ausbildung ist Integration notwendig theoretisches und praktisches Wissen vermitteln, innovative Lehrmethoden anwenden und sich aktiv einbringen Studierende in der Praxis. Die Lehrkräfte spielen in diesem Prozess eine zentrale Rolle und sorgen für eine hohe Qualität Ausbildung und Unterstützung bei der beruflichen Entwicklung zukünftiger Fachkräfte.

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BOSHLANG'ICH SINFLARDA O'QUVCHILARINING NUTQIY SAVODXONLIGINI SHAKLLANTIRISHDA FOYDALANADIGAN METOD VA DIDAKTIK O'YINLAR

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ANNOTATSIYA

Ushbu maqolada boshlang'ich sinf o'quvchilarining nutqini o'stirish, nutq ravonligini ta'minlash, mustaqil fikrlash qobiliyatini oshirishda, ko'plab so'z boyligiga ega bo'lish uchun darslarda didaktik o'yinlar va turli metodlardan foydalanish kerakligi yoritilgan.

Kalit so'zlar: Boshlang'ich sinf o'quvchilari, o'qituvchi, nutq, savodxonlik, metod, didaktik o'yinlar, maktab, mustaqil fikrlash,ta'lim, tarbiya

Ta'lim sohasining poydevori boshlang'ich ta'lim hisoblanadi. Bizga ma'lumki boshlang'ich sinf o'quvchilari 6-9 yoki, 7-10 yosh oralig'idagi bolalar hisoblanadi. Tabiiy xolat, ular o'yin faoliyatidan o'qish faoliyatiga endigina qadam qo'ygan o'quvchilar desak adashmaymiz. Shuning uchun ham biz boshlang'ich sinf o'qituvchilari ularni darsimizga qiziqtira olishimiz, maktabga mehr qo'yishi, darslarni yaxshi o'zlashtirishi, kitob bilan do'st bo'lishlari uchun bor kuch - g'ayratimizni sarflashimiz kerak. Albatta, o'quvchilarni darsga, o'qishga qiziqtirish yo'lida o'zimiz toliqib qolmasligimiz uchun avvalo o'z kasbimizni sevishimiz, ularga mehr qo'yishimiz, ularni o'z farzandimizdek ko'ra olishimiz, yonib turgan ko'zlaridagi mehrni va bilimga chanqoqligini so'ndirib qo'ymasligimiz, asosiysi beg'uborliklarini saqlab qolishimiz kerak. Biz boshlang'ich sinf o'quvchilarini birdaniga o'qishga jalb qila olmaymiz, barcha fanlar kabi Ona tili va O'qish savodxonligi darslarini ham turli didaktik o'yinlar va metodlar orqali tashkillashtira olsak ular o'yin faoliyatidan o'qish faoliyatiga tez moslasha boshlaydilar. Biz maktabda ta'lim berish bilan birga tarbiyani ham shakllantirib boramiz. Albatta har bir darslarda qo'llaniladigan metodlar va tashkillashtirilgan didaktik o'yinlarimiz orqali ularni nutqini rivojlantirib, mustaqil fikrlash doiralarini kengaytirib borishimiz zarur.

Nutq - bu til deb ataluvchi, o'ta muhim vazifalarni bajaruvchi noyob quroldan foydalanish jarayoni, til birliklari imkoniyatlarini bog'lash, tafakkur, ong hamda vaziyat kabi hodisalar bilan muhim munosabatda namoyon bo'lishidir.

Husayn Voiz Koshifiyning "Futuvvatnomai sultoniy yoxud javonmardlik tariqati" nomli asarida nutq haqida "Bilgilki, odamizodning sharafi nutqi bilan va nutq odobiga rioya qilmagan odam bu sharafdan bebahradir. So'z hammavaqt savob uchun ishlatilishi, to'g'ri va haqqoniy bo'lishi kerak. Agar shunday bo'lmasa, jim turgan ma'qul" degan ta'riflar berib o'tilgan.

Umumiy o'rta ta'lim maktablarining boshlang'ich sinflarida darslardagi ta'lim sifati va samaradorligini oshirish maqsadida bir qator metodlar, didaktik o'yinlar va

materiallardan foydalaniladiki, ulardan o‘rinli va natijali foydalanish o‘qituvchidan katta mahorat talab etadi. O‘quvchilarga ma’lumotlarni berishda va ularning bilim, ko‘nikma va malakalarini tekshirishda aniqlik va izchillikni talab etadi. Biz boshlang‘ich sinf o‘quvchilari bilan asosan ona tili va o‘qish savodxonligi darslarida “Tezkor savol - javob”, “O‘ylab top”, “Kim chaqqon”, “Ven diagrammasi”, “Kungaboqar”, “Idrok xaritasi”, “Nima uchun?”, :Assesment”, “Pianino” kabi metodlar hamda “O‘qib ko‘rchi”, “Davom ettir”, “Safar”, “Sirli so‘z”, “Zanjir”, “O‘yin - topishmoq”, “Bu meniki”, “Tez javob”, “Rebus”, “Krossvord” kabi o‘yinlardan foydalanamiz. Bu metod hamda o‘yinlar o‘quvchilarning nutqini rivojlantirish, dunyoqarashini shakllantirish, o‘z fikr - mulohazalarini erkin, mustaqil bayon eta olishlari uchun yordam beradi. Quyida biz sizlar bilan qo‘shimcha sifatida o‘quvchilar nutqini rivojlantirish va o‘qish savodxonligini shakllantirish uchun

“Alpinistlar”, “SWOT” taxlil, “Tushunchalar tahlili” nomli bir qator metodlardan foydalanish va ularni dars jarayonida qo‘llashning ahamiyatli tomonlarini keltirib o‘tamiz.

“Alpinistlar” metodi

Ushbu metoddan ko‘zlangan asosiy maqsad: o‘quvchining mavzu yuzasidan qiyinchilik darajasiga ko‘ra tabaqalashtirilgan savol va topshiriqlarga javob berishi orqali tog‘ cho‘qqisiga chiqishiga yordam berish. Tog‘ cho‘qqisini zabr etish orqali o‘quvchida o‘ziga bo‘lgan ishonch va o‘z ustida ishlashga yanada ishtiyoq paydo bo‘lishiga yordam beradi. Bunda o‘qituvchi tog‘ chizmasini doskaga ilgan holda quyidan yuqoriga qarab oddiydan murakkabga tamoyili asosida mavzu yuzasidan savol va topshiriqlarni belgilab beradi. Bunda quyi qismda qiyinlik darajasi biroz soddaroq, o‘rta qismida o‘rta darajadagi savollar, tog‘ ning yuqori qismida esa murakkablik darajasi qiyin bo‘lgan savollar bilan o‘quvchiga yuzlanadi. Savollarga to‘g‘ri javob berish orqali o‘quvchi keyingi bosqichga o‘tadi va tog‘ning barcha qismidagi topshiriqlarni bajargan o‘quvchi “Alpinist” maqomiga erishadi va tog‘ cho‘qqisini zabt etgan hisoblanadi.

“Tadqiqot metodi” - “SWOT” tahlil

SWOT – tahlil metodi ta’lim tizimida eng ko‘p qo‘llaniladigan va yaxshi samara beradigan metodlardan biri hisoblanadi. Bunda S– strength– kuch, W - weakness– zaiflik, O – opportunity – imkoniyat, T– threat – xavf degan ma’nolarni anglatadi. Metodning maqsadi: mavjud nazariy bilim va amaliy tajribalarni tahlil qilish, taqqoslash orqali muammoni hal etish yo‘llarini topishga, bilimlarni mustahkamlash, takrorlash, baholash, mustaqil, tanqidiy fikrlashni, nostandart tafakkurni shakllantirishga xizmat qiladi. Mazkur metoddan boshlang‘ich ta’limda foydalanish orqali o‘quvchilarda mavzu yuzasidan har tomonlama chuqur va asosli fikrlash ko‘nikmasi shakllantiriladi va rivojlantiriladi.

“Tadqiqot metodi” - “SWOT” tahlil

№	Kuchli tarafi	№	Imkoniyatlari
1		1	
2		2	
3		3	

4		4	
5		5	
6			
7			
№	Kuchsiz tarafi	№	Takliflar
1		1	
2		2	
3		3	
4		4	
5		5	
6			
7			

“Tushunchalar tahlili” metodi

Mazkur metod o‘quvchilar yoki qatnashchilarni mavzu yuzasidan tayanch tushunchalarni o‘zlashtirish darajasini aniqlash, o‘z bilimlarini mustaqil ravishda tekshirish, baholash, shuningdek, yangi mavzu bo‘yicha dastlabki bilimlar darajasini tashxis qilish maqsadida qo‘llaniladi.

Metodni amalga oshirish bosqichlari:

1. Ishtirokchilar mashg‘ulot qoidalari bilan tanishtiriladi.
2. O‘quvchilarga mavzuga yoki bobga tegishli bo‘lgan so‘zlar, tushunchalar nomi tushirilgan tarqatmalar beriladi (individual yoki guruhli tartibda).
3. O‘quvchilar mazkur tushunchalar qanday ma’no anglatishi, qachon, qanday holatlarda qo‘llanilishi haqida yozma ma’lumot beradilar.
4. Belgilangan vaqt tugagandan keyin o‘qituvchi berilgan tushunchalarning to‘g‘ri va to‘liq izohini o‘qib eshittiradi va slayd orqali namoyish etadi.

Har bir ishtirokchi berilgan to‘g‘ri javoblar bilan o‘zining shaxsiy munosabatini solishtirib tekshirib oladilar. Ushbu metoddan foydalanishda boshlang‘ich sinf Ona tili va o‘qish savodxonligi darsligida berilgan “Xotiraning dorisi” mavzusidan foydalanib ko‘ramiz. (1-sinf.1- qism. 2021-yil).

“Tushunchalar tahlili” metodi

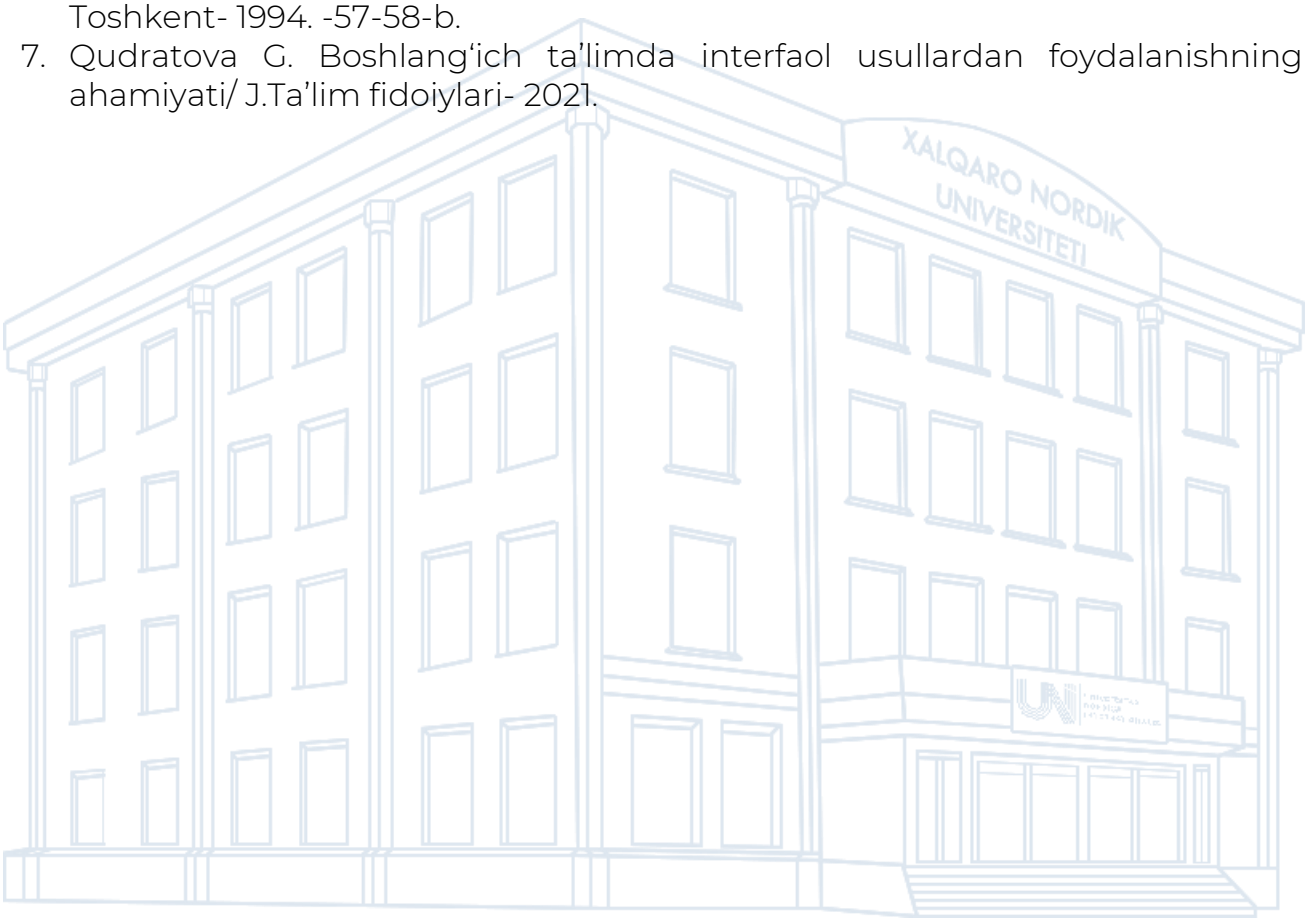
№	Tushunchalar	To‘g‘ri	Noto‘g‘ri
1	Yodning kashf etilishiga tasodif sabab bo‘lgan	+	
2	Dengiz mahsulotlarida yod moddasi uchramaydi		-
3	Yod xotirani kuchsiz qiladi		-
4	Shifokorlarning aytishicha yod- xotiraning dorisi	+	
5	Yodlangan osh tuzida yod moddasi bo‘ladi	+	

XULOSA

Boshlang‘ich sinf darslari didaktika bilan ya’ni ta’limning umumiy nazariyasi bilan ham uzviy bog‘lanadi. Boshlang‘ich sinf darslari didaktika belgilab bergan qonuniyatlar, qoida va prinsiplarga asoslanadi. Darslarni bolalarning qiziqishlari bilan bog‘lab olib borishga rioya qilish maktabda o‘qitiladigan barcha predmetlardan, shu jumladan, ona tilidan ham o‘quv jarayonini tashkil qilishda juda zarurdir. Bunda bolalarning nutqini boyitishni, sintaksisi va bog‘lanishni, nutqini o‘stirishni ham ta’minlash kerak.

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TALABALARDA INTELLEKTUAL-KREATIV FIKRLASH KO'NIKMALARINI RIVOJLANTIRISHDA TARBIYA FANINING O'RNI

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ANNOTATSIYA

Mazkur maqolada oliy ta'lim talabalarining intellectual va kreativ fikrlash ko'nikmalari, dunyoqarashini rivojlantirish bosqichlari va metodlari haqida fikr yuritilgan. Zamonaviy pedagogikada kreativlik va intellektuallik tushunchasining talqini to'laqonli ochib berilgan.

Kalit so'zlar: intellektual, kreativ, mantiqiy tahlil, tanqidiy fikrlash, infografika, kasbiy rivojlanish, ilmiy salohiyat, startap loyiha, sun'iy intellekt, kritik

KIRISH

Jahon ta'lim muassalarida talabalarning kreativligini oshirishni pedagogik imkoniyatlarini aniqlash texnologiyalari amalyotga tadbiq etilgan. Xalqaro tashkilotlar tomonidan yaratilgan 2030-yilgacha rivojlantirish ta'lim kontseptsiyasida "bilimning poydevoriga ega bo'lish, kreativ va tanqidiy fikrlashni rivojlantirish, o'quvchilarda hamkorlik qobiliyatlari va bilishga qiziqishni rivojlantirish" asosida kreativ shaxsni oliy ta'limning interfaol texnologiyalari orqali rivojlantirish, yangicha fikrlash madaniyatini tarkib toptirish, oliy ta'lim tashkilotlari talabalarining kreativligini maqsadga yo'naltirilgan va tizimli rivojlantirishning ta'limiy kompetentsiyalarni tarkib toptirishga qaratilgan yirik loyihalarni tadbiq etish bo'yicha ishlar olib borilmoqda.

Dunyo ta'lim va ilmiy tadqiqot muassasalarida kreativ qobiliyatlarni rivojlantirish, kreativlikining tarkibiy mazmunini aniqlashtirish, motivatsion, ijtimoiy-madaniy yondashuvlarning pedagogik imkoniyatlarini takomillashtirish, oliy ta'lim tashkilotlari talabalarining kreativligini rivojlantirish omillarini aniqlashtirish, kreativlikka asoslangan ta'limiy faoliyatni tashkil etishning metodik tizimini takomillashtirish bo'yicha ilmiy tadqiqotlar olib borilmoqda. Shu bilan birga kreativlikka asoslangan pedagogik texnologiyalarni takomillashtirish, shaxsga yo'naltirilgan ta'lim strategiyasi talablariga mos ravishda hayotiy ko'nikmalarni rivojlantirish, ijodiy qobiliyatni rivojlantirishning pedagogik-psixologik va gender va eng ko'p istiqbolli sohalarini,bilimlarni transformasiyalash bo'yicha ilmiy tadqiqotlarga aloxida e'tibor berilmoqda.

Bugungi kunda jamiyatning jadal rivojlanishi, texnologiyalarning tezkor sur'atlar bilan takomillashuvi talabalardan nafaqat bilim olishni, balki intellektual va kreativ fikrlash qobiliyatiga ega bo'lishni ham talab etmoqda. Intellektual fikrlash deganda axborotni tahlil qilish, mantiqiy fikrlash, xulosalar chiqarish va asosli qarorlar qabul qilish qobiliyati tushuniladi. Kreativ fikrlash esa yangi g'oyalar yaratish, muammolarni hal qilishga nostandart yondashuvlarni topish va an'anaviy fikrlash doirasidan chiqish qobiliyatidir. Intellektual-kreativ fikrlash ushbu ikki jihatni

birlashtirib, insonga nafaqat axborotni tahlil qilish, balki yangi bilim yaratish, original echimlarni topish va o'zgaruvchan sharoitlarga moslashish imkonini beradi.

ASOSIY QISM

Talabalarda intellektual-kreativ fikrlashni rivojlantirish ularning o'qish va karyerada muvaffaqiyatli bo'lishlariga yordam beradi. Rivojlangan intellektual-kreativ fikrlashga ega talabalar o'quv materiallarini yaxshiroq o'zlashtiradilar, murakkab vazifalarning yechimini tezroq topadilar va yangi o'qish sharoitlariga moslasha oladilar. Kelajakda bu ularga karyerada muvaffaqiyatli bo'lishga, qiziqarli va yuqori maoshli ishlarni topishga, shuningdek, o'z loyihalari va startaplarini yaratishga yordam beradi. Bundan tashqari, intellektual-kreativ fikrlash shaxsiyatning qiziquvchanlik, tashabbuskorlik, mas'uliyatlilik, o'ziga ishonch va jamoada ishlash qobiliyati kabi fazilatlarining rivojlanishiga yordam beradi. Doimiy ravishda o'zgarishlar yuz berayotgan zamonaviy dunyoda muammolarni kreativ tarzda fikrlash va nostandart tarzda hal qilish qobiliyati ayniqsa muhimdir. Rivojlangan intellektual-kreativ fikrlashga ega odamlar yangi sharoitlarga osonroq moslashadilar, yuzaga keladigan muammolarning echimini tezroq topadilar va tez o'zgaruvchan dunyoda muvaffaqiyatli faoliyat ko'rsata oladilar. Shuningdek, rivojlangan intellektual-kreativ fikrlashga ega odamlar tomonidan yaratilgan kreativ g'oyalar va innovatsion echimlar fan, texnologiya, madaniyat va umuman jamiyat rivojiga yordam beradi.

Tarbiya fani talabalarning intellektual-kreativ fikrlash ko'nikmalarini rivojlantirishda muhim rol o'ynaydi. Tarbiya jarayoni talabalarda nafaqat bilim olishga, balki ularning dunyoqarashini kengaytirishga, axloqiy va estetik tarbiyasini shakllantirishga ham qaratilgan. Tarbiya fanining quyidagi yo'nalishlari talabalarning intellektual-kreativ fikrlash ko'nikmalarini rivojlantirishga bevosita ta'sir ko'rsatadi:

1. **Axloqiy tarbiya:** Axloqiy tarbiya talabalarda insoniylik fazilatlarini rivojlantirishga, ularning jamiyatda o'z o'rnini topishiga yordam beradi. Axloqiy tarbiya olgan talabalar boshqa odamlarning fikrlarini hurmat qilishga, adolatli bo'lishga va mas'uliyatni his qilishga o'rganadilar. Bu esa ularning tanqidiy fikrlash qobiliyatini rivojlantirishga yordam beradi.
2. **Estetik tarbiya:** Estetik tarbiya talabalarda go'zallikni ko'rish va his qilish qobiliyatini rivojlantiradi. Estetik tarbiya olgan talabalar san'at, adabiyot va madaniyatga qiziqishadi. Bu esa ularning kreativ fikrlash qobiliyatini rivojlantirishga yordam beradi.
3. **Mehnat tarbiyasi:** Mehnat tarbiyasi talabalarda mehnatga hurmat bilan qarash, ishchanlik va mas'uliyatlilik fazilatlarini rivojlantiradi. Mehnat tarbiyasi olgan talabalar o'z ishlarini rejalashtirishga, bajarishga va natijasini baholashga o'rganadilar. Bu esa ularning intellektual fikrlash qobiliyatini rivojlantirishga yordam beradi.
4. **Jismoniy tarbiya:** Jismoniy tarbiya talabalarning sog'lig'ini mustahkamlashga, ularning jismoniy va ruhiy holatini yaxshilashga yordam beradi. Sog'lom va tetik talabalar o'quv materiallarini yaxshiroq o'zlashtiradilar, ularning diqqati va xotirasi yaxshilanadi. Bu esa ularning intellektual fikrlash qobiliyatini rivojlantirishga yordam beradi.

Tarbiya fanining yuqoridagi yo'nalishlari talabalarda intellektual-kreativ fikrlash ko'nikmalarini kompleks ravishda rivojlantirishga yordam beradi. Tarbiya jarayonida talabalarga nafaqat bilim berish, balki ularning shaxsiy rivojlanishiga ham e'tibor

berish lozim. Buning uchun tarbiya jarayonida turli xil interaktiv metodlar, o'yinlar, munozaralar va loyihalar

Talabalarda intellektual-kreativ fikrlash ko'nikmalarini rivojlantirishda tarbiya fanining o'rni beqiyosdir. Zamonaviy jamiyatda muvaffaqiyatga erishish uchun talabalar nafaqat bilimga ega bo'lishlari, balki uni amaliyotda qo'llay olishlari, yangi g'oyalar yarata olishlari va nostandart yechimlar topa olishlari kerak. Tarbiya fani aynan shu ko'nikmalarni rivojlantirishga qaratilgan.

Tarbiya fani talabalarda intellektual salohiyatni rivojlantiradi, ularga o'z fikrlarini aniq va ravshan ifoda etish, mantiqiy fikrlash, axborotni tahlil qilish va baholash ko'nikmalarini beradi. Shuningdek, u talabalarda kreativlikni rag'batlantiradi, ularni yangi g'oyalar yaratishga, ijodiy fikrlashga va nostandart yechimlar topishga undaydi. Tarbiya fani talabalarga turli auditoriyalar bilan samarali muloqot qilish, o'z fikrlarini ishonchli tarzda yetkazish ko'nikmalarini beradi va ularga jamiyatda o'z o'rnini topishga yordam beradi.

Tarbiya fani bu ko'nikmalarni shakllantirishda muhim rol o'ynaydi. Ilmiy tadqiqotlar shuni ko'rsatadiki, samarali tarbiyaviy strategiyalar, jumladan, rag'batlantiruvchi muhit yaratish, tashabbuskorlikni qo'llab-quvvatlash va ijodiy yondashuvni rag'batlantirish talabalarning intellektual-kreativ salohiyatini rivojlantirishga yordam beradi.

Shuni ta'kidlash kerakki, intellektual-kreativ fikrlashning rivojlanishi qadriyatlar, emotsional intellekt va ijtimoiy mas'uliyatning shakllanishi bilan chambarchas bog'liqdir. Shaxsning uyg'un rivojlanishiga yo'naltirilgan tarbiya ijodiy qobiliyatlarning ochilishi va bilish va innovatsiyalarga nisbatan barqaror motivatsiyaning shakllanishi uchun qulay sharoit yaratadi.

Intellektual-ijodiy qobiliyatlar bu shaxsning ta’sirchanligi, predmetni idrok qilishining kuchliligi va yaxlitligi, u to‘g‘risida keng ma’lumotlarga ega bo‘lish, tafakkur o‘zgaruvchanligi va tezkorligi (tez, xilma-xil, o‘ziga xos), mantiqiy va savodli mulohaza yuritish, tizimli harakatlar, sintez-tahlil-sintez, ijodiy ifodalay bilish, umumlashtirish va xulosalash, o‘z fikriga ega bo‘lish, ishni oxirigacha yetkazish, ishchanlik, o‘z bilimlarini boshqalarga yetkaza olish kabi asosiy kreativ fazilatlar majmui bo'lib, nafaqat yuksak ijodiy rivojlanishni, balki umuman shaxs rivojlanishining muhim omili, har qanday faoliyatdagi muvaffaqiyatning garovi, kishilar bilan muloqot, kundalik faoliyatdagi yutuqlar omilidir. Kreativlik qobiliyatining asosiy mezonlarini egiluvchanlik (aqliy tafakkur), tezkorlik (vaqt birligidagi g‘oyalar soni), o‘ziga xoslik (tafakkur, yangi goyalar), metafora (g‘ayrioddiylik, g‘aroyiblik), g‘oya va tafsilotlarni idrok qilish, sezuvchanlik, qiziquvchanlik (hayratlanish qobiliyati, sinchkovlik, ochiqlik), aniqlik (aniq fikrlash qobiliyati), takomillashtirish, ijod mahsuliga tugalanganlikni baxsh etish, dadillik kabilar tashkil qilib, ular zarur motivatsiya asosidagina rivojlanadi.

Tafakkurning mustaqilligi aqlning sertashabbusligi, pishiqligi va tanqidiyligida namoyon bo‘ladi. Aqlning sertashabbusligi deganda insonning o‘z oldiga yangi muammo, aniq maqsad va konkret vazifalar qo‘yishini, ana shularning barchasini amalga oshirish, nihoyasiga yetkazishda, yechimini qidirishda usul va vositalarning shaxsan o‘zi izlashi, aqliy zo‘r berib intilishi, ularga taalluqli qo‘shimcha belgi va alomatlarning keltirilishidan iborat bosqichlarning bo‘lishini nazarda tutamiz. Aqlning pishiqligi vazifalarni tez echishda, echish paytida yangi usul va vositalarni tez izlab topishda, ularni saralashda, ana shu usullar va vositalarni o‘z o‘rnida aniq

qo‘llashda trafaretga aylangan usul, eski yo‘l va usullardan forig‘ bo‘lishda va boshqa jarayonlarda ifodalanadi

Tarbiya fanining talabalarda intellektual-kreativ fikrlash ko'nikmalarini rivojlantirishga qo'shgan hissasi juda katta. U talabalarda tanqidiy fikrlashni rivojlantiradi, ularga har qanday axborotni tanqidiy ko'z bilan baholashga, faktlarni fikrlardan ajratishga va mustaqil xulosalar chiqarishga o'rgatadi. Bundan tashqari, tarbiya fani talabalarda muammolarni yechish ko'nikmalarini rivojlantiradi, ularga murakkab muammolarni aniqlash, ularni tahlil qilish va samarali yechimlar topish ko'nikmalarini beradi. Tarbiya fani talabalarda ijodiy fikrlashni rivojlantiradi, ularni yangi g'oyalar yaratishga, ijodiy fikrlashga va o'ziga xos yechimlar topishga undaydi. Va nihoyat, tarbiya fani talabalarda komanda bilan ishlash ko'nikmalarini rivojlantiradi, ularga bir jamoada ishlash, o'zaro hurmat va hamkorlik qilish ko'nikmalarini beradi.

Tarbiya fanini o'qitishda turli metodlardan foydalaniladi. Ma'ruzalar talabalarga nazariy bilimlarni yetkazish uchun ishlatiladi. Seminar va amaliy mashg'ulotlar talabalarga nazariy bilimlarni amaliyotda qo'llash ko'nikmalarini beradi. Guruhli ish talabalarga bir jamoada ishlash, o'zaro hurmat va hamkorlik qilish ko'nikmalarini rivojlantiradi. Loyihalar talabalarga mustaqil ishlash, ijodiy fikrlash va muammolarni yechish ko'nikmalarini rivojlantirishga yordam beradi.

XULOSA

Xulosa qilib aytganda, tarbiya fani talabalarning intellektual-kreativ fikrlash ko'nikmalarini rivojlantirishda muhim ahamiyat kasb etadi. Tarbiya jarayoni talabalarda nafaqat bilim olishga, balki ularning shaxsiy rivojlanishiga ham qaratilgan. Axloqiy, estetik, mehnat va jismoniy tarbiya yo'nalishlari talabalarning intellektual-kreativ fikrlash ko'nikmalarini kompleks ravishda rivojlantirishga yordam beradi.

Intellektual-kreativ fikrlash ko'nikmalari zamonaviy jamiyatda har bir inson uchun zarur bo'lgan muhim kompetensiyalardir. Ushbu ko'nikmalarga ega bo'lgan talabalar o'zlarining o'qishlarida, karyeralarida va shaxsiy hayotlarida muvaffaqiyatga erishadilar. Shuning uchun ham tarbiya fanining talabalarning intellektual-kreativ fikrlash ko'nikmalarini rivojlantirishga qaratilgan metod va texnologiyalari doimiy ravishda takomillashtirilib borilishi lozim. Tarbiya jarayonida talabalarning yoshlik xususiyatlarini, ularning qiziqishlarini va ehtiyojlarini hisobga olish muhimdir. Har bir talabaga individual yondashuv, ularning ijodiy salohiyatini ochib berish va rivojlantirishga qaratilgan ta'limiy muhit yaratish lozim. Buning uchun tarbiya jarayonida turli xil interaktiv metodlar, o'yinlar, munozaralar va loyihalar keng qo'llanilishi kerak. Shuningdek, tarbiya jarayonida talabalarning o'z-o'zini anglash, tanqidiy fikrlash va muammolarni mustaqil hal qilish ko'nikmalarini rivojlantirishga ham e'tibor berish lozim. Talabalar o'zlarining fikrlarini erkin ifoda etishlari, boshqa odamlarning fikrlarini hurmat qilishlari va jamoada ishlashga o'rganishlari kerak. Tarbiya fani talabalarning intellektual-kreativ fikrlash ko'nikmalarini rivojlantirishga qaratilgan holda, ularning jamiyatga foydali, bilimli va kreativ shaxslar bo'lib yetishishlariga xizmat qiladi.

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ENHANCING INCLUSIVE EDUCATION IN HIGHER EDUCATION THROUGH INNOVATIVE FOREIGN LANGUAGE TEACHING

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ANNOTATION

This article explores the role of innovative foreign language teaching methods in enhancing inclusive education in higher education institutions. It highlights the importance of accessibility in language learning and discusses modern approaches such as technology-assisted learning, Universal Design for Learning (UDL), gamification, collaborative learning, and culturally responsive teaching. The article also addresses challenges in implementation and provides potential solutions to create an inclusive and effective learning environment. By integrating these strategies, higher education institutions can ensure equitable opportunities for all students, regardless of their abilities or backgrounds.

Keywords: Inclusive Education, Higher Education, Foreign Language Teaching, Innovative Teaching Methods, Universal Design for Learning (UDL), Technology-Assisted Learning, Gamification in Education.

Inclusive Education and the Role of Foreign Language Teaching in Higher Education

Inclusive education in higher education aims to provide equitable learning opportunities for students from diverse backgrounds, abilities, and needs. It is based on the principle that all students, regardless of their physical, cognitive, linguistic, or socio-economic differences, should have access to quality education in a supportive and accommodating environment (UNESCO, 2020). Inclusivity ensures that students with disabilities, language barriers, or other learning challenges receive the necessary support to participate fully in academic life (Ainscow, 2016). With globalization and the increasing demand for multilingual proficiency, foreign language education plays a crucial role in shaping an inclusive academic environment. Proficiency in multiple languages is no longer just an advantage but a necessity in today's interconnected world. Bilingualism and multilingualism contribute to cognitive flexibility, problem-solving skills, and cross-cultural understanding, making language learning an essential component of higher education (Bialystok, 2017). However, traditional foreign language teaching methods often follow a one-size-fits-all approach, which may not accommodate the diverse needs of students with disabilities or varying learning styles (García & Lin, 2016). For example, students with auditory impairments may struggle with listening comprehension exercises, while those with dyslexia may find reading and writing activities particularly challenging. Similarly, students with different cognitive processing speeds might require additional time and alternative teaching strategies to grasp complex grammatical structures (Kormos & Smith, 2012). Traditional methods that rely heavily on lecture-

based instruction, rote memorization, and standardized assessments often fail to address these unique needs, creating barriers to effective language acquisition (Ellis, 2015).

Therefore, integrating innovative foreign language teaching methods can significantly enhance accessibility, engagement, and overall learning outcomes for all students. Modern approaches such as technology-assisted learning, Universal Design for Learning (UDL), gamification, and culturally responsive teaching can help bridge these gaps (Murray & Christison, 2019). Digital tools such as text-to-speech software, interactive language learning applications, and AI-powered personalized learning platforms enable students to engage with content in ways that suit their abilities and preferences (Chapelle & Sauro, 2017). Similarly, collaborative learning strategies, peer-assisted language practice, and adaptive assessment techniques can foster a more inclusive and effective foreign language learning environment (Duff, 2019). By implementing these innovative approaches, higher education institutions can create a language-learning environment that is not only academically rigorous but also inclusive and accessible. This transformation is essential for fostering equal opportunities, empowering all students to achieve linguistic competence, and preparing them for success in a multicultural and multilingual world.

Innovative Approaches to Foreign Language Teaching in Inclusive Education

Implementing innovative approaches to foreign language teaching in inclusive education is essential for ensuring accessibility and engagement for all learners. By integrating technology, Universal Design for Learning (UDL), gamification, collaborative learning, and culturally responsive teaching, educators can create a more inclusive and effective language learning environment (Murray & Christison, 2019). One of the most transformative innovations in language education is technology-assisted learning, which leverages artificial intelligence (AI) and machine learning to personalize instruction and support diverse learning needs. AI-powered applications, such as speech recognition software and adaptive language-learning platforms, provide customized support based on individual student progress (Chapelle & Sauro, 2017). Additionally, augmented and virtual reality (AR/VR) enables immersive learning experiences, allowing students to practice real-life language interactions in simulated environments, which is particularly beneficial for those with different learning styles (Godwin-Jones, 2016). Furthermore, text-to-speech and speech-to-text applications assist students with hearing impairments or dyslexia by converting written content into spoken words and vice versa, improving accessibility (Kormos & Smith, 2012). Another critical approach is Universal Design for Learning (UDL) in language education, which ensures that teaching methods are adaptable to diverse learners. UDL incorporates multiple means of representation, such as visual, auditory, and kinesthetic materials, to accommodate different learning preferences (CAST, 2018). Moreover, flexible assessment methods, including project-based evaluations, oral presentations, and digital portfolios, enable students to demonstrate their knowledge in ways that align with their strengths (Rose et al., 2014). Personalized learning paths, facilitated by adaptive learning technologies, further enhance inclusivity by tracking student progress and modifying lesson plans accordingly (Meyer et al., 2014).

Gamification and interactive learning have also proven to be effective in enhancing student motivation and retention. Educational games such as Duolingo,

Quizlet, and Kahoot! offer engaging and interactive ways to practice vocabulary, grammar, and pronunciation, making language learning more enjoyable (Reinhardt, 2019). Additionally, role-playing and storytelling encourage students to participate in dialogue-based exercises, improving confidence and communication skills while reinforcing language structures in meaningful contexts (Wright et al., 2006). Collaborative and peer-assisted learning plays a crucial role in inclusive education by fostering social interaction and knowledge sharing. Language buddy programs, where students of different proficiency levels pair up to support each other, promote mutual learning while building confidence in communication (Swain & Lapkin, 2013). Similarly, inclusive group projects that involve multilingual teamwork enhance cross-cultural understanding and cooperation, preparing students for real-world multilingual interactions (Dooly & O'Dowd, 2012). Finally, culturally responsive teaching ensures that foreign language instruction is inclusive of students' diverse backgrounds. Integrating multicultural perspectives into language lessons fosters inclusivity, respect, and appreciation for different cultures (Gay, 2018). Additionally, encouraging native language support as a bridge to foreign language acquisition enhances comprehension and confidence, particularly for students from bilingual or multilingual backgrounds (García & Lin, 2016). By implementing these innovative approaches, higher education institutions can create an inclusive foreign language learning environment that meets the needs of all students. These methods not only improve accessibility and engagement but also contribute to the development of a more equitable and effective educational system.

Inclusive education in higher learning institutions can be significantly enhanced through innovative foreign language teaching methods. In today's diverse academic landscape, students come from various linguistic, cultural, and cognitive backgrounds, making it essential for educators to implement strategies that cater to different learning needs. By integrating modern technological advancements, inclusive pedagogical frameworks, and interactive learning techniques, institutions can foster a more equitable educational environment where all students, regardless of their abilities, have an opportunity to develop language proficiency and communication skills. One of the most effective ways to support inclusive education is leveraging technology in foreign language instruction. Digital tools such as artificial intelligence (AI)-powered language learning applications, speech recognition software, and adaptive learning platforms personalize the learning experience, allowing students to progress at their own pace. Augmented Reality (AR) and Virtual Reality (VR) further enhance engagement by immersing students in real-life language scenarios, helping them practice in authentic contexts. Additionally, assistive technologies like text-to-speech and speech-to-text applications play a crucial role in making language learning accessible for students with disabilities, particularly those with visual or auditory impairments. Another key approach is adopting the principles of Universal Design for Learning (UDL), which ensures that instructional materials and assessments are designed to accommodate a variety of learning styles and needs. By providing multiple means of engagement, representation, and expression, educators can create a more inclusive learning experience.

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ИГРЫ И КУЛЬТУРА: РОЛЬ ИГР В ПРОЦЕССЕ ИЗУЧЕНИЯ НЕМЕЦКОЙ КУЛЬТУРЫ

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АННОТАЦИЯ

Изучение иностранного языка всегда связано с освоением культурных аспектов, которые неотъемлемо связаны с лексикой, грамматикой и практическим применением языка. В частности, изучение немецкого языка требует от студентов не только навыков общения, но и знаний о традициях, истории, искусстве и других особенностях немецкой культуры. Цель этой статьи — рассмотреть, как игры могут использоваться в процессе изучения немецкой культуры, а также показать, какую роль они играют в формировании культурных знаний у студентов.

Ключевые слова: игры, немецкая культура, методика преподавания, межкультурная коммуникация, обучение языку, образовательные технологии.

Изучение немецкой культуры представляет собой сложный процесс, который включает знакомство с историей, традициями, искусством, музыкой и философией Германии. Однако, несмотря на важность этих аспектов для полноценного освоения языка, традиционные методы обучения часто не позволяют эффективно и полноценно передать студентам культурные особенности.

Основные проблемы, с которыми сталкиваются преподаватели немецкого языка при изучении культуры, включают: часто студенты сталкиваются с трудностью восприятия теоретического материала, который не всегда связан с реальной жизнью. Например, изучение исторических событий или философских концепций без практических примеров может привести к трудностям в восприятии материала.

Традиционные методы обучения часто не стимулируют студентов к углубленному изучению культуры, и они могут воспринимать культурные аспекты как нечто необязательное или скучное. Знания о немецкой культуре часто остаются теоретическими и не используются в реальных ситуациях, что ограничивает понимание студентов.

Игры как метод обучения могут преодолеть многие из этих проблем, превращая изучение культуры в увлекательный и практико-ориентированный процесс. Они дают возможность студентам не только узнать о различных аспектах немецкой культуры, но и активно взаимодействовать с ними, что способствует лучшему запоминанию и пониманию.

Игры для знакомства с историей и традициями: история и традиции Германии — это важная часть немецкой культуры, и их изучение может быть

увлекательным и познавательным через игру. Например, можно использовать настольные или карточные игры, в которых студенты исследуют исторические события, ключевых деятелей, а также культурные особенности разных периодов истории. Пример: игра, основанная на путешествии по историческим эпохам Германии. В этой игре студенты должны решить различные задачи, связанные с определёнными историческими событиями или личностями. Задачи могут включать вопросы о событиях, датах, культурных практиках, архитектуре или искусстве тех или иных эпох. Это не только расширяет их знания о немецкой истории, но и помогает интегрировать язык и культуру.

Ролевые игры: ролевые игры, в которых студенты могут принимать на себя роли персонажей из немецкой истории, литературы или искусства, являются важным инструментом для изучения культуры. В таких играх студенты, используя немецкий язык, могут воссоздавать различные ситуации, характерные для определённой эпохи или культурного контекста. Это помогает студентам не только освоить языковые конструкции, но и понять социальные, культурные и исторические особенности Германии. Пример: ролевая игра, в которой студенты разыгрывают сцену из жизни немецкого дворянства в XVIII веке или обсуждают проблемы, поднятые в произведениях немецких философов. Такое занятие помогает не только развить навыки общения на немецком языке, но и погрузиться в атмосферу прошлого, ощутить дух времени.

Игры на изучение немецкого искусства и литературы: изучение немецкого искусства и литературы играет важную роль в понимании культурных ценностей Германии. Игры, которые помогают студентам ознакомиться с ключевыми произведениями немецкой литературы, известными художниками или архитектурными стилями, могут значительно улучшить их восприятие немецкой культуры. Пример: использование квизов и викторин, в которых студенты отвечают на вопросы о известных немецких писателях, художниках, композиторах, а также произведениях, которые оказали влияние на развитие культуры Германии. Включение изображений, аудиофрагментов и цитат помогает студентам лучше запомнить информацию и сделать её более наглядной.

Игры для изучения немецких праздников и обычаев: знание традиций и праздников Германии — это важный аспект культурного образования. Игры, в которых студенты могут познакомиться с немецкими праздниками, обычаями и ритуалами, помогают развить у них глубокое понимание культурных практик, которые являются основой немецкого общества. Пример: игра, в которой студенты составляют календарь немецких праздников и традиций, связывая их с соответствующими символами, историей и особенностями празднования. Студенты могут быть разделены на команды, каждая из которых изучает определённый аспект немецкой культуры (например, Октоберфест, Рождество или Пасха) и затем представляет свой материал группе.

Игры для улучшения навыков межкультурной коммуникации

Игры, основанные на моделировании межкультурных ситуаций, помогают студентам понять различия в восприятии и поведении людей из разных культур. Эти игры могут включать в себя ролевые ситуации, в которых студенты учат немецкий язык в контексте межкультурных коммуникаций, а также обсуждают культурные особенности, которые могут повлиять на общение. Пример: игра "Культурные различия", где студенты, представляя немецких и

русских персонажей, обсуждают различные аспекты жизни в Германии и России, от повседневных привычек до традиций и взглядов на важные социальные вопросы.

Игры требуют активного участия, что помогает студентам лучше запомнить информацию и активно использовать её в реальных ситуациях. Игры стимулируют креативное мышление и позволяют студентам находить нестандартные решения при решении задач, что развивает их способность работать с культурными и языковыми различиями. Игры дают студентам возможность не только теоретически освоить культуру, но и практически применить знания в контексте реальных ситуаций. Игры делают процесс обучения увлекательным и интересным, что способствует повышению мотивации студентов и их готовности изучать культуру и язык в более глубоком контексте.

Игры играют важную роль в процессе изучения немецкой культуры, помогая студентам не только осваивать язык, но и развивать культурную компетенцию. Использование различных игровых методов, таких как ролевые игры, квизы, настольные игры и симуляции, способствует лучшему пониманию немецкой истории, традиций и искусства. Преподаватели немецкого языка могут эффективно интегрировать игры в свою практику, делая процесс обучения более увлекательным, практико-ориентированным и глубоким.

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THE POTENTIAL OF CORPUS-BASED TEACHING TECHNOLOGIES IN ENHANCING FOREIGN LANGUAGE EDUCATION AND PROFESSIONAL COMMUNICATIVE COMPETENCE

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ABSTRACT

This article explores the application of corpus-based teaching technologies in foreign language instruction. By leveraging advanced software and web-based tools such as AntConc, Sketch Engine, Voyant Tools, and SKELL, language teachers and learners can enhance professional communicative competence through authentic, data-driven language analysis. The study discusses the functions and advantages of widely used corpus tools, their relevance in language education, and their potential in developing linguistic and pedagogical skills among pre-service teachers.

Keywords: Corpus, corpus-based teaching, professional competence, communicative competence, language education technologies.

INTRODUCTION

In modern foreign language education, the need to teach learners real, contextual, and functional language is increasingly important. Traditional methods are gradually being complemented, or even replaced, by data-driven learning approaches. One such approach is corpus-based teaching, which uses authentic language data from digital corpora to provide learners with examples of how language is naturally used in various contexts.

A corpus is a large, organized collection of real language texts (written or spoken) that can be analyzed using specific tools to observe linguistic patterns. Corpus-based technologies allow educators to identify frequently used words, phrases, grammatical structures, and collocations. These insights are particularly valuable in helping students build professional communicative competence—the ability to use language effectively and appropriately in occupational and academic settings.

METHODOLOGY

This study employs a descriptive-analytical approach to examine the functions, features, and pedagogical applications of key corpus-based tools. The tools explored includes:

Tool	Definition	Example Use
AntConc	A free desktop tool for analyzing corpus data (concordance, coll	Finding most frequent adjective-noun combinations in student es
Sketch Engine	A comprehensive corpus platform offering statistical and linguis	Building a domain-specific corpus and analyzing technical terms.
SKELL	A simplified tool for learning, offering real sentence examples ar	Discovering how 'develop' is used in context with similar verbs.
LeXTutor	A web-based suite for vocabulary profiling and word frequency a	Evaluating text difficulty for English language learners.
Voyant Tools	A web tool for interactive text visualization including word cloud	Visualizing common words in political speeches.
VersaText	A linguistic tool providing concordance, lexical profiling, and wo	Profiling vocabulary used in environmental science texts.
Leipzig Corpora	An academic corpus collection offering multilingual corpora with	Comparing usage of 'energy' in English and German news articles

AntConc: A downloadable tool for Windows/Mac/Linux that allows users to analyze text data. It provides concordance lines, keyword dispersion analysis, n-gram identification, and collocation search. It supports both preloaded and user-imported corpora.

LeXTutor: A web-based platform that analyzes lexical information and identifies frequently used words. It also displays word frequency levels, prefix/suffix analysis, and overall text complexity.

VersaText: Offers three primary features—word clouds, concordance lines, and lexical profiling. It automatically identifies parts of speech and lemmas, enhancing grammatical and lexical analysis.

Sketch Engine: A powerful corpus analysis platform that can analyze hundreds of preloaded corpora or custom user-generated ones.

It provides statistical and graphical data such as:

LogDice: Measures collocation strength

Log-likelihood: Determines statistical significance of word combinations

MI3: Detects rare or domain-specific collocations

T-score: Identifies frequent and strong collocations

SKELL: A simplified version of Sketch Engine, designed for educational use. It provides authentic sentence examples, collocations, and semantically similar words for any given keyword.

Voyant Tools: A web-based text analysis suite that visualizes word frequency, word clouds, summaries, and collocation patterns all in one dashboard.

Leipzig Corpora Collection: Hosted by Leipzig University, it contains corpora in hundreds of languages and provides word networks, co-text examples, and semantic context exploration.

RESULTS

Analysis of these tools shows that they provide accessible, user-friendly interfaces that cater to both students and educators. These platforms enable the following:

Contextualized vocabulary learning

Real-time grammar pattern identification

Data-supported material design for ESP (English for Specific Purposes)

Development of analytical thinking and independent learning skills

Their application in teacher education programs helps pre-service teachers develop professional competence (subject knowledge + teaching skills) and professional communicative competence, particularly in academic writing, oral presentations, and classroom interaction.

DISCUSSION

Corpus technologies bridge the gap between theoretical linguistics and practical teaching. Tools like AntConc and Sketch Engine provide learners with exposure to authentic language use, allowing them to discover patterns and usage independently. This promotes autonomous learning and fosters a deeper understanding of language beyond textbook examples.

Moreover, professional communicative competence—which includes fluency, pragmatic awareness, and genre-specific communication—is better cultivated when learners engage with real language data. For instance, future teachers can analyze classroom discourse, academic articles, and lesson transcripts to build domain-specific vocabulary and register awareness.

The study also highlights that corpus-based approaches support reflective teaching. Teachers can analyze their own classroom language, adapt instruction based on corpus findings, and engage in continuous linguistic development.

CONCLUSION

The integration of corpus-based teaching technologies in language education significantly enhances both professional competence and communicative skills. The tools discussed provide practical, research-informed support for both students and educators, particularly in teacher training contexts. Future directions include embedding these tools into national curricula and offering training modules to maximize their pedagogical benefits.

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INTEGRATING WRITING SKILLS AND READING SKILLS IN ESP LESSONS

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ABSTRACT

This research paper explores the integration of writing and reading skills in English for Specific Purposes (ESP) education as a means to enhance students' language proficiency within their specialized fields. Recognizing the importance of effective communication in professional contexts, this study investigates how incorporating reading activities can facilitate the development of writing skills among ESP learners. The paper begins with an overview of ESP's significance in language teaching, emphasizing the need for tailored instruction that aligns with students' disciplinary interests and goals. Drawing on a comprehensive literature review, theoretical frameworks related to writing and reading integration are explored, highlighting various models, theories, and approaches that inform instructional practices in ESP contexts.

Keywords: method, general English, texts, purpose, foreign language, recommendation, resource, level, approach, professional terms, motivation, special, qualification.

Everyone should do what they do every day as if it were
their first time. Only then will there be progress in the work.
Sh.Mirziyoyev[1]

INTRODUCTION

Nowadays, our independent Uzbekistan is focusing on developing in every area. As the President of the Republic of Uzbekistan Shavkat Mirziyoyev Miromonovich said: "At the time internalizing new technologies we need to pay attention on the youths' reading books, being friends with books, raising level of reading of population. For all of this, we need to set and promote our national literature and world literature on social network"[2]. As today, the books are the most important resources on teaching and learning foreign languages in the economic development and social life of our country, we have known that everybody who teaches must know the effective ways of teaching and learning foreign languages by essential books.

Since the days of Independence, Uzbekistan has been gradually conducting the policy of reforming the sphere of education as a key link of the ongoing course of reforms and renewal of society, as the necessary and mandatory condition for democratic transformations in society, consistent development of economy, and the

[1] Sh. M. Mirziyoyev "We build our great future with our brave and noble people together"Tashkent-"Uzbekistan" 2017, p488
[2] Mirziyoyev Sh.M. "The consent of our people is the highest assessment of our activities" Volume 2-T: Uzbekistan, 2019.-592b4

country`s integration into the world community. At the moment, The National Program for Cadre Training is a single educational complex which covers the entire process of educating and rising the younger generation, where a special place and is reserved for each link in the education system.

MAIN PART

In today's digital era, in the domain of English for Specific Purposes (ESP), the focus extends beyond general language proficiency to encompass specialized skills tailored to specific professional or academic contexts. Here, both reading and writing skills are not merely ancillary components of communication but essential tools for professional success and academic achievement. This paper seeks to explore the integration of reading and writing skills as a cohesive educational strategy in ESP, highlighting how such an approach can enhance the overall efficacy of language instruction tailored to specific fields.

The aim of this article is to establish the relevance of teaching reading and writing skills to students at ESP lessons, and to show the relationship and interdependence of these activities in ESP courses. The skills involved in reading and writing processes for academic purposes for L2 students are compared and commented on from a rhetorical point of view. Learning tasks based on text-type analysis are recommended as adequate activities to build schemata for writing and represent a synthesis of the teaching objectives proposed for reading and writing English courses. The need for literacy in English The relevance of English as an international language continues to increase as more and more people are being required to express themselves in English, especially within the scientific community. Access to much scientific and technical literature is becoming increasingly difficult for those with no knowledge of English; moreover, the growth of business and occupational mobility among countries of the European Community is resulting in a need for the English language as a common medium of communication. Furthermore, as electronic communications affect language changing the way it is used and creating a need for a 'global' language, English is being chosen to fulfil that purpose.

The Importance of Integrating Writing and Reading Skills in ESP Education

The rationale for integrating reading and writing in ESP education is grounded in the reciprocal nature of these skills. Writing proficiency in a specialized field often demands a deep understanding of genre-specific texts, as these provide the models and contexts for effective communication within the field. Conversely, reading in such contexts not only builds domain-specific vocabulary and conceptual knowledge but also exposes learners to the rhetorical structures and stylistic nuances characteristic of professional discourse in their fields. Therefore, an integrated approach not only enhances language acquisition but also equips students with the cognitive and discursive skills necessary for professional communication and academic success.

Research Objectives

In the context of English for Specific Purposes (ESP), integrating reading and writing instruction presents a potentially transformative approach to language education, especially within specialized academic and professional domains. This research aims to address gaps in the current understanding of how such integration affects learners' competencies, particularly their ability to perform field-specific

writing tasks. The objectives outlined below guide the investigation into these pedagogical dynamics, offering a framework for assessing both the direct and indirect impacts of integrated reading and writing strategies on learner outcomes in ESP contexts.

The integration of writing and reading instruction in language education draws upon diverse theories and models that highlight the interconnectedness of these linguistic processes. By integrating theoretical insights into instructional practices, educators can design holistic and learner-centered approaches that foster language development, critical literacy, and communicative competence. Through purposeful integration of reading and writing activities informed by theoretical frameworks, language educators empower learners to become proficient readers, effective writers, and engaged participants in discourse communities.

Authentic texts play a crucial role in teaching writing and reading skills in English for Specific Purposes (ESP) education. Authentic texts are those created for real-world communication purposes within a specific disciplinary or professional context, such as academic journals, technical reports, industry publications, or authentic materials from the workplace. Integrating authentic texts into ESP instruction provides learners with opportunities to engage with language in meaningful and contextually relevant ways, facilitating the development of both writing and reading skills. This section examines the multifaceted role of authentic texts in teaching writing and reading skills in ESP.

Authentic texts expose learners to domain-specific vocabulary and terminology used within their field of study or professional domain. Through encountering specialized vocabulary in authentic contexts, learners develop vocabulary acquisition skills and expand their disciplinary knowledge. For instance, reading authentic medical journals exposes learners to medical terminology, while technical manuals introduce learners to engineering jargon. Engaging with authentic texts allows learners to acquire and internalize vocabulary in context, enhancing their ability to comprehend and produce domain-specific language.

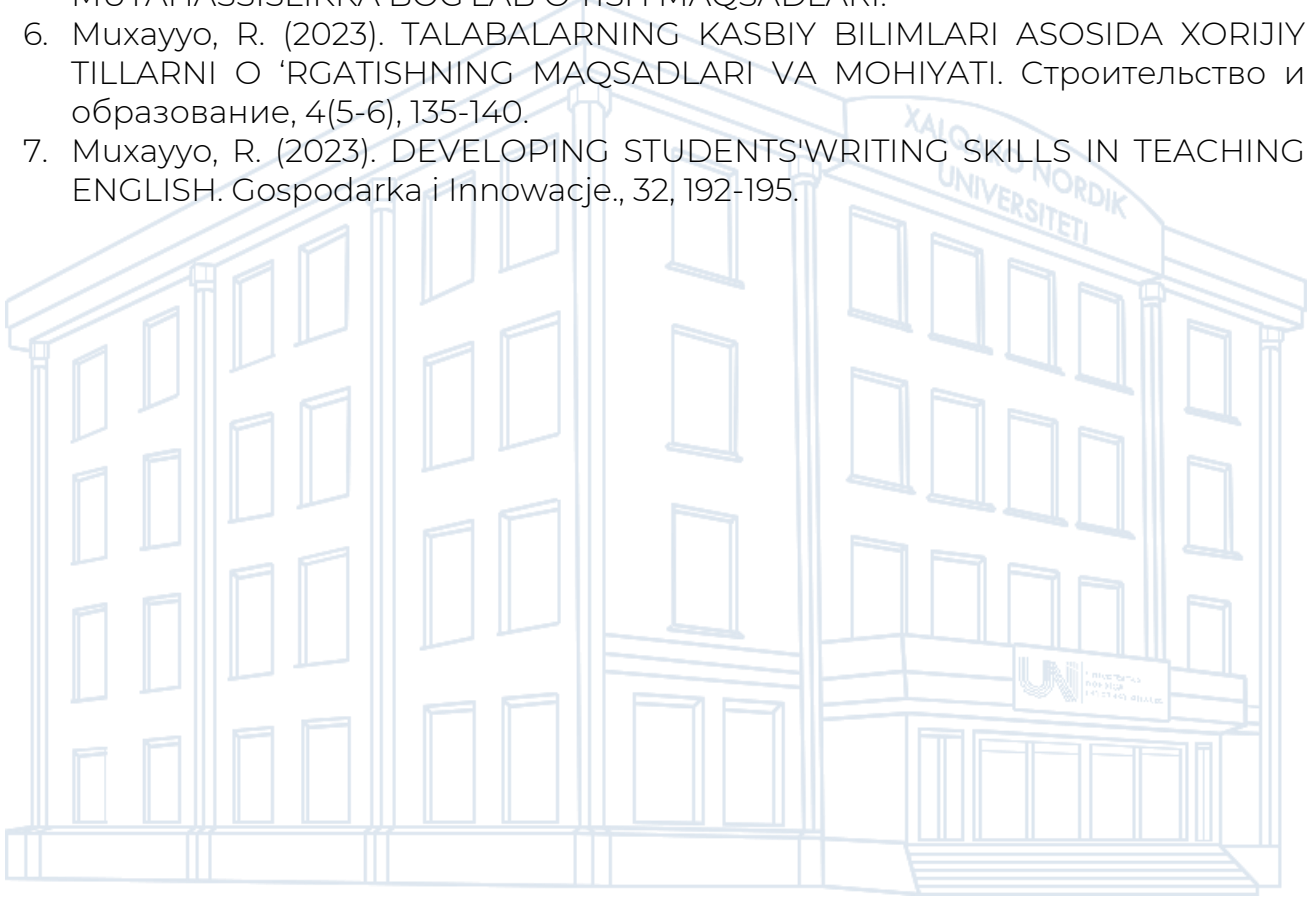
CONCLUSION

The integration of writing and reading skills is essential for promoting language development, critical thinking, and disciplinary literacy in ESP education. By incorporating authentic materials, fostering collaborative learning environments, and providing effective feedback, educators can enhance students' language proficiency and academic achievement within their specific disciplinary fields. The findings of this study underscore the importance of integrated skills instruction in preparing students for the language tasks and challenges they will encounter in their academic and professional lives. As educators continue to explore innovative pedagogical approaches in ESP, the integration of writing and reading skills will remain a cornerstone of effective language instruction, empowering students to succeed in today's globalized and interconnected world.

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O'QUVCHILARNI KASBIY FAOLIYATGA TAYYORLASHDA PRAGMATIK KOMPETENSIYASINI RIVOJLANTIRISH ZARURATI

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ANNOTATSIYA

Ushbu maqolada o'quvchilarni kasbiy faoliyatga tayyorlashda pragmatik kompetensiyasining rivojlanish mexanizmlari tadqiq qilinadi. Shunigdek, kasbiy ta'lim tashkilotlarida o'quvchilarga pragmatik kompetensiyani rivojlantirish uchun ishlatiladigan metodlar va amaliy tadbirlar ham ko'rib chiqilgan. Ushbu kompetensiya o'quvchilarning kasbiy faoliyatga tayyorligini oshirib, ularni real ish sharoitlariga moslashishga va samarali ishlashga o'rgatadi. Maqola o'qitish jarayonlarida interaktiv metodlar, amaliyotlar, loyihalar, stajirovkalar va ijtimoiy hamkorlikni rivojlantirish kabi mexanizmlarni taqdim etadi.

Kalit so'zlar: Kasbiy ta'lim, pragmatik kompetensiya, o'quvchilarni tayyorlash, amaliy ko'nikmalar, interaktiv o'qitish, loyiha asosidagi o'qitish, mentorlik tizimi, stajirovka, simulyatsiya, ijtimoiy hamkorlik, kasbiy faoliyat

KIRISH

Pragmatik kompetensiya – bu o'quvchilarning kundalik hayotdagi va kasbiy faoliyatdagi muammolarni hal qilish uchun zarur bo'lgan amaliy ko'nikmalar va bilimlarni to'plashga asoslangan kompetensiya turidir. Bu kompetensiya, asosan, ta'lim jarayonida o'quvchilarga nafaqat nazariy bilimlar, balki bu bilimlarni real hayotda qo'llay olish ko'nikmalarini ham o'rgatadi. Pragmatik kompetensiya, shuningdek, o'quvchilarning turli vaziyatlarda muammolarni hal qilishda zarur bo'lgan tezkor fikrlash, ijtimoiy muloqot va qaror qabul qilish qobiliyatlarini rivojlantiradi.

Pragmatik kompetensiyaning asosiy komponentlari, o'quvchilarning kasbiy faoliyatga tayyorlanishida muhim ahamiyatga ega. Bu komponentlar har biri o'quvchilarga turli kasbiy va ijtimoiy vaziyatlarda muvaffaqiyatli faoliyat yuritishga yordam beradi. Shu bilan birga, turli olimlar va tadqiqotchilar tomonidan olib borilgan izlanishlar bu kompetensiyalarning rivojlanishi va ularning ta'lim jarayoniga qo'llanilishiga katta e'tibor qaratgan.

1. Amaliy ko'nikmalar. Amaliy ko'nikmalar o'quvchining o'ziga kerakli bilimlarni real sharoitda qo'llashga qodir bo'lishini ta'minlaydi. Bu komponent, o'quvchilarning nafaqat sinfda, balki ish joyida ham samarali faoliyat yuritishga tayyorlanishiga yordam beradi. V.V. Davydov o'zining pedagogik nazariyasida amaliy ko'nikmalarning o'quv jarayonida mustahkamlanishi lozimligini ta'kidlagan. U shuningdek, o'quvchilarni haqiqiy vaziyatlarda qo'llaniladigan bilim va ko'nikmalar bilan tanishtirish muhimligini qayd etgan [2: 180].

2. Ijtimoiy va kommunikativ kompetensiya. O'quvchilarning boshqalar bilan samarali muloqot qilish va ijtimoiy vaziyatlarda to'g'ri xulq-atvorni tanlash qobiliyati, ayniqsa, kasbiy sohada muvaffaqiyatli bo'lish uchun zarurdir. A. Musayeva bu komponentga alohida e'tibor qaratgan va u o'quvchilarga kommunikativ ko'nikmalarni rivojlantirishda pedagogik metodlarning ahamiyatini ta'kidlagan. Uning fikricha, kommunikativ kompetensiyaning rivojlanishi ijtimoiy va ish muhitida samarali faoliyat yuritish uchun zarur bo'lgan asosiy elementlardan biridir [3: 63].

3. Qaror qabul qilish. Qaror qabul qilish qobiliyati o'quvchining har qanday ish sharoitida tez va to'g'ri qarorlar qabul qilishga tayyor bo'lishini anglatadi. Bu komponent o'quvchilarning muhim ishlarni tez va samarali hal qilishini ta'minlaydi. R. X. Abdualimovich o'z ishlarida, qaror qabul qilishda analitik fikrlashning ahamiyatini ko'rsatgan va bu qobiliyatni rivojlantirish uchun ta'lim jarayonida maxsus mashqlarni tavsiya etgan. Shuningdek, u o'quvchilarning muammolarni hal qilishda qarorlar qabul qilishning amaliy ko'nikmalarini o'zlashtirishi kerakligini ta'kidlagan [1: 92].

4. Muammolarni hal qilish. Muammolarni hal qilish ko'nikmasi o'quvchilarga real hayotdagi muammolarni yechishda yordam beradi. Bu, o'z navbatida, pragmatik kompetensiyaning ajralmas qismlaridan biridir. A. Tuychiyev o'zining pedagogik tadqiqotlarida o'quvchilarga analitik va tanqidiy fikrlashni o'rgatishning muhimligini ta'kidlagan. U shuni ta'kidlashicha, muammolarni hal qilishda ko'nikmalarni o'rganish o'quvchilarga real sharoitlarda muvaffaqiyatli ishlashga imkon beradi. Bu ko'nikmalar nafaqat sinfda, balki kasbiy hayotda ham o'quvchilarga yordam beradi [5: 32].

5. Integratsiya va moslashuvchanlik. Integratsiya va moslashuvchanlik o'quvchilarga o'z bilimlarini yangi sharoitlarda qo'llashni o'rgatadi. Bu kompetensiya o'quvchilarning o'z bilim va ko'nikmalarini o'zgaruvchan sharoitlarga moslashtirishga tayyor bo'lishini ta'minlaydi. Tairov va Askarovalar o'zlarining tadqiqotlarida, integratsiya va moslashuvchanlikni rivojlantirishda multidisipliner yondashuvning ahamiyatini ko'rsatgan. U o'quvchilarga yangi vaziyatlarga tezda moslashish va o'z bilimlarini amalda qo'llashni o'rgatishda amaliy mashg'ulotlarni taklif qilgan [4: 668].

Shu tarzda, pragmatik kompetensiyaning har bir tarkibiy qismi o'quvchilarning kasbiy va shaxsiy rivojlanishiga hissa qo'shadi. Tadqiqotlar orqali, o'quvchilarga nafaqat kasbiy bilimlarni, balki real sharoitlarda muvaffaqiyatli faoliyat yuritish uchun zarur bo'lgan ko'nikmalarni ham rivojlantirish mumkinligini ko'rsatadi. Bu kompetensiyalarni rivojlantirish esa, o'quvchilarning nafaqat mehnat bozori talablariga mos kelishini, balki turli ijtimoiy vaziyatlarda ham muvaffaqiyatli bo'lishini ta'minlaydi.

Pragmatik kompetensiya o'quvchilarni nafaqat nazariy bilimlar bilan, balki amaliy ko'nikmalar va kasbiy etika bilan ham tanishtiradi. Bu kompetensiya o'quvchilarga o'z kasbiy faoliyatida mavjud bo'lgan har xil vaziyatlarga moslashish, samarali muloqot qilish va ish joyidagi muammolarni hal qilish imkonini beradi. O'quvchilarda pragmatik kompetensiyaning rivojlanishi, ularning ijtimoiy muloqot va kasbiy faoliyatda muvaffaqiyatga erishishlarini ta'minlaydi. Shu bilan birga, bu kompetensiya o'quvchilarning professional rivojlanishini va o'z kasbiy sohalarida muvaffaqiyatli ishlashlarini ta'minlash uchun zarur.

Kasbiy ta'limda pragmatik kompetensiyani rivojlantirish uchun bir qator mexanizmlar mavjud. Bu mexanizmlar orqali o'quvchilarga amaliy bilimlar, ko'nikmalar va qobiliyatlar beriladi. Quyida ularning ba'zilari keltirilgan:

- O’qitish va treninglar: O’quvchilarni kasbiy faoliyatga tayyorlash uchun maxsus treninglar va o’quv dasturlari tashkil etish zarur. Ushbu treninglar o’quvchilarning amaliy ko’nikmalarini rivojlantirishga yordam beradi va ularni real ish sharoitlariga tayyorlaydi. Treninglar va amaliy mashg’ulotlar orqali o’quvchilar turli vaziyatlarda qanday harakat qilishni o’rganadilar.
- Loyiha asosida o’qitish: O’quvchilarga real kasbiy muammolarni hal qilishda yordam beradigan loyiha asosidagi o’qitish metodikasi samarali natijalar beradi. Loyiha asosida o’qitish o’quvchilarning muammolarni hal qilishda ijtimoiy, amaliy va pragmatik yondashuvlarni qo’llashga yordam beradi.
- Amaliyot va stajirovka: Amaliyot va stajirovka o’quvchilarga kasbiy faoliyatga tayyorlanish uchun zarur bo’lgan ko’nikmalarni berishga imkon yaratadi. Bu jarayonlar orqali o’quvchilar nafaqat nazariy bilimlarni, balki ish joyidagi tajribalarni ham o’zlashtiradilar.

Ijtimoiy hamkorlik va muloqot: O’quvchilarga o’z kasbiy faoliyatida samarali muloqot qilish va hamkorlikda ishlash ko’nikmalarini rivojlantirish juda muhimdir. Ijtimoiy muloqotda ishtirok etish, o’quvchilarning konfliktlarni hal qilish va guruhda ishlash ko’nikmalarini mustahkamlaydi.

XULOSA

O’quvchilarni kasbiy faoliyatga tayyorlashda pragmatik kompetensiyaning rivojlanishi nafaqat o’quvchilarning amaliy ko’nikmalarini oshirish, balki ularni real ish sharoitlariga moslashishga va samarali faoliyat yuritishga o’rgatish uchun muhim omil hisoblanadi. Pragmatik kompetensiya, o’quvchilarga bilimlarni faqat nazariy darajada egallashni emas, balki bu bilimlarni amaliyotda qo’llashni ham talab qiladi. Shu bilan birga, ijtimoiy muloqot, qaror qabul qilish va muammolarni hal qilish kabi muhim ko’nikmalarni rivojlantirish orqali o’quvchilarning kasbiy tayyorgarligi yanada mustahkamlanadi. Ta’lim jarayonida interaktiv metodlar, loyiha asosidagi o’qitish, stajirovka kabi tizimlari kabi metodlar orqali pragmatik kompetensiyani rivojlantirish mumkin. Ushbu metodlar o’quvchilarga nafaqat teoriyalarga asoslangan bilimlarni, balki real hayotdagi sharoitlarda ishlash va muammolarni hal qilish ko’nikmalarini ham berishga imkon yaratadi. O’quvchilarga har tomonlama yondashuvni qo’llash, ularni nafaqat kasbiy faoliyatga tayyorlash, balki ijtimoiy va iqtisodiy o’zgarishlarga moslashishga ham o’rgatadi.

Shu bilan birga, pragmatik kompetensiyaning rivojlanishi kasbiy ta’limning samaradorligini oshiradi, o’quvchilarning ish joylaridagi muvaffaqiyatini ta’minlaydi va ularni kelajakdagi professional faoliyatiga tayyorlashda muhim rol o’ynaydi. O’quvchilarning yuqori darajadagi pragmatik kompetensiyasini shakllantirish ta’lim tizimi va jamiyat uchun katta ahamiyatga ega bo’lib, ularning kelajakdagi muvaffaqiyatiga xizmat qiladi.

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YEVROPA TA'LIM TEXNOLOGIYALARINI MAKTABLARDA JORIY QILISH

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ANNOTATSIYA

Yevropa ta'lim tizimi hozirgi kunda innovatsion texnologiyalarni joriy etish orqali yanada zamonaviy va samarali bo'lib bormoqda. Texnologiyalar ta'lim jarayonini sezilarli darajada o'zgartirmoqda, o'quvchilarning bilim olish usullari va o'qituvchilarning pedagogik yondashuvlari yangi bosqichga ko'tarilmoqda. Yevropadagi maktablar ta'lim jarayoniga zamonaviy texnologiyalarni joriy qilish orqali nafaqat o'quvchilarning bilim olish samaradorligini oshirishga intilmoqda, balki ularga global raqobatbardoshlikni ta'minlashni ham maqsad qilmoqda.

Kalit so'zlar: Yevropa ta'limi, ta'lim texnologiyalari, raqamli ta'lim, innovatsion texnologiyalar, interaktiv ta'lim, masofaviy ta'lim, virtual haqiqat (VR)

Ta'lim sifatini yaxshilash

Yevropada texnologiyalarni ta'lim tizimiga joriy etishning asosiy maqsadlaridan biri ta'lim sifatini yaxshilashdir. Raqamli vositalar va interaktiv platformalar yordamida o'quvchilarning bilim olish jarayonini yanada samarali qilish, ularga bilimlarni o'zlashtirishda yangi va qiziqarli imkoniyatlar yaratish maqsad qilingan.

Shaxsiylashtirilgan ta'lim

Texnologiyalar yordamida o'quvchilarning individual ehtiyojlari va imkoniyatlariga moslashtirilgan shaxsiy ta'lim tizimlari yaratish mumkin. Yevropada ta'lim texnologiyalarini joriy qilish orqali har bir o'quvchining o'ziga xos tezlikda bilim olishiga va shaxsiy rivojlanishiga imkoniyat beriladi.

Global raqobatbardoshlikni ta'minlash

Yevropa o'quvchilarini nafaqat o'z mamlakatida, balki dunyo bo'ylab raqobatga tayyorlash maqsadida zamonaviy texnologiyalarni ta'limda qo'llashni davom ettirmoqda. Raqamli savodxonlik, sun'iy intellekt va boshqa texnologiyalarni o'quvchilarga o'rgatish, ularni global miqyosda raqobatbardosh qilishga yordam beradi.

Yevropada maktab ta'limida texnologiyalarni joriy qilish

Yevropa mamlakatlarida ta'lim texnologiyalarining joriy etilishi bir nechta yo'nalishlar bo'yicha amalga oshirilmoqda:

Kompyuter va internet resurslarining faol qo'llanilishi

Yevropadagi ko'plab maktablarda kompyuterlar, planshetlar, va boshqa elektron qurilmalar o'quvchilarning bilim olish jarayonida keng qo'llaniladi. O'quvchilar interaktiv darsliklar, onlayn kutubxonalar, ilmiy resurslar va o'quv dasturlaridan foydalanib, o'z bilimlarini oshirishadi. Internet va kompyuter texnologiyalari o'quvchilarga ilmiy materiallarni tezda topish, tahlil qilish va ulardan samarali foydalanish imkonini beradi.

Interaktiv ta'lim platformalari

Yevropada interaktiv ta'lim platformalari orqali o'quvchilarga o'quv jarayonini yanada qiziqarli va samarali o'rganish imkoniyatlari yaratilmokda. Masalan, matematikadan yoki tabiiy fanlardan onlayn mashqlar, viktorinalar va bilimlarni mustahkamlash uchun o'yinlar yordamida o'quvchilar mavzularni o'zlashtiradilar. Bu turdagi platformalar o'quvchilarning faoliyatini rag'batlantiradi va ularning bilim olish jarayonini yanada samarali qiladi.

Masofaviy ta'lim

Masofaviy ta'lim Yevropada xususan pandemiya davrida muhim ahamiyat kasb etdi. Yevropa maktablari, onlayn ta'lim platformalari yordamida darslarni tashkil qilishni yo'lga qo'ydilar. Masofaviy ta'lim o'quvchilarga o'z uylaridan chiqmasdan ta'lim olish imkonini beradi va chekka hududlardagi o'quvchilar uchun muhim imkoniyat yaratadi. Hozirda ko'plab Yevropa davlatlarida gibrid ta'lim modeli (onlayn va oflayn ta'limning kombinatsiyasi) qo'llanilmoqda.

Virtual haqiqat (VR) va kengaytirilgan haqiqat (AR)

Yevropadagi maktablarda virtual haqiqat (VR) va kengaytirilgan haqiqat (AR) texnologiyalarining qo'llanilishi pedagogik jarayonni yanada interaktiv qilishga yordam bermoqda. Masalan, tarix darslarida o'quvchilar qadimgi tsivilizatsiyalarni virtual tarzda o'rganishlari mumkin, biologiya fanida esa, ular hayvonlar va o'simliklar tizimini kengaytirilgan haqiqat yordamida ko'rishlari mumkin. Bu texnologiyalar o'quvchilarning o'zlashtirish jarayonini yanada oson va samarali qiladi.

Sun'iy intellekt (SI) va o'qituvchilarni yordamchi vositalar

Yevropada sun'iy intellekt (SI) texnologiyalari ham ta'lim jarayonida qo'llanilmoqda. Masalan, SI tizimlari o'quvchilarning darslarni o'zlashtirish tezligini kuzatib boradi va ularga mos ravishda shaxsiylashtirilgan darslar yaratadi. Bundan tashqari, o'qituvchilar uchun sun'iy intellekt yordamida o'qish jarayonini kuzatish, baholash va individual yondashuvlarni ishlab chiqish imkoniyatlari yaratilgan.

Yevropada ta'lim texnologiyalarini joriy qilishdagi qiyinchiliklar

Texnologik Resurslar Yetarli Emasligi

Ba'zi Yevropa davlatlarida texnologik infratuzilma hali ham yetarlicha rivojlanmagan. Ayniqsa, chekka hududlardagi maktablar uchun zarur texnologik vositalar va internet ulanishining yo'qligi o'qitish sifatiga ta'sir qilishi mumkin. Shu sababli, texnologik resurslarga sarmoya kiritish va ularni maktablarda keng tarqatish muhim ahamiyatga ega.

O'qituvchilarni tayyorlash

O'qituvchilarni innovatsion texnologiyalarni qo'llashga o'rgatish va ularga zamonaviy pedagogik usullarni o'rgatish zarur. Yevropada bu masala bo'yicha ko'plab dasturlar mavjud bo'lsa-da, barcha o'qituvchilarni doimiy ravishda yangi texnologiyalar bilan tanishtirish va ulardan samarali foydalanish uchun qo'shimcha resurslar kerak bo'ladi.

Raqamli savodxonlik

Raqamli texnologiyalarni to'g'ri ishlatish uchun o'quvchilarga raqamli savodxonlikni o'rgatish zarur. Bunga internet xavfsizligi, axborot izlash va ma'lumotlarni tahlil qilish kabi ko'nikmalar kiradi. Yevropada bu borada maxsus kurslar va ta'lim dasturlari ishlab chiqilmoqda.

Innovatsion texnologiyalar zamonaviy ta'lim tizimining ajralmas qismi hisoblanadi. Quyidagi omillar ularning ta'lim jarayonidagi ahamiyatini ko'rsatadi:

1. Raqamli ta'lim platformalari – masofaviy ta'lim imkoniyatlarini kengaytirib, o'quvchilarga o'zlariga qulay vaqtda ta'lim olish imkoniyatini yaratadi.
2. Sun'iy intellekt va avtomatlashtirilgan ta'lim tizimlari – individual yondashuvni ta'minlab, har bir o'quvchining ehtiyojlariga moslashtirilgan ta'lim berishga imkon beradi.
3. Virtual va kengaytirilgan reallik texnologiyalari – fanlarni yanada tushunarli va qiziqarli tarzda o'rganishga yordam beradi.
4. Mobil ta'lim (m-learning) – ta'lim olish jarayonini yanada moslashuvchan qiladi va har qanday joyda bilim olish imkonini yaratadi.
5. Gamifikatsiya (o'yinlashtirish) usullari – o'quvchilarning motivatsiyasini oshirib, ta'lim jarayonini yanada qiziqarli qiladi.

Innovatsion texnologiyalarning afzalliklari

Innovatsion texnologiyalarning ta'lim tizimiga tatbiq etilishi quyidagi afzalliklarni ta'minlaydi:

- Ta'lim sifati oshadi – individual yondashuv va texnologik resurslardan foydalanish natijasida o'quvchilar bilimlarni chuqurroq o'zlashtiradi.
- O'qituvchilarning ish faoliyati yengillashadi – avtomatlashtirilgan tizimlar orqali baholash va nazorat jarayonlari soddalashtiriladi.
- O'quvchilar faolligi oshadi – interaktiv o'quv vositalari yordamida o'quvchilar bilim olish jarayonida faol ishtirok etadi.
- Masofaviy ta'lim imkoniyatlari kengayadi – geografik joylashuvdan qat'i nazar, istalgan joyda ta'lim olish imkoni yaratiladi.

Innovatsion texnologiyalarni joriy etishning muammolari

Innovatsion texnologiyalarni ta'limga joriy qilishda ba'zi muammolar yuzaga kelishi mumkin:

- Moliyaviy resurslarning yetishmovchiligi – zamonaviy texnologiyalarni sotib olish va ulardan foydalanish ko'p hollarda katta mablag' talab etadi.
- O'qituvchilarning texnologik bilimlari yetarli emasligi – yangi texnologiyalarni samarali qo'llash uchun pedagoglarning malakasini oshirish zarur.
- Internet va texnik jihozlarning yetarli emasligi – ayniqsa, qishloq joylarida sifatli internet va zamonaviy kompyuterlarning yetishmovchiligi innovatsiyalarni tatbiq etishga to'sqinlik qiladi.

Ta'limda innovatsion texnologiyalarni joriy qilish zamonaviy ta'lim tizimini rivojlantirish va samaradorligini oshirish uchun muhim ahamiyatga ega. Ushbu texnologiyalar o'quvchilarga chuqur bilim olish imkoniyatini yaratib, o'qituvchilarning ish faoliyatini samarali tashkil etishga yordam beradi. Biroq, mavjud muammolarni hal qilish uchun davlat va nodavlat tashkilotlari tomonidan qo'shimcha chora-tadbirlar ko'rilishi lozim. Kelajakda innovatsion texnologiyalar ta'lim tizimini yanada rivojlantirishga xizmat qiladi.

Yevropa ta’lim texnologiyalarini maktablarda joriy qilish dolzarb masalalardan biridir. Zamonaviy texnologiyalar o‘quv jarayonini yanada interaktiv, samarali va qiziqarli qilishga yordam beradi. Quyida ushbu yo‘nalishda muhim jihatlar keltirilgan:

Yevropada keng qo‘llaniladigan Moodle, Google Classroom, Edmodo kabi platformalar o‘quvchilarga mustaqil o‘rganish va o‘qituvchilar bilan muloqot qilish imkonini beradi. Bunday tizimlarni joriy qilish darslarning sifatini oshiradi.

AI texnologiyalari yordamida har bir o‘quvchining individual ehtiyojlariga moslashtirilgan ta’lim dasturlari ishlab chiqilishi mumkin. Masalan, Smart Learning,

adaptive learning systems kabi tizimlar o‘quvchilarning qobiliyatiga qarab mos keluvchi materiallarni taqdim etadi.

Yevropada **zoologiya, tarix, fizika** kabi fanlarni o‘qitishda VR/AR texnologiyalari qo‘llaniladi. Masalan, tarix darslarida o‘quvchilar virtual muhitda qadimgi sivilizatsiyalar bilan tanishishlari mumkin.

Yevropada ta’limda **STEAM (Science, Technology, Engineering, Arts, Mathematics)** modeli keng tarqalgan. Bu esa o‘quvchilarni ilm-fan va texnologiya sohalarida kreativ fikrlashga o‘rgatadi. Maktablarga **robototexnika, dasturlash, 3D modellashtirish** kabi fanlarni kiritish muhim.

Ko‘plab Yevropa mamlakatlarida bolalar uchun dasturlash darslari erta bosqichdan o‘qitiladi. **Scratch, Python, JavaScript** kabi dasturlash tillari orqali bolalar algoritmik fikrlashni rivojlantirishlari mumkin.

Yevropa ta’lim tizimida o‘qituvchilar muntazam ravishda **onlayn kurslar, seminarlar va konferensiyalar** orqali zamonaviy texnologiyalardan foydalanish bo‘yicha bilimlarini oshirib boradilar. O‘zbekistonda ham pedagoglarni yangi texnologiyalarga o‘rgatish muhimdir.

XULOSA

Yevropada ta'lim texnologiyalarini joriy qilish nafaqat ta'lim sifatini yaxshilash, balki o'quvchilarga global miqyosda raqobatbardosh bo'lish imkoniyatlarini yaratishning asosiy vositasi hisoblanadi. Texnologiyalarni joriy etishning asosiy maqsadi – o'quvchilarning bilim olish jarayonini yanada samarali va shaxsiylashtirilgan qilish, ularni yangi bilim va ko'nikmalar bilan ta'minlashdir. Biroq, bu jarayonni muvaffaqiyatli amalga oshirish uchun texnologik infratuzilma, o'qituvchilarni tayyorlash va raqamli savodxonlikni oshirish kabi muammolarni hal qilish zarur. Yevropa mamlakatlari tomonidan amalga oshirilayotgan innovatsion dasturlar ta'lim tizimini global miqyosda raqobatbardosh qilishda muhim ahamiyatga ega.

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INNOVATIVE ANSÄTZE IM FREMDSPRACHENUNTERRICHT: DIE ROLLE DER CLIL-TECHNOLOGIEN BEI DER AUSBILDUNG DER FACHNKRÄFTE DER ZUKUNFT

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ABSTRACT

Heutzutage sind in fast allen Bereichen der beruflichen Tätigkeit Fremdsprachenkenntnisse erforderlich und das Niveau dieser Kenntnisse sollte möglichst hoch sein. In diesem Artikel werden CLIL-Lehrtechnologien (Content and Language Integrated Learning) als wirksamste Methode zur Verbesserung der Fremdsprachenkenntnisse an nicht-linguistischen Universitäten erörtert. Diese Methode erfreut sich immer größerer Beliebtheit, da die Qualität des Sprachunterrichts für Universitätsstudenten immer weiter verbessert werden muss. Der Artikel untersucht auch die Merkmale der integrierten Ausbildung von Fach und Sprache an nicht-linguistischen Universitäten sowie die Informationstechnologien, die zur erfolgreichen Umsetzung dieser Methode beitragen.

Schlüsselwörter: Integrierter Fach- und Sprachunterricht, berufsorientierte Fächer, nicht-linguistische Universitäten, CLIL-Technologien, Hochschulbildung, Fremdsprachenunterricht.

EINLEITUNG

In der modernen Welt sind Hochschulabsolventen aufgrund der rasanten technologischen Entwicklung, der Globalisierung der Wirtschaft und der zunehmenden Konkurrenz auf dem Arbeitsmarkt mit immer höheren Anforderungen konfrontiert. Angesichts der Dynamik einer modernen Gesellschaft besteht ein wachsender Bedarf an hochqualifizierten Fachkräften, die nicht nur über fachliche Fähigkeiten, sondern auch über einen weiten Horizont, Anpassungsfähigkeit und interkulturelle Kommunikation verfügen. Einer der Hauptfaktoren, der die Bedeutung und Nachfrage nach Fachkräften auf dem Arbeitsmarkt erhöht, ist die Kenntnis einer oder mehrerer Fremdsprachen. Dies wird insbesondere im Kontext der internationalen Zusammenarbeit und Integration relevant. Hohe Fremdsprachenkenntnisse bieten den Studierenden hervorragende Möglichkeiten für berufliches Wachstum und Entwicklung. Es eröffnet den Zugang zu globalen Informationen, ermöglicht die Teilnahme an internationalen Projekten, die Zusammenarbeit mit ausländischen Partnern und sogar einen Umzug ins Ausland, um dort zu arbeiten oder die Ausbildung fortzusetzen. Um jedoch ein wirklich hohes Sprachniveau zu erreichen, bedarf man wirksamer Lehrmethoden, die die Besonderheiten des modernen Bildungsprozesses berücksichtigen.

Die Einführung innovativer pädagogischer Methoden und Technologien trägt in vielerlei Hinsicht zum Erfolg eines qualitativ hochwertigen

Fremdsprachenunterrichts bei. Eine solche vielversprechende Technologie ist Content and Language Integrated Learning (CLIL). Diese Technologie kombiniert das Studium fachspezifischer Fächer mit dem Erwerb einer Fremdsprache, wodurch der Lernprozess näher an praktische und lebensnahe Situationen heranrückt. CLIL bietet den Schülern nicht nur die Möglichkeit, ihre Sprachkenntnisse zu entwickeln, sondern auch ihre Kenntnisse in einem Berufsfeld zu vertiefen, wobei die Sprache als Mittel zum Empfangen und Übermitteln von Informationen genutzt wird. Bei dieser Lehrmethode werden das Fach und eine Fremdsprache gleichzeitig gelernt. Gleichzeitig wird eine Fremdsprache als Hilfsmittel zum Studium anderer Fächer wahrgenommen.

METHODEN

Bei der Anwendung der CLIL-Methode werden zwei Ziele verfolgt: Ein Fach wird mithilfe einer Fremdsprache erlernt, und die Fremdsprache wird wiederum mithilfe des Unterrichtsfachs erlernt.Fachintegrierter Unterricht ist kein einfacher Prozess und es gibt mehrere unterschiedliche Modelle, durch die diese Methode in den Lernprozess implementiert wird. So heben Experten drei Unterrichtsmodelle hervor, die sich in der Intensität der Verwendung einer Fremdsprache im Lernprozess eines Fachs unterscheiden.

Mehrsprachiges Lernen. Bei diesem Modell werden mehrere Sprachen in unterschiedlichen Studienjahren und in unterschiedlichen Fächern verwendet. Zu beachten ist, dass Studierende mit Mehrsprachenkenntnissen einen fachlichen Vorsprung haben.Mehrsprachige Erziehung. Dieses Modell verwendet mehrere Sprachen auf unterschiedlichen Klassenstufen und in unterschiedlichen Fächern. Zu beachten ist, dass Studierende mit Mehrsprachenkenntnissen einen fachlichen Vorsprung haben. Bei diesem Modell handelt es sich um eine recht prestigeträchtige Ausbildungsform.

Integrierter Fach- und Sprachunterricht. Der Sprachunterricht läuft parallel zum Fachunterricht. Der Schwerpunkt liegt auf der Entwicklung von Kenntnissen und Fähigkeiten für die Verwendung der Sprache zur Unterstützung höherstufiger Denkprozesse.

Fächer mit Sprachförderung inklusive. Die Ausbildungsprogramme der Fachrichtung sind auf die Entwicklung der Sprachkenntnisse ausgerichtet. Auch Studierende, die die Unterrichtssprache nicht fließend beherrschen, werden während des gesamten Lernprozesses unterstützt, um ihnen die Beherrschung des Faches und der zu erlernenden Fremdsprache zu ermöglichen.

Moderne Forscher unterteilen CLIL in „hart“ und „weich“. „Hartes“ CLIL bedeutet, dass jedes Fach in einer Fremdsprache unterrichtet werden kann. In solchem Unterricht können die Lernenden Chemie, Geometrie, Geschichte, Wirtschaft und andere Fächer in einer Fremdsprache studieren. Im Fremdsprachenunterricht an Universitäten könnte „weiches“ CLIL stärker zum Einsatz kommen. Zur Verbesserung der Fremdsprachenkenntnisse und Fertigkeiten der Studenten werden auch Materialien aus anderen Fächern eingesetzt. Das Hauptmerkmal des integrierten fach-sprachlichen Unterrichts besteht darin, dass er den Lernenden die Möglichkeit bietet, die Erfahrungen ausländischer Experten auf einem bestimmten Wissenschaftsgebiet kennenzulernen.

ERGEBNISSE UND DISKUSSIONEN

Der Einsatz der CLIL-Technologie bietet unter anderem folgende Vorteile: Die Studierenden haben die Möglichkeit, vollständig in die natürliche Sprachumgebung der Sprache einzutauchen, die sie lernen, und sich gleichzeitig mit ihrer Kultur und ihren Besonderheiten vertraut zu machen. Darüber hinaus können die Studierenden durch die Bearbeitung unterschiedlicher Themen unterschiedliche sprachliche Formulierungen und Konstruktionen erlernen. Der Wortschatz wird um fachrelevante Begriffe erweitert, wodurch dem Lernenden die Anwendung des erworbenen Wissens deutlich erleichtert wird. Der Lehrer steht vor der Aufgabe, den Grad der Bereitschaft der Studenten zum Lernen von Fächern in einer Fremdsprache sowie das Vorhandensein entsprechender Erfahrungen im Allgemeinen richtig einzuschätzen

Durch den Einsatz der CLIL-Technologie werden die Studenten motivierter und interessierter am Erlernen von Fremdsprachen, da die Sprache einen breiten Zugang zu neuen Informationen bietet, insbesondere zu Originalquellen ausländischer Spezialisten in einem bestimmten Berufsfeld. Gleichzeitig können sich die Studierenden die notwendige Fachterminologie frei aneignen, was sie anschließend auf das hohe Niveau professionell ausgebildeter Fachkräfte hebt.

Trotz der Vorteile dieser Technik gibt es auch einige Nachteile. Hervorzuheben ist hier der Mangel an notwendigen Kenntnissen in einem bestimmten Fach bei Fremdsprachenlehrern, da diese aufgrund ihrer Ausbildung als Fremdsprachenlehrer möglicherweise nicht über einen speziellen Fachwortschatz verfügen. Außerdem kann es sein, dass ein Fachlehrer selbst keine Fremdsprache beherrscht.

Wie Experten anmerken, eignet sich der CLIL-Ansatz am besten für die Arbeit mit Studenten, deren Fremdsprachenkenntnisse nicht unter dem Durchschnitt liegen. Andernfalls reichen die Fremdsprachenkenntnisse nicht aus, um das Fach zu beherrschen, was zu einer Verringerung der kognitiven Aktivität und Motivation der Studenten führt. Die Studierenden können sich eine Fremdsprache frei aneignen und sie für verschiedene Zwecke nutzen: Kommunikation, Online- und Offline-Kommunikation, mündliche und schriftliche Rede, wobei die wichtigste Fähigkeit das Lesen authentischer Texte mit fachlichem, akademischem und umgangssprachlichem Vokabular, Redewendungen und Ausdrücken ist. Dies kann dazu beitragen, die Sprechfähigkeiten von Studierenden an nicht-linguistischen Universitäten zu verbessern.

Der Unterricht mit CLIL-Technologien ist dann erfolgreich, wenn es den Lehrkräften gelingt, die Balance zwischen Sprach- und Fachunterricht zu wahren, die Inhalte und Ziele des Sprachenlernens nicht aus den Augen zu verlieren und die Schüler nicht mit einer übermäßigen Menge an Unterrichtsinhalten zu überfordern. Für Lehrkräfte, die das CLIL-System an einer nicht-linguistischen Universität verwenden, ist es wichtig, nicht nur über hohe Fremdsprachenkenntnisse zu verfügen, sondern auch Kompetenz in den berufsorientierten Disziplinen zu besitzen, in denen die Sprache unterrichtet wird, was eine ständige Interaktion mit Fachlehrern oder eine tiefe eigenständige Beherrschung der Disziplin erfordert.

Es ist erwähnenswert, dass die CLIL-Technologie den Lernprozess so natürlich wie möglich macht. Beim CLIL-Unterricht gibt es praktisch keinen Grammatikunterricht, und das Befolgen der Sprechregeln ist viel wichtiger als die Kenntnis der Grammatik einer Fremdsprache. Die Hauptmotivation für das Erlernen

einer Fremdsprache ist das Interesse an dem Fach, das der Schüler aus beruflichen Gründen gewählt hat.

Sicherlich ist der fach- und sprachenintegrierter Unterricht vielversprechend und verfügt über großes didaktisches Potenzial, um die Sprachausbildung von Studierenden in nicht-linguistischen Fachrichtungen zu verbessern.

ZUSAMMENFASSUNG

Zusammenfassend lässt sich feststellen, dass die Relevanz der Verwendung von CLIL-Technologien an einer nicht-linguistischen Universität mit der wachsenden Rolle des mehrsprachigen Raums im beruflichen Umfeld und dem aktiven Aufbau internationaler Beziehungen in verschiedenen Bereichen verbunden ist. In diesem Zusammenhang ist es notwendig, ständig an der Nutzung neuer Ansätze zu arbeiten, die einen qualitativ hochwertigen Bildungsprozess ermöglichen und den Sprachunterricht auf ein qualitativ neues Niveau heben. Eine solche Methode ist das inhalts- und sprachintegrierte Lernen, das insbesondere für Studierende nicht-linguistischer Fächer von Bedeutung ist.

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TASK-BASED LEARNING TEACHING (TBLT) AS A MODERN LANGUAGE TEACHING

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ABSTRACT

The purpose of the article is to examine the definition of Task-based learning, its content, and how it is used to teach languages in a communicative way. It also explores peculiarities of this modern method with real-world tasks. Additionally, the article describes goals, benefits and difficulties of task-based learning teaching. (TBLT).

Keywords: educational approach, real-life tasks, meaningful communication, pedagogical tasks, accuracy, fluency, communication skills, management activities, role-playing, projects, problem-solving, traditional assessment..

INTRODUCTION

A Task-based learning is an educational approach that focused on the use of meaningful tasks as the central component of the learning process. It moves the emphasis away from conventional grammar-based teaching strategies and towards involving students in practical activities that call for the use of language as a communication tool. Task is the core of task-based learning teaching (TBLT). A task is an activity with clear goal that requires learners to use the language meaningfully and contextually, such as real-world tasks and pedagogical tasks. Another powerful variation of the communicative approach, which emphasizes language acquisition through usage, is task-based language instruction. In other words, students learn the language they require at the appropriate time to do the tasks that have been assigned to them. The main purpose of language learning and task highlight in the form of problem-solving negotiation between that learner holds and the new knowledge (Candlin and Murphy,1987)

MAIN PART

A task-based methodology is predicated on the idea that accuracy follows fluency and that communication is what drives and refines learning (D. Willis, 1990). Language acquisition will take care of itself, according to Dick Allwright (1979), if the management activities of the language teacher are only focused on getting the students to solve communication difficulties in the target language. In other words, learners pick up communication skills through communicating.

Characteristics of TBLT:

1)Task as the core of learning: The idea of tasks, which are exercises with a specific goal that motivate students to apply their language skills, is at the core of TBLT. Examples include: role-playing, problem-solving, and projects. The task directs

the language learning process rather than concentrating on discrete grammatical rules, making communication the main objective.

2)Emphasis on meaningful communication: The task necessitates students to interact, engage in discourse, negotiate, and articulate their viewpoints, employing authentic communication tactics.

3)Integration of language skills: TBLT often integrates various language skills (speaking, listening, reading, writing)

4)Student-centered learning: The teacher does not teach grammar and vocabulary directly; rather, students learn and use language in class discussions.

5)Integration of cultural knowledge: Cultural and historical components like the Australian Kangaroo and the Uzbek Semurg (phoenix) are incorporated into the class.

6)Authenticity and relevance: As much as possible, tasks should replicate real-life communication and actual language use. Learners' motivation and relevance were increased by authentic materials and scenarios.

7)Assessment: Instead of traditional assessments, TBLT usually uses performance-based assessments, where pupils demonstrate their language via the accomplishment of the tasks.

The below table represents major advantages and disadvantages of TBLT.

Table 1

MERITS OF TBLT	DEMERITS OF TBLT
Real-world relevance	Complexity of planning
Student-centered	Classroom management
Integration skills	Balancing form and meaning
Encourages critical thinking	Pay attention on first language
Confidence building	Sufficient vocabulary
Enhanced engagement	
Fluency development	

CONCLUSION

To conclude, Task-based learning teaching (TBLT) is an effective teaching method that improves language acquisition while preparing students for obstacles they may face in the real world. This method fosters engagement, encourages teamwork, and develops critical abilities that go beyond the classroom by placing a strong emphasis on meaningful tasks. The emphasis on real-world application guarantees that students are active participants in their educational process rather than merely passive consumers of knowledge. When teachers think about effective teaching strategies, TBLT stands out as a strong option that fits both the needs of students and the goals of modern education.

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INNOVATIVE EDUCATIONAL TECHNOLOGIES TEACHING FOREIGN LANGUAGES

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ABSTRACT

Technology is making learning language easier and more fun. This article looks at smart tools like chatbots, speech apps, virtual reality, and games that help people practice and improve. With this new tools, learning a foreign language is becoming faster, more interactive, and more exciting.

Keywords: smart tools, interactive learning, online language exchange

INTRODUCTION

The last decade learning a new foreign language with technologies has rapidly became popular around the world. Traditional methods, such as textbooks and classroom instruction, are now supplemented or even replaced by interactive, AI-driven, and immersive technologies. Smartphones and mobile apps have made language learning more accessible than ever. Apps like Anki and Busuu use spaced repetition techniques to reinforce vocabulary at optimal intervals, enhancing retention. AI-driven adaptive learning platforms, such as Ling Q and Fluent U, analyze learners' progress and adjust lesson difficulty accordingly. These platforms provide personalized recommendations, ensuring a tailored learning experience.

MAIN PART

Online Collaboration and Social Learning. Language learning is most effective when practiced with others. Social learning platforms, such as Tandem and Hello Talk, connect learners with native speakers for real-time conversations. Online forums like Reddit's r/language learning and Facebook groups provide peer support, language exchange opportunities, and resources shared by language enthusiasts. These platforms promote interactive and community-driven learning. Smart Classrooms and Interactive Whiteboards. Many modern classrooms are integrating interactive whiteboards and smart technology to enhance foreign language instruction. Digital whiteboards, like Promethean and SMART Board, allow teachers to create dynamic and interactive lessons with multimedia content. AI-assisted translation tools, such as Google Translate and Microsoft Translator, help bridge language gaps, making it

easier for students to understand and communicate in a foreign language. Several professional academic organizations, including the National Council of Teachers of English (NCTE) and Teachers of English to Speakers of Other Languages (TESOL), have developed language standards in the United States to guide the revision of second language (L2) curricula at the elementary,secondary, and post-secondary levels, have adopted the Common Core Standards that are being implemented nationwide to raise the education and language literacy of all students, and are moving rapidly to develop performance-based assessments that can measure proficiency in English and the ability to communicate using higher-level thinking skill. Outside the USA, English has spread and continues to spread worldwide as an international lingua franca, and as a result, ESL (English as a Second Language),EFL (English as a Foreign Language), EIL (English as an International Language), and ELF (English as a Lingua Franca) have emerged as global phenomena that are fundamentally reshaping English education across the world [12]. In response to all the forcing movements and changes, universities need to move drastically and quickly to change how they teach, how they will modify their programs and how they will alter the profile of their graduates. In parallel, language instructors who are tasked with realizing the 'big picture' curricular and instructional goals have some "big puzzle" to address: how do we best equip our students to meet the social, educational, political, and economic changes, developments, and demands that they face? The answer to the "big puzzle" is complicated and requires language instructors to critically rethink the motivations and rationales underlying their long-held beliefs, assumptions, and practices in language education about:

(a) the nature of language,
(b) purposes of language teaching,
(c) the role of teachers and students,

the processes of language learning and teaching language exchange platforms have proliferated in recent years and are now around one hundred. The attractiveness of a language exchange is that it enables language learners to meet in a special kind of social space with primary or competent language users, engage in mutual language practice, and try to enhance their abilities to express themselves in the language they need. Language exchange platforms begin by providing users with a questionnaire to fill in that describes the languages they speak and wish to practice, their age and gender, the dialects, and the motivations for learning the language. Afterward, users are offered a list of other members who fit these criteria. Members can choose the people they want to meet via chat, email, or phone, by either sending a personal letter or simply relying on reinterpretations in a more public letter, on a bulletin board [14]. Language exchange platforms consist of three modes of interaction. Many platforms only permit the exchange of emails, and sometimes only a few members who regularly translate letters can correct the exchanges of other members, and one of the most developed platforms, the

Mixxer, is supervised by pedagogues and language teachers. Other platforms let users continue with a simpler type of interaction, chat, and in the case of Initium, users fill in a contract specifying how much time they will spend with each of the languages, are marked if they fail to comply, and the member uses a language not specified in the contract is automatically cut off the chat. This kind of interaction continues until there is a misunderstanding and each partner interprets more or less consciously the same situation in the two languages, and this disparity may help language acquisition. On voice exchanges, users discuss in real time via a microphone and the computer's audio card.

CONCLUSION

Technology has become an indispensable part of language learning, offering diverse tools and techniques that cater to various learning styles and contexts. From the early days of CALL to the current landscape of mobile apps and online platforms, technology has continuously shaped and enhanced language education. Effective integration of these tools into the curriculum requires careful consideration of pedagogical approaches and the specific needs of learners. By adopting innovative strategies and staying informed about the latest trends, educators can make language learning more engaging, accessible, and effective. The future of language education lies in the thoughtful fusion of traditional methods with cutting-edge technology, ultimately leading to more dynamic and successful language acquisition experiences.

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INTEGRATING PEDAGOGICAL METHODS FOR LISTENING COMPREHENSION IN ENGLISH LEARNING

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ANNOTATION

Listening comprehension is an essential skill for second language acquisition, but it remains one of the most difficult aspects of language learning. This study investigates pedagogical methods in English language teaching (ELT) for improving listening skills. It investigates bottom-up and top-down approaches, interactive listening tasks, and technology integration. It also highlights the challenges that students and teachers face while proposing solutions for improved instruction. This paper, by synthesizing current research, provides insights for educators, curriculum designers, and policymakers to improve listening comprehension instruction.

Keywords: Listening comprehension, second language acquisition, pedagogy, English language teaching, interactive learning, technology in ELT

INTRODUCTION

Listening is a fundamental language skill that helps people learn vocabulary, pronunciation, and syntactic structures in an organic way. Effective listening comprehension enables students to engage in meaningful communication, but it remains a challenge for many English language learners (ELLs). Several factors contribute to these difficulties, including speech rate, regional accents, background noise, and poor contextual understanding. Given the importance of listening in language learning, it is critical to research effective pedagogical approaches that improve listening abilities. This paper looks at different methodologies and their effectiveness in teaching listening comprehension in ELT settings. Two types of cognitive processes help with listening comprehension: bottom-up and top-down. Bottom-up processing decodes individual phonemes, syllables, words, and sentences to construct meaning, relying heavily on linguistic input. In contrast, top-down processing requires the activation of prior knowledge, expectations, and contextual cues in order to interpret spoken language. A balanced integration of both approaches improves comprehension by allowing for real-time meaning construction.

Furthermore, sociocultural and cognitive theories of language learning indicate that exposure to authentic listening materials, interactive learning environments, and task-based instruction can significantly improve learners' listening skills. Understanding these theoretical underpinnings serves as a foundation for developing effective instructional strategies.

Approaches to teaching listening comprehension. A combination of bottom-up and top-down strategies is required for developing listening comprehension. Phoneme discrimination exercises, syllable segmentation tasks, and word recognition drills are examples of bottom-up strategies for helping learners efficiently decode auditory information. Top-down strategies, on the other hand, require predicting content based on context, identifying key themes, and filling in gaps with prior knowledge. Instructors can use these strategies in targeted exercises like cloze listening, summarization, and guided note-taking. A balanced curriculum that alternates between these approaches promotes comprehensive listening skills. Interactive listening tasks encourage learner engagement and real-world language use. Role-playing, group discussions, and information-gap activities promote active listening and response formulation, which strengthens comprehension skills. Shadowing exercises, in which students repeat spoken language simultaneously, have been shown to improve pronunciation, rhythm, and intonation. Additionally, using transcripts alongside audio recordings can help learners match spoken and written forms of language, improving their decoding skills. Task-based learning methods that combine listening and speaking activities allow students to practice comprehension in a communicative setting, which strengthens their language acquisition process.

The use of digital tools and multimedia resources has revolutionized listening comprehension instruction. Podcasts, audiobooks, and video-based learning materials expose learners to a variety of accents and speech patterns, promoting adaptability in real-world communication. Duolingo, BBC Learning English, and TED Talks are examples of language learning apps that provide structured listening exercises for learners of various proficiency levels. Furthermore, using speech recognition software allows students to practice pronunciation while receiving instant feedback, which strengthens both their listening and speaking skills. Online language platforms also facilitate peer-to-peer communication, allowing students to interact with authentic spoken language in a collaborative setting. The use of artificial intelligence in adaptive listening instruction improves personalized learning experiences by catering to individual learners' needs and pacing.

Despite advances in teaching methods, several challenges remain in listening comprehension instruction. Learners frequently struggle due to high speech rates, unfamiliar vocabulary, and a lack of contextual cues. Furthermore, anxiety and cognitive overload can impair effective listening, particularly in test-taking situations. Educators also face difficulties in locating high-quality, level-appropriate listening materials that are consistent with curriculum objectives. Addressing these issues requires adaptive teaching strategies, differentiated instruction, and extensive listening practice. Furthermore, educators who have received insufficient training in effective listening pedagogy may use suboptimal instructional approaches. Implementing teacher development programs that emphasize listening instruction can help close this gap and improve teaching effectiveness.

Practice future research should look into the long-term effects of various instructional approaches on listening proficiency among different learner demographics. A more in-depth look at how age, cultural background, and prior linguistic knowledge influence listening development could provide useful insights for tailoring instructional methods. Furthermore, investigating the role of artificial intelligence, machine learning, and adaptive learning technologies in personalized

listening instruction may yield novel solutions for meeting individual learner needs. This research could look at how AI-powered tools improve engagement, provide real-time feedback, and encourage self-directed learning.

To improve comprehension outcomes, educators should strive to create immersive listening environments that include a variety of accents, authentic materials, and multimodal learning experiences. The use of virtual reality (VR) and augmented reality (AR) in listening instruction may provide experiential learning opportunities that mimic real-world interactions. Furthermore, more research into the role of metacognitive strategies in listening comprehension could shed light on how students can develop self-regulated listening skills, improve their ability to monitor comprehension, and use corrective strategies when faced with challenges.

Another important area to investigate is the efficacy of various assessment methods in measuring listening proficiency. Research could focus on developing novel assessment techniques that go beyond traditional multiple-choice and transcription-based tests, such as real-time speech processing, interactive assessments, and gamified evaluation methods. Understanding how these approaches align with learners' cognitive processes and real-world communication skills would help to provide a more comprehensive assessment of learner progress.

Furthermore, professional development for educators in listening instruction should be prioritized. Research on effective teacher training programs and instructional frameworks can provide guidance for incorporating listening comprehension techniques into curricula. Investigating how educators can adapt to technological advancements and effectively incorporate new tools into their teaching practices will ensure that students receive the most current methodologies. Overall, by increasing research efforts in these areas, the field of English language teaching can continue to evolve, providing novel and effective strategies for improving listening comprehension skills.

CONCLUSION

Listening comprehension is an essential part of language acquisition and effective communication. Despite its importance, it is still one of the most difficult skills for English language learners to master. Bottom-up and top-down processing strategies, combined with interactive and technology-enhanced learning approaches, have the potential to significantly improve listening comprehension. These methods increase cognitive engagement, help learners decode linguistic structures more efficiently, and improve their ability to derive meaning from context. However, several challenges remain, including linguistic complexity, rapid speech rates, and a lack of exposure to different accents. To address these issues, educators must use adaptive teaching methods, choose appropriate listening materials, and provide structured practice opportunities that meet the needs of different learners. Furthermore, the use of metacognitive strategies like self-monitoring and reflection can assist students in developing autonomy in their listening skills. The evolving landscape of educational technology provides new opportunities for improving listening instruction. Artificial intelligence, speech recognition software, and immersive multimedia tools help to create personalized and engaging learning environments that promote the development of listening skills. These innovations, when combined with effective pedagogical techniques, have the potential to transform listening comprehension instruction and improve learner outcomes.

Future research should investigate the impact of these instructional strategies in various learning contexts, such as formal education, online platforms, and self-directed study. Examining how demographic factors such as age, proficiency level, and learning style influence listening development will provide more information for optimizing teaching methods. Educators can provide English language learners with a more effective, inclusive, and dynamic learning experience by constantly refining instructional approaches and incorporating technological advancements.

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OLIY TA'LIM MUASSASASI XORIJIY TA'LIM YO'NALISHI TALABALARINING O'Z-O'ZINI BOSHQARISH VA HISSIY BARQARORLIGINI SHAKLLANTIRISHDA O'QITUVCHINING ROLI

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ANNOTATSIYA

Ushbu maqola oliy ta'lim muassasasi talabalarining o'z-o'zini boshqarish va hissiy barqarorligini s hakllantirishda o'qituvchining roli haqida bo'lib, talabalarning o'zligini rivojlantirish, stress va emotsional muammolarni boshqarish qobiliyatlarini shakllantirishda o'qituvchilarning ta'sirini tahlil qiladi. Maqola, o'qituvchilarning pedagogik usullari va hissiy intellektni rivojlantirishga qaratilgan faoliyatlarini o'z ichiga olgan holda, talabalar o'rtasida ijobiy hissiy muhit yaratishda o'qituvchining roli alohida ta'kidlanadi.

Kalit so'zlar: Yevropa ta'limi, ta'lim texnologiyalari, raqamli ta'lim, innovatsion texnologiyalar, interaktiv ta'lim, masofaviy ta'lim, virtual haqiqat (VR)

KIRISH

O'z-o'zini boshqarish va hissiy barqarorlik oliy ta'lim muassasasi talabalari uchun juda muhim ko'nikmalar hisoblanadi. Ushbu qobiliyatlar nafaqat akademik muvaffaqiyatga erishishda, balki kelajakdagi professional va shaxsiy hayotda ham talabalar uchun zarurdir. Shuningdek, talabalarda hissiy barqarorlikni shakllantirish o'qituvchining asosiy vazifalaridan biri bo'lib, bu jarayonda pedagogik yondoshuv va muhitni yaratishda o'qituvchilarning roli juda katta ahamiyatga ega. Ushbu maqolada o'qituvchining roli, uning talabalarning hissiy holatiga ta'siri va bu jarayonni boshqarish usullari batafsil ko'rib chiqiladi. Kasbiy rivojlanish, o'z-o'zini rivojlantirish, o'z-o'zini takomillashtirish va o'z-o'zini o'qitishga ko'maklashuvchi o'z-o'zini tashkil etish fazilati kelajakdagi kasb egalari va mutaxassislarning eng ko'p talab qilinadigan fazilatlaridan biriga aylanadi. Kasbiy kompetensiyalarni shakllantirish sharoitida talaba shaxsini har tomonlama rivojlantirish ta'lim faoliyatida o'zini o'zi tashkil etish ko'nikmalarisiz paydo bo'lishi mumkin emas. Pedagogikaga "O'z-o'zini boshqarish " tushunchasi o'zaro bog'liq bo'lgan falsafa, tabiatshunoslik, sinergetika va psixologiya kabi fanlardan kirib kelgan. Falsafa va tabiatshunoslik fanlari nuqtai nazaridan, o'z-o'zini tashkil etish moddalarning sifat jihatidan yangi xususiyatlarining paydo bo'lishining eng muhim omili bo'lib, muvozanatsiz rivojlanayotgan tizimlarda tartibni oshirish yoki ichki sabablar ta'sirida tizimlardan tashqaridagi muhit bilan o'zaro ta'sirlashganda ochiq muvozanatsiz rivojlanayotgan tizimlarda tartib darajasining paydo bo'lishi va chuqurlashishi jarayonidir . Sinergetika nuqtai

nazaridan, o'z-o'zini tashkil qilish - murakkab, muvozanatdan uzoqda kritik nuqtalarda (bifurkatsiya nuqtalarida) chiziqli bo'lmagan tizimlarda fazo-vaqt tuzilmalarini makroskopik tartiblash jarayoni sifatida tushuniladi. Ushbu nuqtalarda tizimning xatti-harakati beqaror bo'lib, hatto kichik ta'sirlar (fluktuasiyalar) ta'siri ostida o'z holatini keskin o'zgartiradi va muvozanat o'rnatilgunga qadar keyingi rivojlanishning ko'plab yo'llarini bosib o'tadi. Vaziyatning keskin o'zgarishi va muvozanatga o'tishdan oldin bunday tartibsizlik, muvozanatning yo'qligi (tartibsizlik) dinamik (yoki deterministik) deb ataladi. U o'ta murakkab tartib uchun kuchli potentsialga va juda ko'p tartiblashgan tuzilmalar xilma-xilligida o'zini namoyon qilish qobiliyatiga ega bo'ladi . "Sinergetikaning asosiy g'oyasi - bu o'z-o'zini tashkil qilish jarayoni natijasida tartibsizlik va xaosdan o'z-o'zini tashkil etish jarayoni natijasida tartibni paydo bo'lish imkoniyatining asosiy g'oyasidir", deb ta'kidlagan S.P.Kapitsa o'z asarlarida .

Psixologiyada o'z-o'zini boshqarish deganda, ong, intellektual mexanizmlar tomonidan amalga oshiriladigan va iroda tomonidan boshqariladigan barcha mavjud, orttirilgan va orttirilayotgan shaxsiy fazilatlarni birlashtirish qobiliyati tushuniladi. Psixologiya fani nuqtai nazaridan, kuchli iroda fazilatiga ega bo'lmagan shaxs o'z faoliyatini o'zi tashkil etishga qodir bo'lmaydi. O'z-o'zini tashkil qilish qobiliyati xulq-atvor motivlarida namoyon bo'ladi va tartibli faoliyatda amalga oshiriladi. O'z-o'zini boshqarish iroda bilan boshqariladi va motivatsiyalangan, tartibli faoliyat orqali amalga oshiriladi. O'z-o'zini tashkil etish individuallikni, ma'lum bir psixik tizimni yaratib, shaxsiy etuklik ko'rsatkichi sifatida ko'riladi va shaxs o'ziga xos fazilatlari, ruhiyati, motivlari, maqsadlari va dunyoqarashlari orqali alohida sub'ekt sifatida o'zini anglaydi. O'z-o'zini tashkil qilish turli darajalarda namoyon bo'ladi, lekin u infantil shaxslarga xos emasdir - individual rivojlanish jarayonida ular o'z-o'zini tartibga solish mexanizmlarini to'laqonli qo'rish uchun etarli shart-sharoitlarga ega bo'lishmaydi. Ularning o'zini o'zi boshqarishi maqsadlilik, tushunishlilik va nazoratlilikga ega bo'lmaydi. O'z-o'zini tashkil etishning yuqori darajadagi birinchi belgisi bo'lib faol o'zini-o'zi yaratish, shaxsiy rivojlanish hisoblanadi. Pedagogikada "O'z-o'zini boshqarish" tushunchasining mohiyatini aniqlashning umumiy qabul qilingan bir nechta yondashuvlari mavjud: 1. Shaxsiy yondashuv o'z-o'zini tashkil qilishni shaxsga xos xususiyatlar sifatida ko'rib chiqadi. 2. Faoliyatli yondashuv talabalarning o'quv jarayonidagi o'zini o'zi tashkil etishini ma'lum bosqichlardan iborat jarayon sifatida ko'rib chiqadi. Faoliyatli yondashuv o'z-o'zini tashkil etishning tuzilishini, uning komponentlarini mavjud aloqalarini, shuningdek ularning faoliyatni mustaqil tashkil etish samaradorligiga ta'sirining ahamiyatini o'rganadi. 3. Shaxsiy-faoliyatli yondashuv o'z-o'zini tashkil etishni jarayon komponentlari va shaxsning shaxsiy xususiyatlarining integratsiyasi deb hisoblaydi. 4. Texnik yondashuv umumiy ta'limga texnologik yondashuvning paydo bo'lishi bilan shakllandi. U ko'pincha shaxsiy, faoliyatli va shaxsiy-faoliyatli yondashuvlar doirasida amalga oshiriladi. Texnologik yondashuv kontseptsiyada talabaning

o'z faoliyatini tashkil etish samaradorligini oshirishga qaratilgan (aqliy mehnatni ilmiy tashkil etish,o'z-o'zini boshqarish, vaqtni boshqarish ga doir usullar va uslublar o‘rganiladi va ishlab chiqiladi . O'quv faoliyatida talabalarning o'zini o'zi tashkil etish masalalari bo'yicha tadqiqot olib borgan mualliflar o'z-o'zini tashkil etish tushunchasisini turlicha tavsifladilar: - bu o’quv jarayonida kasbiy rivojlanish maqsadlari va qadriyatlaridan kelib chiqqan va yo'naltirilgan, talabalarning o'quv ishlarini tartibli, ongli ravishda tashkil etish jarayonidir . Bu ta'rifda o'z-o'zini tashkil etishning aksiologik komponenti mavjudligi kuzatiladi; - o'z-o'zini tahlil qilish, o’z – o’zini nazorat qilish, o'zini o'zini tartibga solish, oldindan ko'ra bilish, maqsadga yo’naltirilganlik, o'z-o'zini tanqid qilish va o'z-o'zini intizomlashtirish qobiliyatini rivojlantiradigan ongning shaxsiy tuzilmalari majmuasidir. Bu o’qishda, ishda va shaxsiy hayotda o'z vaqtini optimal taqsimlash, ya'ni o'z imkoniyatlaridan maksimal darajada foydalanish, o'z hayotini ongli ravishda boshqarish (o'z taqdirini o'zi belgilash) va tashqi sharoitlarni engib o'tish uchun kundalik amaliyotda tasdiqlangan ish usullarini izchil va maqsadli qo'llashdir .

O'z-o'zini tashkil etish xususiyatlariga asoslanib, "o'zini o'zi boshqarish " atamasi motiv va iroda orqali boshqariladigan maqsad sari harakatlanish jarayoni sifatida belgilanishi mumkin. U mavjud va orttirilgan xususiyat va malakalarning birligi va integratsiyasi orqali amalga oshiriladi. O'z-o'zini tashkil etish, har qanday jarayon kabi, o'z tuzilmasiga ega. O'z-o'zini tashkil etishning har bir tarkibiy qismi o'zining funktsional yukiga ega va o’quv jarayonida talabalarning o'zini o'zi tashkil etish jarayonining har bir bosqichida belgilanadigan roli nuqtai nazaridan ko'rib chiqiladi. Masalan, Kozlovskaya T.N. o'z-o'zini tashkil etish tuzilmasini talabalarning o'quv faoliyatidagi funktsiyalariga qarab belgilab bergan : - maqsadni belgilash – shaxsiy maqsadlarni tahlil qilish va shakllantirish; - rejalashtirish – o’z faoliyatining rejalari va muqobil variantlarni ishlab chiqish; - qaror qabul qilish - kelgusi masalalar bo'yicha qarorlar qabul qilish; - tashkil etish - kun tartibini tuzish va shaxsiy mehnat jarayonini tashkil qilish; - amalga oshirish – belgilangan vazifalarni amalga oshirish; - nazorat - o'z-o'zini nazorat qilish va natijalarni nazorat qilish (zarurat bo’lganda maqsadlarga tuzatishlar kiritish); - axborot – axborot izlash va almashish; - kommunikasiya – kommunikasiya aloqalarini amalga oshirish. Gromtseva A.K.ning tuzilmasi tashkiliy ko'nikmalar bilan ifodalanadi: maqsadni belgilash, uni amalga oshirish yo'llarini belgilash, kelajakdagi faoliyatni rejalashtirish, faoliyat natijalarini kuzatish, keyingi faoliyat uchun vektorni tanlash, vaqtni iqtisod qilish va undan unumli foydalanish . Kirsanov A.A. tuzilmaga, yuqoridagi Gromtseva A.K. komponentlariga, ish vaqtini tashkil etish komponentini kiritdi . Paxmutova M.A. ning fikriga ko'ra o’quv faoliyatda talabalarning o'zini o'zi tashkil qilishning eng muhim tarkibiy qismlari bu harakatlar, ya'ni qo’yidagi komponentlardir : - maqsadni belgilash; - ish sharoitlarini tahlil qilish; - operatsiyalarni rejalashtirish; - rejani amalga oshirish; - irodali harakatlar; - natijalarni nazorat qilish; - xatolarni tuzatish. Mualliflarning tadqiqotlarida o'z-o'zini tashkil etish faoliyat orqali ifodalangan

va A.A. Kirsanov ishlaridan kelib chiqib, u vaqt bilan bog'liq. Biroq, o'z-o'zini tashkil etishni ko'rib chiqishning bunday yondashuvi shaxsiy jihatlarni hisobga olmaydi.

ADABIYOTLAR TAHLILI VA METODOLOGIYA

Adabiyotlar tahlili orqali, o'qituvchining hissiy barqarorlikni shakllantirishdagi o'rni, turli psixologik va pedagogik yondoshuvlar yordamida talabalarda o'z-o'zini boshqarish qobiliyatlarini rivojlantirish mumkinligi ta'kidlanadi. Asosiy metodologiya sifatida sifatli tadqiqotlar, intervyular va anketalar yordamida oliy ta'lim muassasasi talabalari orasida o'qituvchining ta'siri o'rganiladi. Shuningdek, stressni boshqarish va hissiy barqarorlikni rivojlantirishga qaratilgan psixologik texnikalar va pedagogik yondoshuvlar tahlil qilinadi.

Oliy ta'lim muassasasi talabalarining o'z-o'zini boshqarish va hissiy barqarorligini shakllantirishda o'qituvchining roli mavzusida adabiyotlar tahlili va metodologiya quyidagi jihatlarni o'z ichiga oladi:

1. O'z-o'zini boshqarish nazariyasi:

O'z-o'zini boshqarish (self-management) nazariyasi, masalan, Bandura (1977) tomonidan taqdim etilgan o'z-o'zini samarali boshqarish konsepsiyasi, talabalar o'z maqsadlariga erishish uchun qanday qilib o'z hissiyotlarini va xatti-harakatlarini nazorat qilishlari mumkinligini tushuntiradi.

Deci va Ryan (1985) tomonidan ishlab chiqilgan o'z-o'zini motivatsiya nazariyasi, talabalarni ichki motivatsiya va tashqi motivatsiya orqali qanday rag'batlantirish mumkinligini ko'rsatadi.

2. Hissiy intellekt:

Goleman (1995) tomonidan taqdim etilgan hissiy intellekt konsepsiyasi, talabalar o'z hissiyotlarini anglash va boshqarish, shuningdek, boshqalar bilan muloqot qilish qobiliyatlarini rivojlantirishda o'qituvchining roli haqida muhim ma'lumotlar beradi.

Hissiy intellektni rivojlantirishda o'qituvchilarning yondashuvi va metodologiyalari haqida ko'plab tadqiqotlar mavjud (masalan, Mayer va Salovey, 1997).

3. Psixologik xavfsizlik:

Edmondson (1999) psixologik xavfsizlik tushunchasini kiritgan bo'lib, bu muhitda talabalar xatolardan o'rganishlari va fikrlarini erkin ifoda etishlari mumkin. O'qituvchilar psixologik xavfsizlikni ta'minlash orqali talabalarning o'z-o'zini boshqarish qobiliyatlarini oshirishda muhim rol o'ynaydi.

4. O'qituvchilarning ta'siri:

O'qituvchilarning pedagogik uslublari va ularning talabalarga bo'lgan munosabati, masalan, Shulman (1986) tomonidan kiritilgan pedagogik bilim konsepsiyasi orqali tahlil qilinishi mumkin. O'qituvchilar talabalarning hissiy va intellektual rivojlanishida qanday rol o'ynashlarini tushunishda yordam beradi.

METODOLOGIYA

1. Tadqiqot usullari:

Sotsiologik so'rovlar: Talabalar orasida so'rovnomalar o'tkazish orqali o'qituvchilarning roli va ularning hissiy barqarorlikka ta'siri haqida ma'lumot to'plash.

Intervyu: Talabalar va o'qituvchilar bilan intervyu o'tkazish orqali ularning tajribalari va fikrlarini o'rganish.

Kuzatuv: Dars jarayonini kuzatib borish orqali o'qituvchilarning uslublarini va talabalar bilan muloqotini tahlil qilish.

2. Ma'lumotlarni tahlil qilish:

Sifatli tahlil: Intervyu va kuzatuv natijalarini sifatli tahlil qilish orqali o'qituvchining roli va ta'sirini aniqlash.

Kvantitativ tahlil: So'rovnoma natijalarini statistik tahlil qilish orqali talabalar o'z-o'zini boshqarish va hissiy barqarorlik darajasini o'lchash.

3. Amaliy tadqiqotlar:

O'qituvchilar uchun seminarlar yoki treninglar tashkil etish, bu jarayonda talabalarning hissiy barqarorligini oshirishga qaratilgan amaliyotlarni sinab ko'rish.

4. Tajribaviy tadqiqotlar:

O'qituvchilarning turli pedagogik uslublarini sinab ko'rish va ularning talabalarga ta'sirini baholash.

Rus olimlarining tadqiqotlarida talabalarning o'quv faoliyatidagi o'zini o'zi tashkil etishini o'rganish masalalariga qiziqish 20-asrning o'rtalarida paydo bo'lgan, shuning uchun talabalarning mustaqil ishlarini tashkil etish muammosi Gortsevskiy A.A., Zaichenko P.A., Kovalevskiy G., Titova G.Yu., Skripkin V.S. Kutepova L.I. va boshqalarlarning asarlarida ko'rib chiqilgan . 1972 yildan boshlab o'z-o'zini tashkil etish kontseptsiyasining ta'rifi oliy ta'lim pedagogikasi darsliklariga kiritilgdi va bunda o'z-o'zini tashkil etish "talaba ishini optimallashtirish uchun mo'ljallangan muayyan ko'nikma va ko'nikmalar tizimi" sifatida ko'rib chiqildi . Adabiyotda taqdim etilgan o'z-o'zini tashkil etish tushunchalarining aksariyati ma’lum bir g'oyaga asoslanganki, uning atrofida ushbu g'oyalarni amalga oshirish uchun o'z ustida ishlash usullari va uslublari tizimi shakllanadi. L. Seiwert kontseptsiyasida bu o’z vaqtinini tejash; M. Vudkok va D. Frensis kontseptsiyasida - o'z cheklovlarini engib o'tish; V. Andreev kontseptsiyasida - ijodiy shaxsning o'zini o'zi rivojlantirish; A. Xrolenko kontseptsiyasida - ishbilarmonlik hayotining shaxsiy madaniyatini oshirish; B. va X. Shvalbe kontseptsiyasida - shaxsiy biznes muvaffaqiyatiga erishishdir .

Ushbu adabiyotlar tahlili va metodologiya, o'qituvchining talabalarning o'z-o'zini boshqarish va hissiy barqarorligini shakllantirishdagi rolini chuqurroq tushunishga yordam beradi. Bu jarayonni yanada samarali qilish uchun o'qituvchilarni tayyorlash va rivojlantirishga qaratilgan tadqiqotlar o'tkazish muhimdir.

MUHOKAMA VA NATIJALAR

O'qituvchining talabalarga ta'siri ularning o'z-o'zini boshqarish qobiliyatlariga sezilarli ta'sir ko'rsatadi. O'qituvchining ijobiy, qo'llab-quvvatlovchi yondoshuvi talabalarda o'z-o'zini anglash va hissiy barqarorlikni rivojlantiradi. Tadqiqot natijalari shuni ko'rsatadiki, talabalarda hissiy intellektni rivojlantirishda o'qituvchining o'zini anglashga yo'naltirgan pedagogik faoliyatlari muhim rol o'ynaydi. Bundan tashqari, stressni boshqarish va emotsional holatni nazorat qilishda o'qituvchining o'zaro aloqalari va maslahatlari talabalarning ruhiy holatiga sezilarli ta'sir qiladi. Oliy ta'lim muassasasi talabalarining o'z-o'zini boshqarish va hissiy barqarorligini shakllantirishda o'qituvchining roli juda muhimdir. O'qituvchilar talabalar uchun nafaqat bilim beruvchi, balki ularga psixologik va emotsional jihatdan ham yordam beruvchi shaxslar sifatida faoliyat yuritadilar. Quyida o'qituvchining bu jarayondagi asosiy rollari keltirilgan:

1. Mentorlik va yo'l-yo'riq berish: O'qituvchilar talabalar uchun mentor bo'lib, ularning rivojlanishida yo'l-yo'riq ko'rsatishi mumkin. Bu, o'z navbatida, talabalarni o'z maqsadlarini aniqlashga va ularni amalga oshirishga undaydi.

2. Hissiy intellektni rivojlantirish: O'qituvchilar talabalarni o'z hissiyotlarini anglash va boshqarish, shuningdek, boshqalar bilan samarali muloqot qilish ko'nikmalarini rivojlantirishga yordam berishi kerak. Hissiy intellekt talabalarning stressni boshqarishiga va ijtimoiy munosabatlarni yaxshilashiga yordam beradi.

3. O'z-o'zini boshqarish ko'nikmalarini shakllantirish: O'qituvchilar talabalarni vaqtni boshqarish, maqsad qo'yish va o'z-o'zini motivatsiya qilish kabi ko'nikmalarni rivojlantirishga rag'batlantirishi lozim. Bu ko'nikmalar talabalar uchun muhim ahamiyatga ega, chunki ular akademik muvaffaqiyat va shaxsiy rivojlanishda katta rol o'ynaydi.

4. Psixologik xavfsizlikni ta'minlash: O'qituvchilar dars muhitini qulay va xavfsiz qilish orqali talabalar o'z fikrlarini erkin ifoda etishlariga yordam berishi kerak. Bu, o'z navbatida, talabalar orasida ishonch va hamkorlikni kuchaytiradi.

5. Ijobiy motivatsiya yaratish: O'qituvchilar talabalarni rag'batlantirish orqali ularning o'z-o'zini boshqarish qobiliyatlarini oshirishi mumkin. Ijobiy motivatsiya talabalarni yanada faol va izchil bo'lishga undaydi.

6. Tahlil va fikr bildirish: O'qituvchilar talabalar ishlarini tahlil qilish va ularga konstruktiv fikrlar berish orqali ularning o'z-o'zini baholash qobiliyatlarini rivojlantirishda yordam berishi mumkin.

Umuman olganda, o'qituvchi talabalar uchun nafaqat bilim beruvchi, balki ularning hissiy va psixologik rivojlanishida muhim rol o'ynaydigan shaxsdir. Talabalarning o'z-o'zini boshqarish va hissiy barqarorligini shakllantirishda o'qituvchining yondashuvi, uslubi va qo'llab-quvvatlashi katta ahamiyatga ega.

XULOSA

O'qituvchining oliy ta'lim muassasasi talabalariga hissiy barqarorlikni shakllantirish va o'z-o'zini boshqarish qobiliyatlarini rivojlantirishdagi roli beqiyosdir. Talabalarning hissiy intellekti va o'zini anglashga bo'lgan ehtiyoji zamon talablariga mos ravishda kuchayib boradi. O'qituvchining pedagogik va psixologik yondoshuvlari talabalarning muvaffaqiyatli ijtimoiy va shaxsiy hayotga tayyorlanishida hal qiluvchi omil bo'lib qoladi. Ushbu maqola oliy ta'limda hissiy barqarorlikni rivojlantirishda o'qituvchining ta'sirini kengaytirish zaruratini ko'rsatadi.

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LANGUAGE AND CULTURE: THE IMPORTANCE OF CULTURAL CONTEXT IN LEARNING ENGLISH

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ANNOTATION

Language and culture are interconnected, as language reflects societal values and traditions. Understanding cultural context is crucial for effective English learning, enhancing communication and comprehension. This article explores its significance, emphasizing the need for cultural education in teaching. Recommendations help educators develop learners' intercultural competence for real-world communication success.

Keywords: Language learning, cultural context, intercultural competence, English language, linguistic skills, communication

INTRODUCTION

Language serves as a fundamental tool for communication and a reflection of cultural identity. English, being the most widely spoken language globally, has adopted cultural influences from diverse regions. For English as a second language (ESL) learners, mastering grammar and vocabulary alone is insufficient. Understanding cultural context—such as idiomatic expressions, humor, and social norms—is crucial for meaningful communication.

Idiomatic phrases like "break the ice" or "spill the beans" may confuse learners if interpreted literally. Similarly, social practices, such as greeting norms, differ significantly among English-speaking countries. For instance, "Hi" in the United States is casual, while British speakers may prefer "Good morning" in formal settings. Misunderstanding such nuances can lead to ineffective communication.

This article examines the connection between language and culture, the role of cultural context in English learning, and the challenges in teaching it. By reviewing relevant literature and providing practical recommendations, the study highlights how cultural competence enriches the language learning process, equipping learners for real-life communication.

LITERATURE REVIEW

1. Language and Culture Connection

Language and culture are deeply interrelated. Kramsch (1993) describes language as a symbolic system representing cultural values and social norms. For example, the English idiom "time is money" reflects the Western emphasis on efficiency and productivity. The Sapir-Whorf hypothesis further argues that language shapes thought and perception, suggesting that learning English involves understanding its cultural worldview.

2.The Role of Cultural Context in Learning English

Cultural context encompasses traditions, behaviors, and norms that influence how language is used. Byram (1997) emphasizes the importance of intercultural competence, which enables learners to navigate cultural differences effectively. Without cultural awareness, learners risk misinterpreting common expressions or failing to adapt their language use to social situations.

3.Benefits of Cultural Awareness

Tomalin and Stempleski (1993) highlight that culturally rich materials, such as films and books, improve learners' ability to use language in context. Exposure to accents, idiomatic expressions, and cultural practices helps bridge the gap between theoretical knowledge and practical application.

4. Challenges in Teaching Cultural Context

Despite its importance, integrating cultural context is challenging due to the diversity of English-speaking cultures. Educators must balance teaching universal norms and highlighting regional differences, such as American informality versus British formality. Limited access to authentic materials can also hinder the process. Cultural context is just as important as grammar and vocabulary in learning English. Without cultural awareness, learners may find it difficult to engage in real-life conversations or understand the deeper meanings behind words and phrases. For example, idiomatic expressions like "hit the nail on the head" or "raining cats and dogs" can only be understood through exposure to the culture that created them.

Cultural competence also builds confidence in communication. Learners familiar with social norms, such as when to use formal or informal language, can navigate interactions more effectively. For instance, knowing that "How are you?" in American English is a polite greeting rather than a literal question about health can help avoid awkward exchanges. I believe technology plays a crucial role in addressing cultural gaps.

Platforms like Hello Talk and Duolingo offer interactive experiences that connect learners with native speakers and cultural content. However, educators must guide learners to approach cultural differences with an open mind, fostering mutual respect and understanding rather than stereotyping. Overall, cultural context enriches the language learning experience and equips learners for meaningful communication.

RECOMMENDATION

1. Incorporate Authentic Materials: Use films, TV shows, and books from various English-speaking regions to expose learners to real-life cultural scenarios.

2.Highlight Cultural Differences: Teach students about the differences between American, British, Australian, and other English-speaking cultures.

3. Encourage Online Exchanges: Utilize platforms like Tandem and HelloTalk to connect learners with native speakers for authentic conversations.

4. Organize Cultural Activities: Host events celebrating English-speaking traditions, such as Christmas or Halloween, to make learning interactive and engaging.

5. Foster Intercultural Competence: Include discussions on adapting to cultural differences to prepare students for diverse communication contexts.

CONCLUSION

Language and culture are inseparable, and understanding cultural context is essential for mastering English. Cultural awareness enhances learners' ability to interpret idiomatic expressions, adapt to social norms, and communicate effectively in real-life situations. While teaching cultural context can be challenging due to the diversity of English-speaking cultures, it remains a vital component of language education.

By integrating authentic materials, encouraging online interactions, and fostering intercultural competence, educators can provide learners with a comprehensive understanding of English as a global language. As English continues to connect people worldwide, prioritizing cultural context in language learning will not only improve communication skills but also promote mutual respect and understanding.

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LANGUAGE TOOLS TO OVERCOME SPEAKING BARRIERS

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ANNOTATION

Language barriers are significant challenges in education, business, and social interactions. This study examines various language tools, including translation software, speech recognition systems, mobile applications, and AI-powered chatbots, to facilitate effective communication and overcome speaking difficulties. By analyzing the effectiveness of these tools, the research highlights how technology is transforming language learning and cross-cultural communication. Additionally, the study explores the limitations of these tools and provides recommendations for improving their accuracy, accessibility, and cultural adaptability.

Keywords: Language barriers, communication tools, speech recognition, AI translation, language learning, cross-cultural communication, technology

INTRODUCTION

Language is essential for effective communication, yet speaking barriers often arise due to differences in linguistic backgrounds, pronunciation challenges, and vocabulary limitations. These barriers impact various aspects of life, from international business and education to daily social interactions. Technological advancements have led to the development of numerous language tools designed to bridge communication gaps. Translation software, AI-powered chatbots, speech recognition systems, and mobile language-learning applications have become crucial in overcoming language difficulties. However, despite their advantages, these tools have limitations, such as translation inaccuracies, cultural misunderstandings, and dependence on internet connectivity.

This study explores how language tools assist individuals in overcoming speaking barriers and evaluates their effectiveness. The research aims to answer the following questions:

What are the most effective language tools for overcoming speaking barriers?

How do these tools contribute to language learning and cross-cultural communication?

What are the limitations of current language tools, and how can they be improved?

LITERATURE REVIEW

Language Barriers and Communication Challenges. Language barriers hinder personal, academic, and professional interactions. Scholars have analyzed their impact:

Krashen (1982) introduced the Input Hypothesis, emphasizing that exposure to comprehensible language input aids in language learning. This theory supports the effectiveness of technology-assisted learning tools.

Piller (2017) examined how language barriers contribute to social and workplace inequalities, stressing the need for improved communication tools.

Zheng & Warschauer (2018) explored the role of digital tools in second-language acquisition, highlighting how mobile applications enhance learners' speaking confidence.

Technology-Assisted Language Learning

Godwin-Jones (2015) discussed the rise of mobile-assisted language learning (MALL) and how smartphones provide real-time language support.

Dizon (2020) evaluated AI chatbots such as Duolingo and Google Assistant in spoken communication, concluding that while beneficial, they lack human-like interaction capabilities.

McCarthy (2016) investigated speech recognition software like Google Voice and Siri, emphasizing their role in improving pronunciation and fluency.

This study builds upon existing research to assess the effectiveness of language tools in overcoming speaking barriers, focusing on real-world applications and limitations.

METHODOLOGY

This research adopts a qualitative and comparative analysis approach to examine the effectiveness of language tools in overcoming speaking barriers. The study includes the following components:

1. Case Studies – Real-life examples of individuals using language tools for communication are analyzed to understand their practical applications and impact.
2. Tool Evaluation – The accuracy and efficiency of various language tools, including translation software (Google Translate, DeepL), AI chatbots (ChatGPT, Duolingo), and speech recognition systems (Google Voice, Siri), are assessed.
3. Surveys and Interviews – Feedback is collected from language learners, educators, and professionals to evaluate their experiences and perspectives on language tools.
4. Comparative Analysis – The strengths and weaknesses of different language tools are examined in real-world communication scenarios to determine their effectiveness and limitations.

The research relies on primary sources, including user data and reports from technology developers, and secondary sources, such as academic articles on language learning, artificial intelligence applications, and digital communication technologies.

DISCUSSION AND RESULTS

Language tools play a crucial role in facilitating spoken communication across various fields, including education, business, and daily social interactions. These tools help individuals overcome language barriers by providing real-time translation, pronunciation assistance, and interactive language learning experiences. One of the most widely used language tools is translation software, such as Google Translate and Deep . These tools offer instant translation services, allowing users to communicate

effectively in multiple languages. They are particularly useful in situations where individuals do not share a common language, enabling smoother cross-cultural interactions. Another essential category of language tools is AI-powered chatbots, such as ChatGPT and Duolingo. These chatbots provide interactive speaking practice, helping language learners improve their fluency and confidence in speaking a new language. By simulating real conversations, AI chatbots create an immersive learning environment, making language acquisition more engaging and effective.

Additionally, speech recognition software, including Google Voice and Siri, assists users with pronunciation and real-time speech-to-text conversion. These tools enable individuals to refine their speaking skills by providing instant feedback on pronunciation accuracy. Moreover, they enhance accessibility for people with speech or hearing impairments, making communication more inclusive.

The effectiveness of language tools extends to various real-world applications:

1. Education – Language learners benefit greatly from AI-driven speaking exercises, pronunciation feedback, and interactive language practice. These tools help students improve their speaking skills by providing real-time corrections and personalized learning experiences.
2. Business – In professional settings, multilingual translation tools play a vital role in international meetings, negotiations, and customer interactions. Businesses rely on these tools to facilitate communication between employees and clients from different linguistic backgrounds, thereby improving collaboration and productivity.
3. Social Interaction – Travelers and immigrants frequently use mobile translation applications to communicate in foreign environments. These tools help individuals navigate daily interactions, such as ordering food, asking for directions, or engaging in casual conversations with native speakers.

Limitations of Current Language Tools: Despite their numerous benefits, language tools also have several limitations that affect their overall efficiency and reliability:

Accuracy Issues – Many translation tools struggle with complex sentence structures, idiomatic expressions, and cultural nuances, sometimes leading to miscommunication. Machine translation may not always provide contextually accurate translations, which can create misunderstandings in important conversations. Pronunciation Challenges – Speech recognition software often struggles to accurately process different accents, dialects, and speech patterns. Users with non-standard pronunciations may experience difficulties in getting the software to recognize and interpret their speech correctly. Dependence on Technology – Many language tools require a stable internet connection to function effectively. This reliance on technology limits their usability in remote areas where internet access is poor or unavailable. Additionally, technical issues such as software glitches or connectivity problems can disrupt communication. Overall, while language tools have significantly improved spoken communication, ongoing advancements in artificial intelligence and machine learning are necessary to enhance their accuracy, adaptability, and accessibility.

RECOMMENDATION

To enhance the effectiveness of language tools, future improvements should focus on:

Improving AI Accuracy: Enhancing translation algorithms to better understand idiomatic expressions and cultural nuances. Personalized Learning Features: Developing AI tools that adapt to users' speech patterns and language proficiency. Offline Functionality: Expanding offline capabilities for translation and speech recognition tools to improve accessibility. Cultural Context Integration: Incorporating cultural awareness into AI-based communication tools to prevent misunderstandings. Future research could explore the long-term impact of these tools on language acquisition and their role in shaping multilingual societies.

CONCLUSION

Language barriers continue to be a major challenge in communication, but advancements in translation software, speech recognition, and AI-powered learning tools have significantly improved spoken interactions. This study demonstrates that language tools facilitate language learning, enhance communication in professional and social settings, and support cross-cultural exchanges.

However, challenges such as translation inaccuracies, accessibility issues, and cultural misunderstandings must be addressed for these tools to reach their full potential. By continually refining AI-driven communication technologies, society can work towards a future where language differences no longer hinder human connection and global collaboration.

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SMARTPHONES AS AN EDUCATIONAL TOOL: BENEFITS AND CHALLENGES

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ASBTRACT

Smartphones are one of the most powerful technological gadgets of modern times, significantly influencing various aspects of daily life, including education. Initially viewed as distractions in classrooms, smartphones are now recognized as valuable tools that enhance both teaching and learning. This paper explores the advantages of using smartphones in education, such as their role in improving vocabulary, facilitating independent learning, and providing interactive learning experiences. Despite the benefits, concerns remain regarding potential distractions. This paper examines both perspectives, highlighting the importance of balanced smartphone usage in education.

Keywords: Smartphones, Educational Technology, Digital Learning, Vocabulary Development, Classroom Integration

INTRODUCTION

Technology has become an indispensable part of modern education, with smartphones emerging as a key tool for students and teachers alike. In the past, many educational institutions viewed smartphones as disruptive elements, often banning their use in classrooms. However, the increasing integration of digital learning tools has led educators and policymakers to recognize the significant benefits that smartphones offer in facilitating education. With the rise of mobile applications, online learning platforms, and interactive tools, smartphones now play an essential role in modern education, particularly in language learning and skill development.

Smartphones are the most powerful technological gadgets of the current time and its multi-functional features have made it a very important part of the everyday routine for almost all people. Smartphones play a very significant role in almost every-thing an individual does in the day to day work. It is recognized as an important tool of work, entertainment, learning, teaching, etc. In addition to its effectiveness in different aspects of life, smartphones have also been recognized as an important educational tool that facilitates both learning and teaching process in the field of education. According to mobile technology is considered to be the recognized face of educational applications for the recent technologies. Although, many colleges and institutions did not welcome the use of smartphones by students during school hours previously and its use was recognized as a disruption for students' learning, however, with the vast beneficial features that smartphones offer specifically for the benefit of learning and teaching, educators and policy makers in the field of education are already recognizing the smartphones as a powerful educational tool

that could be used both by the students and teachers to facilitate their learning or teaching process. In addition, students of the 21st century are so much attached to the technological trends and it would be hard for them to even imagine not using it in their everyday life. According to students in colleges cannot stand it longer without checking their technological devices such as smartphones, laptops etc. When it comes to technology, students are the usually the first to jump into it and try the new technology and it is most likely that they would do innovation in finding new ways of utilizing the available technology, thus the study of smartphone use among students has to be of particular significance.[1] However, mobile phones in the classroom have always been a controversial topic. Some teachers worry about the potential for student distraction, while others have decided to use them because they offer some positive learning benefits[2]. The reality is that students, especially those ages 12-18, use smartphones on a daily basis. For most, smartphones are their device of choice, and nearly all 95% of all teens have them (Pew Research, 2018). Because this device is so commonplace, it makes sense to leverage its benefits.

Furthermore, mobile phones and apps can help students to improve their vocabulary. As we all know, advantages of technology are more cheap, comfortable, modern, fast, effective, reliable and interactive than traditional way. Moreover, during the learning process learners have an opportunity to be good working with computer. They are able to communicate easily and clearly. The more use appropriate words during their speech the better listener can understand them Additionally, it is not so difficult to express their feelings, opinions and knowledge at the second language if they have enlarged vocabulary. It is irrefutable fact that technology is getting increase more and more in every sphere of our life nowadays, as well as educational system, especially, in language learning. Furthermore, the government pays great attention to develop ICT in educational system. It can be reasonable proof that the first President 1. Karimov declared a law which was about creating informational portal, Ziyonet, on September 28, 2005. As a result, using technology helps improve quality of education, moreover, inventions of 21 century give a chance learners to make themlearning process easy and effective. In addition, these days English language learners can't imagine the learning procedure without gadgets, digital tools, internet, computer and multimedia. They are also extremely helpful to expand range of vocabulary. Actually, even within modem developing visual world, words play a role as a primary means of communication. It is demandable that learners should have enough vocabulary to become an effective language learner . It is real fact that using multimedia is not so complicated to learn new words by heart. So, there are a number of ways to improve vocabulary by using mobile devices. They are:

Using mobile phones. Using mobile phones can provide comfortable and effective atmosphere of studying words for three reasons. At the first place learners can expand their vocabulary by listening, records in their mobile phones, According to human being's nature young people tend to listen to music so that learners may record new words in their devices as their favorite and adorable songs or music. And

[1] Tileston, D.W. 2003 "What every teacher should know about Media and Technology Thousand Oaks, CA Corwin Press.

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then they can listen and sing those records. Perfect proof of how this strategy is useful is a film “Ron Clark” which is about a skillful school teacher. That teacher creates a new lyric which consists of numerous and difficult to memorize names and years of Presidents of USA for modern music. As a result, his students do their best during exams. At the second place, by changing language of mobile phones into English, learners can learn new technical words unplanned way when they come across those words a lot. Moreover, learners can save name of people linked with new words, for example, if learners should learn the word “Stubborn”, they can save name of person who is stubborn by nature. At the third place learners can utilize e-dictionary instead of real dictionary books. E-dictionary does not only help to find new words easily and quickly, but also can provide with pronunciation of those words.

Using online websites and vocabulary software of games. Internet consists of majority of online websites to learn English autonomously. Generally speaking, some learners do not have ability to know what they should do or learn for their improvement. At that time, websites can be helpful for them. English websites provide very essential and important words for English learners. In that websites, not only learners can learn new words, but can check their pronunciation too. Additionally, those websites have a great supply of useful tests, handouts crossword puzzles and so forth. Those websites do not demand to waste time and money to go somewhere; learners just sit in a corner of the room and can gain knowledge as the same with ordinary tutor classes. Some suggested websites are MyEnglishTeacher.eu on Facebook, Babble, and English Vocabulary Dictionary (created by MyEnglishTeacher.eu itself)

Secondly, most of people have come up with different solutions and ideas which are a bit boring to expand vocabulary. But what about the joy of playing games in learning process? It has been proven by several experiments that playing games have their important role in learning process. Because when learners are bored in reading, writing words, they can play interesting games on their mobile phones even in crowded bus or taxi conveniently. As we know the objects which are remembered every day are more memorable (2). On the other hand, there are a number of advantages to play games in learning process:

Learners do not get bored

Leamers can keep their time properly (instead of playing different games they play English games at the time they want to play something on their mobile phones)

Speed and quality of learning process is getting better by learning from visual and audio materials.

Learners can be motivated by relax able music, different pictures and funny figures of games.

In fact, there are majority of games in Google play. Some suggested games are Learn English Vocabulary, Vocabulary Builder, Power Vocabulary Word Game, Volt Vocabulary

3. Using computers. While reaching top of improvement, computer is also advisable tool. Learners can watch English movies or different videos related to specific topics. It is a true fact that just learning new words by heart is not enough to enlarge vocabulary. The less the words are used in real life, the more they are forgotten. According to traditional way of teaching when we learn words we make a list of new words in our notebook. The main problem with learning new words is vocabulary list. Because we just focus on what words mean. But when we watch film

learners can learn where and how words are used in reality. For example, learners learn “king” word. As we know from dictionary, it is “a man who rules a country because he is from a royal family (Longman dictionary)”. But if learners learn the word “King” through watching films, it can be a title in front of a person (e.g King Arthur). On the other hand, “King” is used in idiom like “a king’s ransom” which means “a very large amount of money”. This way learners do not only learn what each word means, but also how it is used. Moreover, it is useful to watch film with subtitle, because there are many words which express feeling or sound such as murmur, twinkle. When something is twinkling in the film, the word “twinkling” is written with brackets and learners can understand and memorize easily. In this technological world, every person should invite digital tools into their business because of being efficient and unique way to develop quickly. Briefly speaking, using technology supports confident atmosphere of learning, active, interesting, encouraging learning in words that are essential to vocabulary development. Additionally, having idea how to use technology is main factor of becoming successful and strategic learner.

Literacy games and apps are also available online and for downloading, as well as reviews of educational software apps. Another great resource is a large variety of online books, often organized by subject, with the text and photos of each page easily seen on the screen by the student, who can click on the arrow to turn the page. For students who may not be keen on reading but love computers, online books can be useful teaching tool, as well as providing an easy way for a teacher to improve the classroom library. A great related feature of several websites is the information they support about the authors and illustrators of students’ books. Pupils in our classrooms, the use of online applications is second nature. All we, as teachers and ICT coordinators, need do is introduce them to the on line apps that can help unlock their creativity and collaborative skills- and help their study, revision and organization.

The findings of the research are definitely useful and appropriate for teachers, according to the ways and approaches of using technological methods in the classroom are utilized in the experimental classroom.

In order to make the lesson more digital, technological devices are chosen to be used as follows:

Laptop. Laptop is admitted to be the best tool of the technological devices in education, since it gives thousands of functions to make the lesson easier and more interesting. The objective of the laptop is to use the e-platform to check student’s attendance and evaluate them. Next objective of them is to use to put on music and tracks and show videos.

CONCLUSION

Smartphones have evolved from being viewed as classroom distractions to becoming essential tools for modern education. Their ability to provide instant access to learning materials, facilitate independent study, and enhance language acquisition makes them invaluable in today's digital learning environment. However, to maximize their benefits, it is essential to implement proper regulations and ensure responsible usage. By balancing the advantages and challenges, educators can harness the power of smartphones to create an interactive, engaging, and effective learning experience for students.

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THE USE OF ANALEPSIS TO DECIPHER THE PSYCHOLOGY OF CHILD CHARACTERS IN THE WORKS OF SUSAN HILL

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ASBTRACT

This article analyzes Susan Hill's masterful use of analepsis (flashbacks) in "I am the King of the Castle" and other short stories. The narrative technique reveals characters' psychological development, particularly in child protagonists, by illuminating formative experiences, trauma, and school memories. Hill employs flashbacks to explore themes of power dynamics, bullying, and loss of innocence.

Keywords: Analepsis, Flashbacks, Psychological development, Trauma, Power dynamics, Bullying, Childhood

INTRODUCTION

Literary narratives often rely on temporal shifts to create depth and psychological complexity in their storytelling. In Susan Hill's works, particularly "I am the King of the Castle" and her short stories, the use of analepsis (flashbacks) serves as a powerful narrative device that illuminates the psychological landscapes of her characters. This article examines how Hill strategically employs flashbacks to reveal the formative experiences, traumas, and social dynamics that shape her characters' present behaviors and emotional responses. Through careful analysis of various examples from her works, we explore how these temporal shifts contribute to the portrayal of childhood development, power dynamics, and the loss of innocence.

MAIN PART

Susan Hill masterfully employs analepsis, or flashbacks, throughout "I am the King of the Castle" to provide crucial insights into the characters' past experiences and psychological development. This narrative technique allows Hill to weave a rich tapestry of memories and formative events that shape the characters' present-day actions and emotions. As Genette (1980, p. 40) notes, "Analepsis serves to fill in narrative gaps and provide backstory, enriching the reader's understanding of character motivation and development.[1]" Hill uses flashbacks to reveal traumatic experiences that have shaped Kingshaw's fears and insecurities. For instance, the memory of the swimming pool incident vividly illustrates the roots of Kingshaw's water phobia: "When he was about 5,

[1] Genette, G. (1980). Narrative discourse: An essay in method. Cornell University Press.

he had gone with his father to an open-air swimming pool... Turville had seen that he was afraid of the water, not just because he could not swim, but for other reasons, quite inexplicable."[2] This flashback not only explains Kingshaw's fear but also highlights the insensitivity of the adults in his life, contributing to his sense of vulnerability and isolation. Hill also uses analepsis to contrast Kingshaw's current experiences with his school life, providing context for his behaviors and attitudes. The recollection of school adventures and punishments serves to illustrate Kingshaw's understanding of risk and consequence: "He was afraid. He had known how it would be. There was no question of it being an adventure. That is what Mr Hooper would have said. Perhaps other people might do because of that, for a lark, like Perevell and Blakey when they went up the mountain, last winter term, wanting to cause a stir." [3] These school-related flashbacks, as Rimmon-Kenan (2002, p. 47) suggests, "provide a comparative framework for the character's current situation, highlighting changes or consistencies in their behavior and thought patterns.[4]" Hill's use of analepsis also serves to reveal Kingshaw's self-perception and his place within the social hierarchy. The memory of his mediocrity at school and the comparison to other students illuminate his struggles with self-esteem:

"He had never been much good at anything. Not bad. Not so unfailingly, hopelessly bad that everybody held him up as an example, like they did with Leek." [5]

These flashbacks to school experiences are particularly significant in the context of child psychology. As Nikolajeva (2014, p. 133) argues, "School-related memories in children's literature often serve as microcosms of larger social structures, revealing how children navigate power dynamics and form their identities[6]." Hill also uses analepsis to explore the theme of innocence lost and the harsh realities of growing up. The contrast between Kingshaw's experiences with rabbits at school and his encounter with a wild rabbit highlights this transition: "They had rabbits at school, in cages, fat and white, with pink, vacant eyes. But this was different, it quivered and twitched with life." [7] Furthermore, the flashbacks to restricted access to newspapers and the subsequent nightmares illustrate the psychological impact of exposure to adult realities: "Sometimes, they were not allowed to see the newspapers, at school, because of things like murder trial reports... If you began to read something, your eyes went on and on, you couldn't stop them until you knew every terrible thing about it and then you had thoughts and nightmares, you

[2] Hill S. I'm the king of the castle. -UK.: Penguin Random House, 2019. -P.25
[3] Hill S. I'm the king of the castle. -UK.: Penguin Random House, 2019. -P.49
[4] Rimmon-Kenan, S. (2002). Narrative fiction: Contemporary poetics (2nd ed.). Routledge.
[5] Hill S. I'm the king of the castle. -UK.: Penguin Random House, 2019. -P.54
[6] Nikolajeva, M. (2014). Reading for learning: Cognitive approaches to children's literature. John Benjamins Publishing Company.
[7] Hill S. I'm the king of the castle. -UK.: Penguin Random House, 2019. -P.57

could never return to the time of not-knowing."[8] This particular use of analepsis aligns with what Trites (2000, p. 85) describes as the "narrative of maturation," where exposure to adult knowledge marks a significant shift in the child character's worldview[9]. Hill's use of flashbacks also serves to highlight Kingshaw's attempts to assert himself and find his place in the world. The memory of his climbing feat at school reveals his desire for recognition and distinction: "At school, he had climbed on to the music block roof, at night, and along the ivy between one dormitory floor and another, he could get to the crow's nest at the top of the elm tree by South Gate. Nobody had ever done that before. It was the only distinction he had ever been able to secure for himself."[10] This flashback reveals Kingshaw's desperate need for recognition and his willingness to take risks to achieve it. As Nikolajeva (2010, p. 185) notes, "Such memories of daring feats often serve as a counterpoint to the character's current feelings of powerlessness, highlighting the psychological journey of the protagonist.[11]" Hill also uses analepsis to explore the theme of bullying and its lasting impact on a child's psyche. The brief flashback to Kingshaw's sole experience of being beaten up provides insight into his current vulnerability:

"Once, once only in his whole life, he was beaten up. Crawford had done it, he beat up everybody."[12] This memory serves to contextualize Kingshaw's reactions to Hooper's bullying, illustrating how past traumas can shape present behaviors and fears. The use of analepsis in "I am the King of the Castle" is particularly effective in portraying the psychological complexity of child characters. As Bal (2017, p. 79) argues, "Flashbacks in narratives focusing on child characters often serve to illustrate the formative experiences that shape their worldview and emotional responses.[13]" Hill's skillful employment of this technique allows readers to understand the deep-seated fears, insecurities, and motivations that drive Kingshaw's actions in the present narrative. Moreover, the frequent use of school-related flashbacks underscores the significance of educational institutions in shaping a child's psyche. As Nodelman (2008, p. 216) points out, "School memories in children's literature often function as a microcosm of society, revealing the character's place within social hierarchies and their strategies for navigating complex social dynamics[14]."

Susan Hill's stories, such as "The Boy Who Taught the Beekeeper to Read," "Punishment," "Sand," "Elizabeth," and "The Brooch," often employ flashbacks (analepsis) to explore complex themes related to childhood

[8] Hill S. I'm the king of the castle. -UK.: Penguin Random House, 2019. -P.121
[9] Trites, R. S. (2000). Disturbing the universe: Power and repression in adolescent literature. University of Iowa Press.
[10] Hill S. I'm the king of the castle. -UK.: Penguin Random House, 2019. -P.131
[11] Nikolajeva, M. (2010). Power, voice and subjectivity in literature for young readers. Routledge.
[12] Hill S. I'm the king of the castle. -UK.: Penguin Random House, 2019. -P.165
[13] Bal, M. (2017). Narratology: Introduction to the theory of narrative (4th ed.). University of Toronto Press.
[14] Nodelman, P. (2008). The hidden adult: Defining children's literature. Johns Hopkins University Press.

psychology. This narrative technique allows Hill to delve into the formative experiences of her characters, highlighting how past events shape their present identities and emotional landscapes. In "The Boy Who Taught the Beekeeper to Read," the young boy's interactions with the beekeeper are interwoven with reflections on his own past, including his mother's death. The boy's questions and curiosity reflect a search for connection and understanding in a world altered by loss. These flashbacks emphasize how children process grief and seek stability through new relationships. Similarly, in "Punishment," Mick's memories of his brother Charlie's suffering and death are pivotal. Flashbacks to Charlie's punishment and subsequent death reveal the deep psychological scars left on Mick. The story illustrates how childhood trauma can manifest as unresolved anger and guilt, influencing Mick's actions and his quest for vengeance. In "Elizabeth," the titular character experiences flashes of insight into her family's struggles and her mother's sacrifices. These moments of reflection connect Elizabeth's childhood experiences of poverty and familial duty to her development and understanding of the world. Her internal monologue reveals a psychological struggle with expectations and the desire for a different life. The story "Sand" uses flashbacks to reveal the sisters' childhood experiences with their mother, who was often discontented and unyielding. These memories highlight the lasting impact of parental attitudes on children's emotional development. The tension between hope and disappointment, as experienced on the beach, underscores the sisters' lifelong feelings of guilt and resentment. Lastly, "The Brooch" explores the relationship between a child and her blind uncle, incorporating flashbacks that reveal the uncle's pride and the structured routines of their life together. These memories illustrate the child's evolving understanding of her uncle's limitations and the tender bond that develops despite them. Overall, Hill's use of flashbacks not only enriches the narrative but also offers profound insights into the psychological development of children. These reflections on past events highlight how early experiences, especially those involving family dynamics and trauma, leave indelible marks on the psyche, influencing characters' behaviors and emotions well into adulthood.

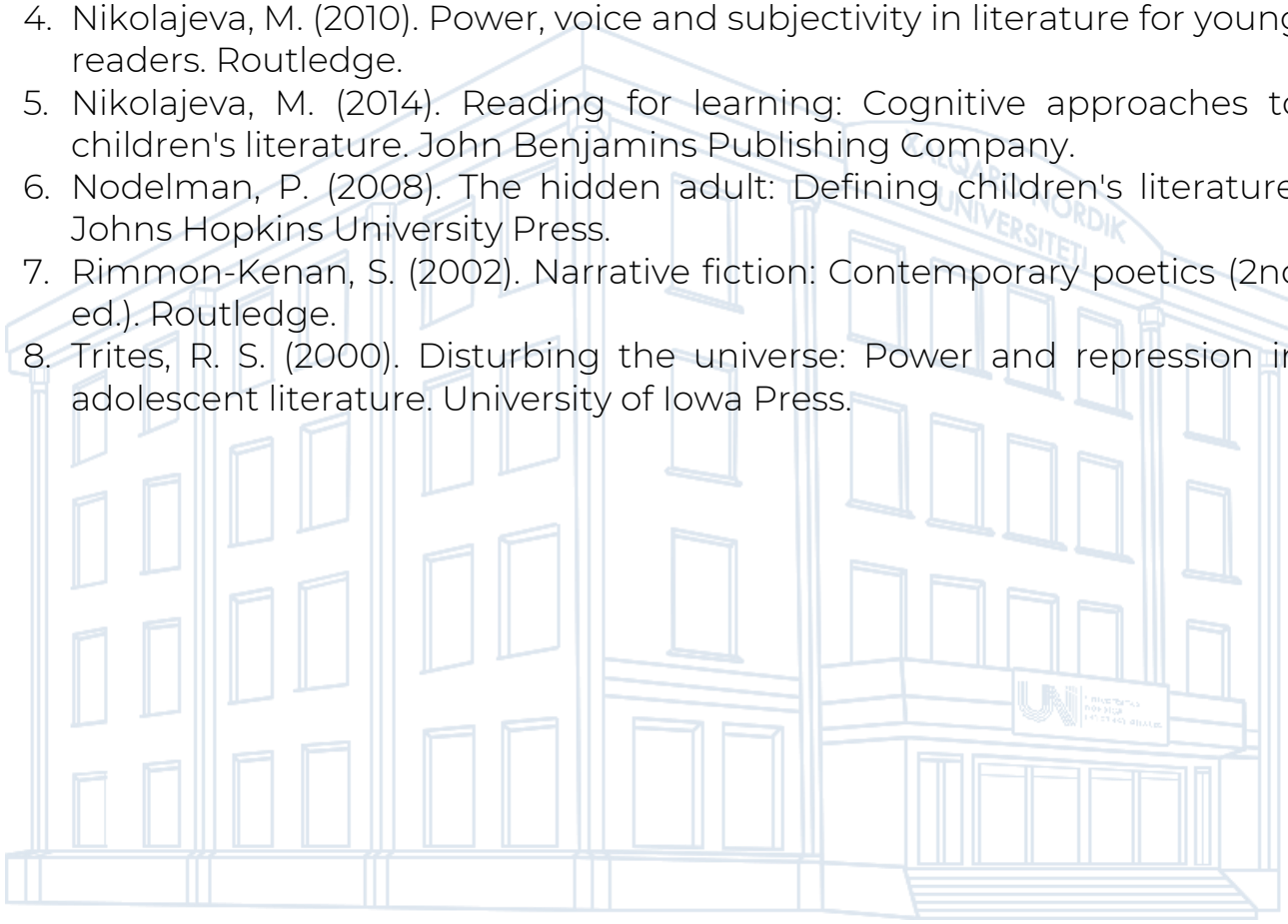
CONCLUSION

Susan Hill's masterful deployment of analepsis demonstrates the profound impact of past experiences on character development, particularly in the context of childhood psychology. Through carefully crafted flashbacks, Hill creates a rich tapestry of memories that reveals how early experiences, trauma, and social interactions shape her characters' present realities. The technique proves especially effective in exploring the complex themes of power, vulnerability, and growing up. As demonstrated through multiple works, including "I am the King of the Castle" and her short stories, Hill's use of analepsis not only enriches her narrative structure but also provides deeper insights into the psychological complexity of childhood experiences and their

lasting effects on individual development. This sophisticated narrative approach ultimately allows readers to understand the intricate connections between past experiences and present behaviors, highlighting the enduring influence of childhood memories on character formation.

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LEARNER-CENTERED PEDAGOGY: A GAME-CHANGER IN TEACHING

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ANNOTATION

This article explores LCP's potential as a "game-changer" by analyzing theoretical foundations of LCP and its contrast with traditional pedagogy, implementation challenges in diverse contexts. This article analyzes information from several scientific papers to assert that learner-centred pedagogy signifies a paradigm change that enhances engagement, critical thinking, and a lifetime passion for learning, therefore enabling students to excel in a fast changing world.

Keywords: Learner-Centered Pedagogy (LCP), student-centered learning, active learning, constructivism, educational reform, teacher education, student engagement, humanistic psychology, social learning theory, autonomy, formative assessment

INTRODUCTION

Learner-Centered Pedagogy (LCP) has emerged as a transformative approach in education, shifting the focus from teacher-led instruction to student-driven learning [6:1]. Rooted in constructivist theories suggested by Vygotsky and Piaget, LCP emphasizes active participation, autonomy, and collaborative learning [2:4]. This progression acknowledges that learners are not passive users of information but active builders of knowledge, and that successful teaching must accommodate varied learning styles, experiences, and backgrounds. This methodology centres the learner in the educational process, promoting enhanced engagement, critical thinking, and a lasting passion for learning, so allowing students to succeed in a fast changing world.

MAIN PART

Learner-centred pedagogy (LCP) is a pedagogical methodology that prioritizes the needs, interests, and active participation of learners in the teaching and learning process. This pedagogical model is based on several key theoretical frameworks, including constructivism, humanistic psychology, and social learning theory. Jean Piaget's cognitive constructivism posits that learning transpires through assimilation and accommodation, wherein learners incorporate new knowledge into pre-existing cognitive frameworks [5:15]. Lev Vygotsky's social constructivism emphasizes the significance of social interaction and scaffolding in the learning process, positing that knowledge is collaboratively built [9:90]. Humanistic psychology, especially the contributions of Carl Rogers and Abraham Maslow, emphasizes the significance of human development, autonomous learning, and emotional health in education. Maslow's hierarchy of needs (1943) reinforces LCP by indicating that learners must satisfy their fundamental psychological needs prior to attaining self-directed

learning [4:382]. Albert Bandura's social learning theory (1977) highlights that learners acquire information not alone via direct teaching but also by observing peers and educators, which corresponds with collaborative and interactive learning practices in LCP [1:22]. According to Bremner, LCP is defined by six key aspects [2:4]:

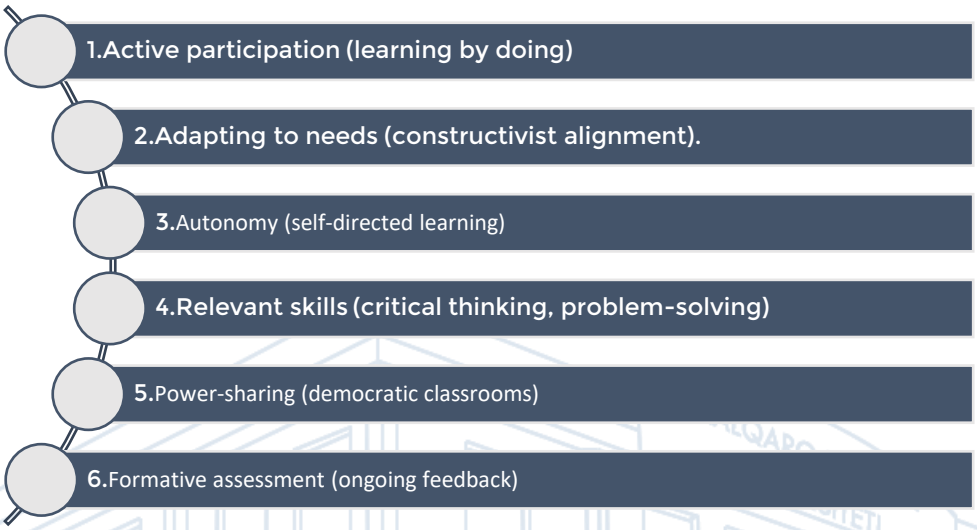


Figure 1. Key aspects of LCP

In contrast to conventional education, which regards the teacher as the principal authority imparting static information, LCP promotes autonomy, critical thinking, and flexible learning processes. Significant differences arise in classroom dynamics: conventional techniques depend on lectures, standardized curriculum, and passive information absorption, whereas LCP emphasizes inquiry-based activities, varied instruction, and metacognitive reflection. Evaluation within LCP transitions from summative assessments to formative, competency-oriented evaluations, consistent with constructivist learning concepts that see learning as an iterative process. LCP contrasts sharply with teacher-centered methods, which prioritize rote memorization and passive absorption [8:2].

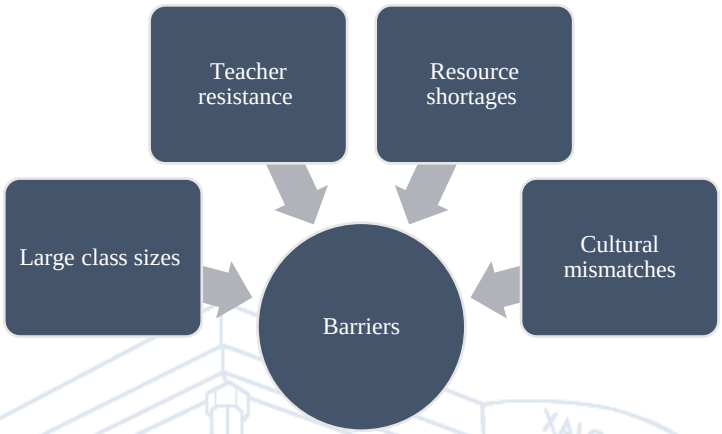
Despite its theoretical advantages, the actual use of learner-centred pedagogy (LCP) encounters several obstacles. A significant barrier is instructor opposition, sometimes arising from insufficient training or unfamiliarity with facilitative as opposed to directive teaching methodologies [10:45]. Conventional educational frameworks, which prioritize uniform curriculum and instructor-centered teaching, impede the transition to LCP [6:12].

Another difficulty is the substantial number of classes, which complicates the successful implementation of individualized instruction and active learning methodologies. Moreover, assessment frameworks that favour standardized testing instead of formative and competency-based assessments contradict LCP's focus on personalized learning [3:8].

Ultimately, socio-cultural issues influence pupils, since those familiar with passive learning may first oppose interactive approaches [7:73]. Addressing these difficulties necessitates systemic reforms, encompassing teacher professional development, curricular adaptability, and governmental endorsement for alternate

assessment frameworks. Bremner also supports these views and mentions similar implementation challenges.[2:6]:

Figure 2. The implementation barriers of LCP



CONCLUSION

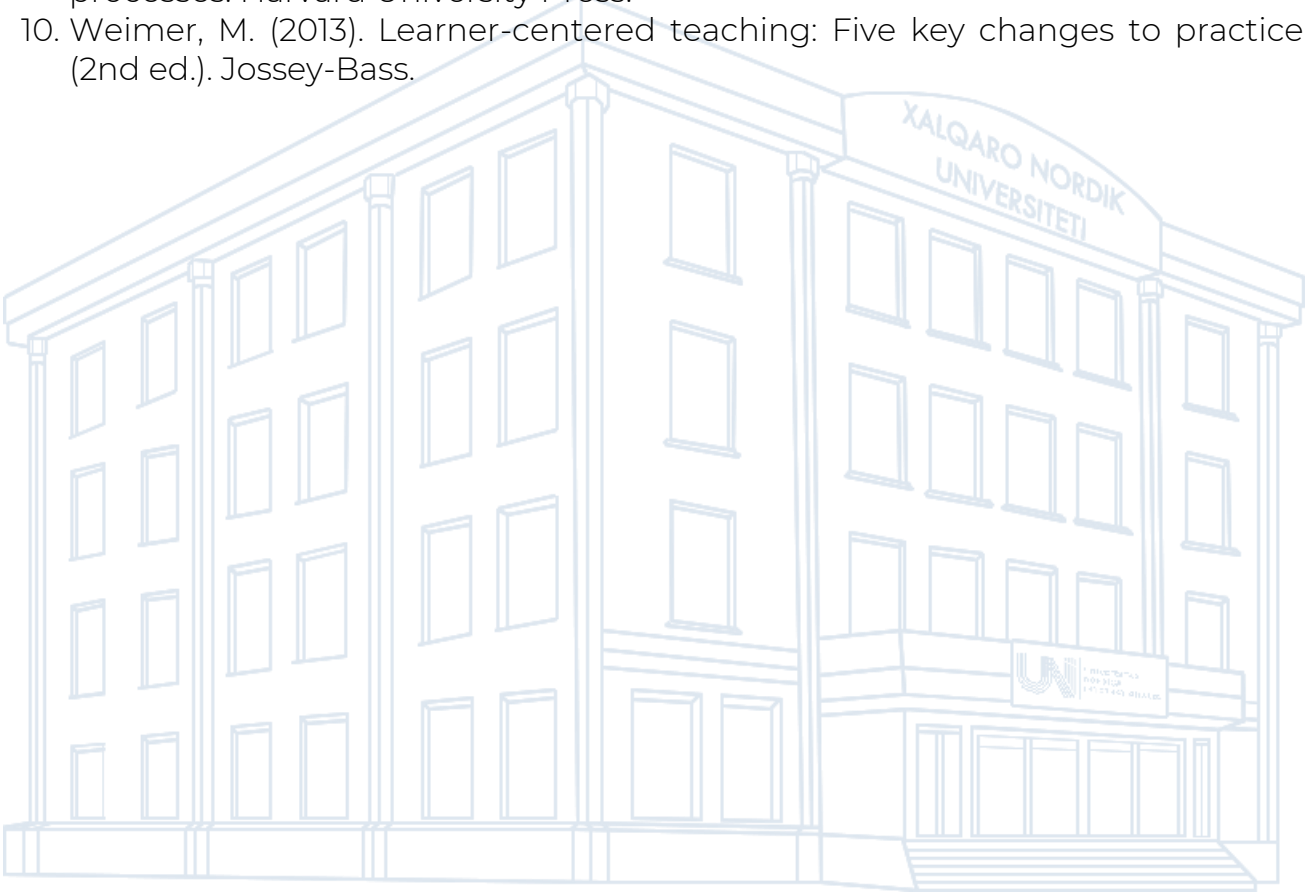
Learner-centred Pedagogy (LCP) signifies a fundamental transition in education, departing from conventional teacher-centric teaching to a framework that emphasizes student autonomy, participation, and active knowledge building. Grounded in constructivist and humanistic beliefs, LCP promotes critical thinking, teamwork, and lifelong learning skills vital for managing an increasingly intricate world. Nonetheless, its execution encounters considerable obstacles, such as educator opposition, inflexible curriculum, substantial class numbers, and socio-cultural impediments. Notwithstanding these challenges, empirical research indicates that LCP provides significant cognitive and non-cognitive advantages, rendering it a valuable investment for educational reform. Systemic reforms are need to fully actualize its potential, encompassing teacher training programs, legislative support for adaptable curriculum, and alternative evaluation frameworks. By tackling these obstacles, educators and policymakers may establish more inclusive, dynamic, and effective learning environments that enable students to flourish.

LCP is not only a pedagogical trend but a paradigm change that redefines the roles of educators and students, promoting a more equal and engaging educational system. As global needs change, adopting learner-centred methodologies will be essential in equipping students for the uncertainties and prospects of the future. Future research should focus on longitudinal studies to measure LCP's academic impact and explore hybrid models blending traditional and learner-centered approaches.

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SUN'IY INTELLEKT ASOSIDA INDIVIDUAL TA'LIM YO'NALISHLARINI SHAKLLANTIRISH

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KIRISH

Zamonaviy ta'lim jarayoni tezkor rivojlanayotgan texnologiyalar, xususan, sun'iy intellekt (SI) bilan chambarchas bog'liq bo'lib bormoqda. Axborot-kommunikatsiya texnologiyalarining rivojlanishi natijasida ta'lim tizimida yangi innovatsion yondashuvlar paydo bo'lmoqda. Ayniqsa, individual ta'lim yo'nalishlarini shakllantirish va shaxsiylashtirilgan o'quv jarayonini tashkil etish masalalari dolzarb ahamiyat kasb etmoqda. Sun'iy intellekt ta'lim jarayonining barcha bosqichlariga integratsiya qilinishi natijasida an'anaviy yondashuvlar o'rniga zamonaviy va moslashuvchan metodlar qo'llanilmoqda.

Sun'iy intellekt ta'lim tizimida turli vazifalarni bajarish, ma'lumotlarni tahlil qilish va shaxsiylashtirilgan o'qitish dasturlarini ishlab chiqish imkoniyatini beradi. An'anaviy ta'lim tizimida barcha o'quvchilarga yagona dastur asosida ta'lim berilgan bo'lsa, bugungi kunda SI texnologiyalari yordamida o'quvchilarning qobiliyati, qiziqishlari va bilim darajasiga mos keladigan individual ta'lim yo'nalishlarini shakllantirish mumkin bo'lmoqda. Bu esa har bir o'quvchining maksimal natijalarga erishishi uchun keng imkoniyatlar yaratadi.

Bugungi kunda sun'iy intellektga asoslangan ta'lim platformalari (masalan, adaptiv o'qitish tizimlari, avtomatlashtirilgan baholash tizimlari, individual o'quv dasturlarini ishlab chiqish mexanizmlari) rivojlanmoqda. Ushbu texnologiyalar o'quvchilarning o'zlashtirish jarayonini kuzatish, ularning kuchli va zaif tomonlarini aniqlash va mos ravishda ta'lim dasturlarini shakllantirish imkonini beradi. Natijada, an'anaviy ta'lim tizimiga qaraganda samaradorlik yuqori bo'lgan ta'lim modeli shakllanadi.

Shuningdek, SI yordamida individual ta'lim yo'nalishlarini yaratish o'qituvchilar uchun ham muhim ahamiyat kasb etadi. O'qituvchilar SI texnologiyalari orqali o'quvchilarning ta'lim jarayonini chuqur tahlil qilib, ularning ehtiyojlariga mos keladigan innovatsion ta'lim metodlarini joriy etishlari mumkin. Bundan tashqari, SI asosida ishlab chiqilgan ta'lim resurslari va vositalari pedagoglarga dars jarayonini samarali rejalashtirish, topshiriqlarni avtomatlashtirish va o'quvchilarning natijalarini tezkor baholash imkonini beradi.

Ushbu tadqiqotda sun'iy intellekt yordamida individual ta'lim yo'nalishlarini shakllantirishning nazariy va amaliy asoslari, uning afzalliklari hamda pedagogik jarayondagi samaradorligi o'rganiladi. Sun'iy intellektdan foydalangan holda ta'lim jarayonini shaxsiylashtirishning turli usullari, texnologik yechimlari va istiqbollari tahlil qilinadi. Shu bilan birga, SI asosida individual ta'lim yo'nalishlarini joriy etishda yuzaga keladigan muammolar va ularning yechimlari ham ko'rib chiqiladi.

Sun’iy intellektning ta’lim tizimiga kirib kelishi va uning afzalliklari. Sun’iy intellekt - inson aqli va bilimini tasvirlash, o‘rganish, va qaror qabul qilish kabi faoliyatlarni bajarish uchun ishlab chiqilgan kompyuter tizimlaridan iborat texnologiyalardir. O‘qitish jarayoniga sun’iy intellekt texnologiyalarining integratsiyalashuvi so‘nggi yillarda ta’lim tizimining yangilanishiga katta turtki bo‘lib kelmoqda. SI yordamida amalga oshiriladigan ta’lim jarayonidagi asosiy o‘zgarishlar o‘quvchilarga individual yondashuvni amalga oshirish imkoniyatini yaratadi.

Sun’iy intellektning ta’lim tizimiga kiritilishi, o‘quvchilarning shaxsiy xususiyatlariga mos keladigan ta’lim metodlarini ishlab chiqish imkonini beradi. An’anaviy ta’lim tizimida o‘quvchilar bitta umumiy dastur asosida ta’lim oladilar, bu esa ba’zan o‘quvchilarning o‘ziga xos ehtiyojlarini inobatga olishga imkon bermaydi. Biroq, SI asosida ta’lim jarayonini individualizatsiya qilish orqali o‘quvchilarning individual qobiliyatlari, qiziqishlari va o‘zlashtirish darajasiga mos keladigan o‘quv dasturlari ishlab chiqilishi mumkin. Masalan, adaptiv o‘qitish tizimlari, o‘quvchilarning bilim darajasini doimiy ravishda tahlil qilib, o‘quv dasturini ularga moslashtirib beradi. Bu jarayon, o‘quvchilarni yanada samarali o‘qitish va ularning potensialini maksimal darajada ochish imkoniyatini yaratadi.

Sun’iy intellekt yordamida ta’lim samaradorligini oshirish mumkin. SI texnologiyalari o‘quvchilarning individual ehtiyojlarini va qobiliyatlarini aniqlashda yordam beradi. Misol uchun, interaktiv o‘quv platformalarida o‘quvchi tomonidan bajarilgan topshiriqlar natijasida darhol tahlil olib boriladi va o‘quv dasturi mos ravishda yangilanadi. Bu o‘quvchilarning qiziqishlariga, qobiliyatlariga va kuchli tomonlariga mos keladigan o‘quv jarayonini tashkil etish imkoniyatini beradi. Sun’iy intellekt yordamida o‘quvchilarning o‘qish jarayonida oldindan ko‘rsatilgan yo‘nalishlar asosida o‘rgatishdan tashqari, ular bilan bog‘liq bo‘lgan cheklovlar va to‘siqlarni ham bartaraf etish mumkin. Bu esa ta’lim samaradorligini sezilarli darajada oshiradi.

Sun’iy intellektning individual ta’lim yo‘nalishlarini shakllantirishdagi o‘rni. Sun’iy intellekt asosida individual ta’lim yo‘nalishlarini shakllantirishda asosiy rolni tizimlarning o‘quvchining shaxsiy xususiyatlarini o‘rganishi va tahlil qilishi o‘ynaydi. SI yordamida o‘quvchilarni faqatgina o‘rganish darajasiga qarab emas, balki ularning o‘quvdagi qiziqishlari, psixologik holati va hissiy intellekti kabi omillarga asoslanib ta’lim dasturlari ishlab chiqiladi. Bu esa o‘quvchilarning o‘ziga xos ehtiyojlarini hisobga olgan holda, ta’limni yanada shaxsiylashtirishga imkon yaratadi. Shuningdek, o‘quvchilar o‘qish jarayonini o‘z tempida va xohishiga qarab davom ettirishi mumkin. Bunday tizimlar o‘quvchilarni yanada ishonchli, samarali va mustaqil ta’lim olishlariga yordam beradi.

Sun’iy intellekt asosida individual ta’lim yo‘nalishlarini shakllantirishning metodik asoslari. Sun’iy intellekt texnologiyalarining ta’lim tizimiga kirib kelishi bilan birga, yangi pedagogik metodik yondashuvlar ham ishlab chiqilmoqda. Bu yondashuvlar o‘quvchilarning o‘zlashtirish jarayonini yanada shaxsiylashtirish va ular uchun moslashtirilgan ta’lim muhitini yaratishga qaratilgan.

Adaptiv o‘qitish tizimlari sun’iy intellektni ta’lim jarayoniga integratsiya qilishning eng samarali vositalaridan biridir. Bu tizimlar o‘quvchilarning o‘zlashtirish darajasini va bilimini doimiy ravishda monitoring qilib boradi. Har bir o‘quvchining qobiliyatlari, ehtiyojlari va ta’limda muvaffaqiyatga erishish imkoniyatlari hisobga olinadi va o‘quv dasturi ular uchun moslashtiriladi. Adaptiv tizimlar o‘quvchilarni har bir o‘rganilayotgan mavzu bo‘yicha alohida ravishda baholab, ular uchun individual

topshiriqlar va mashqlar tayyorlaydi. Shu bilan birga, tizim o‘quvchining muvaffaqiyatiga qarab darsning davomiyligini, murakkablik darajasini va o‘qish tezligini sozlaydi.

Sun’iy intellekt texnologiyalarini ta’lim tizimiga integratsiyalashuvi, shaxsiylashtirilgan ta’lim dasturlarini ishlab chiqishga imkon beradi. O‘quvchilar uchun tayyorlangan maxsus ta’lim dasturlari, ularning shaxsiy qobiliyatlari va qiziqishlariga asoslanadi. Bunday dasturlar, o‘quvchilarning kuchli tomonlarini mustahkamlashga va zaif tomonlarini yaxshilashga yo‘naltirilgan. Shuningdek, shaxsiylashtirilgan ta’lim dasturlari o‘quvchilarga o‘z-o‘zini baholash va mustaqil o‘rganish imkoniyatini yaratadi. Sun’iy intellekt texnologiyalari yordamida ta’lim jarayonida o‘quvchilarni individual ravishda yo‘naltirish va qo‘llab-quvvatlash imkoniyatlari kengayadi.

Sun’iy intellekt texnologiyalaridan samarali foydalanish uchun o‘qituvchilarni tayyorlash va ularni zamonaviy metodik qo‘llanmalar bilan ta’minlash zarur. O‘qituvchilarni SI asosida ta’lim berishga moslashtirish uchun maxsus treninglar va kurslar tashkil etilishi kerak. Bu treninglar o‘qituvchilarga sun’iy intellekt texnologiyalarini ta’lim jarayoniga qo‘llash, o‘quvchilarning o‘zlashtirish darajasini baholash va o‘quv dasturlarini shaxsiylashtirish bo‘yicha zarur bilimlarni taqdim etadi. Bunday metodik qo‘llanmalar o‘qituvchilarning ta’lim sifatini oshirishga, o‘quvchilarga individual yondashuvni samarali taqdim etishga imkon yaratadi.

Ta’lim resurslari sun’iy intellektga asoslangan interaktiv platformalar, ta’lim dasturlari va onlayn kurslar yordamida ishlab chiqiladi. Bu resurslar o‘quvchilarga o‘z-o‘zini baholash va rivojlantirish imkonini beradi. Masalan, virtual o‘qituvchilar va interaktiv sinflar o‘quvchilarga real vaqt rejimida masalalarni hal qilishda yordam beradi. Sun’iy intellektning imkoniyatlari ta’lim resurslarini boyitib, o‘quvchilarning o‘rganish tajribasini yaxshilaydi va o‘quv jarayonini yanada samarali qiladi.

XULOSA

Sun’iy intellekt texnologiyalarining ta’lim tizimiga integratsiyalashuvi ta’lim jarayonini shaxsiylashtirish va samaradorligini oshirish imkonini beradi. An’anaviy ta’lim tizimida barcha o‘quvchilarga yagona yondashuv asosida dars o‘tilgan bo‘lsa, sun’iy intellekt yordamida individual ta’lim yo‘nalishlarini shakllantirish imkoniyati yuzaga kelmoqda. Bu esa har bir o‘quvchining bilim darajasi, qobiliyati va qiziqishlariga mos keladigan o‘quv dasturlarini yaratishga yordam beradi.

Xulosa qilib aytganda, sun’iy intellekt yordamida individual ta’lim yo‘nalishlarini shakllantirish zamonaviy ta’lim tizimining muhim tendensiyalaridan biri bo‘lib, uning rivojlanishi ta’lim sifatini oshirishga xizmat qiladi. Kelajakda sun’iy intellekt texnologiyalarini yanada takomillashtirish va ularni ta’lim tizimiga kengroq joriy etish ta’lim jarayonining samaradorligini oshirishga yordam beradi.

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AXBOROT KOMMUNIKATSIYA TEXNOLOGIYALARI YORDAMIDA INGLIZ TILI DARSLARINI O'TKAZISH AFZALLIKLARI

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ANNOTATSIYA

Ushbu maqolada axborot kommunikatsiya texnologiyalarining (AKT) ingliz tili darslarida qo'llanilishi tahlil qilinadi. AKT yordamida darslarni o'tkazishning afzalliklari, metodologiyalari va talabalar o'rtasidagi interaktivlikni oshirish usullari ko'rib chiqiladi. Maqola o'qituvchilar va ta'lim muassasalari uchun AKT dan samarali foydalanish bo'yicha tavsiyalarni o'z ichiga oladi.

Kalit so'zlar: Axborot kommunikatsiya texnologiyalari, ingliz tili, ta'lim, interaktivli, o'qitish metodlari

KIRISH

Zamonaviy ta'lim jarayonida axborot kommunikatsiya texnologiyalari (AKT) o'zining ahamiyatini yanada oshirib bormoqda. Ingliz tili darslarida AKT dan foydalanish nafaqat ta'lim sifatini oshiradi, balki talabalar o'rtasida interaktivlikni, motivatsiyani va o'zaro aloqani kuchaytiradi. Ushbu maqolada AKT ning ingliz tili darslaridagi roli, uning afzalliklari va darslarni o'tkazishdagi samarali usullari ko'rib chiqiladi.

Chet tili o'rganishga bo'lgan talab kundan-kunga oshib bormoqda. Chet tili fani to'rt aspectga (o'qish, yoish, tinglab tushunish va gapirish) bo'linib, ularning har biri bo'yicha alohida tushuncha va ko'nikmalar berilmoqda. Ta'lim texnologiyalari, bu ta'lim jarayonida zamonaviy axborot texnologiyalaridan unumli foydalanishdir. Shuningdek, ta'lim jarayoniga zamonaviy innavatsion texnologiyalarini olib kirish orqali ta'lim sifati va samaradorligini oshirishni nazarda tutadi. Xususan, chet tilini o'rganishda bunday axborot-kommunikatsion texnoogiyalardan foydalanishning bir qancha afzalliklari mavjuddir. Til o'rganish va o'qitishda zamonaviy taxnologiyaning roli beqiyosdir. Texnologik vositalardan foydalanish chet tilini o'rganishning har bir aspect (o'qish, yoish, tinglab tushunish va gapirish)ida qo'l keladi. Masalan, tinglab tushunish uchun, albatta kompyuter, player, CD disklarsiz bu jarayonni amalga oshirish mumkin emas. Tinglab tushunish til o'rganishning eng muhim qismlaridan biridir. Bunda o'quvchi bir paytning o'zida so'zlovchining talaffuzi, grammatik qoidalarga rioya qilganligi, so'z boyligi va uning ma'nolariga e'tibor berishi talab qilinadi. Ta'lim jarayonida zamonaviy texnologiyalardan foydalanishda o'quvchilar ham axborot — kommunikatsion texnologiyalarni yaxshi bilish va ulardan foydalana olishi muhim omil hisoblanadi. Chet tilini zamonaviy texnologiyalardan foydalanib o'rgatish va o'rganish eng samador usullardan biridir.

Bu jarayonda, jumladan: – kompyuterlardan foydalanganda o'quvchi chet tilidagi video roliklarni, namoyishlarni, dialoglarni kino yoki multfilmlarni ham ko'rishi ham eshitishi mumkin;

– chet tilidagi radio eshittirishlar va televideniedagi dasturlarni eshitish va tomosha qilish mumkin;

– ancha an’anaviy usul hisoblanadigan magnitafon va cassetalardan foydalanish;

– CD pleyerlardan foydalanish mumkin.

Bu texnik vositalardan foydalanish o’quvchilarning chet tilini o’rganishlari jarayonini qiziarliroq va samaraliroq bo’lishini ta’minlaydi. Bugungi kunda maktablarda interfaol o’yinlar orqali dars o’tish an’anaga aylanib bormoqda. Ma’lumki, darsning turli xil o’yinlar asosida o’tilishi o’quvchilarning imkoniyatlarini namoyish etish, diqqatni jamlash, bilim va ko’nikmalarini oshirish va kuchli bo’lishlarini ta’minlaydi. O’yin texnologiyasidan foydalanishning asosini o’quvchini faollashtiruvchi va jadallashtiruvchi faoliyat tashkil etadi. Psixologlarning ta’kidlashlaricha, o’yinli faoliyatning psixologik mexanizmlari shaxsning o’zini namoyon qilish, hayotda barqaror o’rnini topish, o’zini o’zi boshqarish, o’z imkoniyatlarini amalga oshirishning fundamental ehtiyojlariga tayanadi. Har qanday o’yin zamirida umumiy qabul qilingan ta’lim prinsiplari, taktikasi yotishi kerak. O’quv o’yinlariga o’quv predmetlari asos qilib olinishi kerak. O’yinlar jarayonida o’quvchi oddiy darsga qaraganda bu mashg’ulotga qiziqibroq yondashadi va bemalol faoliyat ko’rsatadi. Ta’kidlash lozimki, o’yin eng avallo, o’qitishning bir usulidir. O’quvchilar o’yinli darslarga qiziqib qatnashadilar, g’alaba qozonishga intiladilar, o’qituvchi ular orqali o’quvchiga ta’lim-tarbiya ham beradi. O’quvchi inglizcha o’yin o’ynab, gapira olarkanman, tinglab tushuna olarkanman, yoza olarkanman, deb ishonadi, qiziqadi. Biz bilamizki, hozirgi ta’lim jarayonida o’quvchi sub’ekt bo’lishi lozim. Bunda ko’proq interfaol metodlarga e’tiborni qaratish ta’lim samaradorligini oshiradi. Ingliz tili darslariga qo’yilgan eng muhim talablardan biri talabalarni mustaqil fikrlashga o’rgatishdi

ADABIYOTLAR TAHLILI VA METODOLOGIYA

Adabiyotlar tahlili orqali AKT ning ta'limdagi o'rni va ahamiyati haqida bir qator tadqiqotlar olib borilgan. Anderson (2008) va Garrison Anderson (2003) kabi olimlar onlayn ta'lim va AKT ning ta'lim jarayonidagi rolini ta'kidlaganlar. Ushbu maqolada o'zaro aloqani kuchaytirish, talabalar motivatsiyasini oshirish va darslarni qiziqarli qilish uchun turli metodologiyalar ko'rib chiqiladi.

Metodologiya sifatida sifatli tadqiqot usuli tanlangan bo'lib, bu o'qituvchilar va talabalar bilan intervyular o'tkazish, dars jarayonlarini kuzatish va anketalar yordamida ma'lumot to'plashni o'z ichiga oladi.

MUHOKAMA VA NATIJALAR

O'tkazilgan tadqiqotlar natijasida, AKT dan foydalanish orqali ingliz tili darslarida talabalar o'rtasida interaktivlikning sezilarli darajada oshgani aniqlangan. Onlayn platformalar, multimedia materiallari va mobil ilovalar yordamida talabalar darsga ko'proq jalb qilinadi. Shuningdek, o'qituvchilar tomonidan AKT ni qo'llash orqali darslarni qiziqarli va samarali o'tkazish imkoniyatlari kengayadi.

Talabalar o'z-o'zini o'qitish imkoniyatidan foydalangan holda, mustaqil ravishda bilim olishlari mumkin. Biroq, ba'zi o'qituvchilar yangi texnologiyalarni qo'llashda qiyinchiliklarga duch kelishgan, bu esa ularning pedagogik yondoshuvlariga salbiy ta'sir ko'rsatishi mumkin. Dars jarayonida qiyinchiliklar odatda darslar o'quvchilar uchun zerikarli bo'lganligi sababli paydo bo'ladi. O'qituvchilar va talabalar darsni

tashkillashtirishda odatdagidek va an'anaviy avtoritar o'qitish bilan mashq qilishda qiyinchiliklarga duch kelmoqdalar. Markazlashtirilgan o'quv shaklini (yoki ijtimoiy shaklni) amalga oshirish o'quvchilarning qo'liga muhim vakolatlarni beradi, ularni faollashtiradi va shu sababli ham ko'plab intizomiy qiyinchiliklar yuzaga kelmaydi.

XULOSA

Xulosa qilib aytganda, Ingliz tili darslarida innovatsion usullarni qo'llash natijasida o'quvchilarning mantiqiy fikrlash qobiliyatlari rivojlanadi, nutqi ravonlashadi, tez va to'g'ri javob berish malakasi shakllanadi.Bunday usullar o'quvchida bilimga ishtiyoq uyg'otadi. O'quvchi darslarga puxta hozirlik ko'rishga intiladi. Bu esa o'quvchilarni ta'lim jarayonining faol sub'yektlariga aylantiradi. Ta'lim tizimi o'z oldiga erkin fikrlovchi, barkamol, yetuk shaxsni tarbiyalashni vazifa qilib qo'yar ekan, kelgusida biz bo'lajak o'qituvchilar innovatsion texnologiyalardan samarali foydalanish yo'llarini yanada mukammalroq ishlab chiqshimizimiz bilan o'z xissamizni qo'shishimiz mumkin.Axborot kommunikatsiya texnologiyalari ingliz tili darslarini o'tkazishda muhim vosita hisoblanadi. Ularning yordamida darslar yanada interaktiv, qiziqarli va samarali bo'ladi. O'qituvchilar AKT dan foydalanishni o'z pedagogik faoliyatlariga kiritib, talabalarning tilni o'zlashtirish jarayonini sezilarli darajada yaxshilashlari mumkin. Kelajakda AKT ni ta'lim jarayonida yanada kengroq qo'llash, talabalarni zamonaviy dunyoda muvaffaqiyatli raqobatbardosh qilib tayyorlashga yordam beradi.

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INGLIZ TILI DARSLARIDA GURUH BO'LIB BAJARILADIGAN MASHG'ULOTLARNI TASHKIL QILISHNING TIL O'RGANISHDAGI AFZALLIKLARI

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ANNOTATSIYA

Hozirgi kunda ingliz tilini o'rganishda guruhlarda ishlashning samarali natija berayotganligi va til malakalarining rivojlanishida o'ziga xos o'rni borligi keng e'tirof etib kelinmoqda. Ushbu maqola ingliz tili o'rganish jarayonida guruh bo'lib bajariladigan ishlarning nazariy, empirik va amaliy jihatlarini o'rganadi. Ijtimoiy-madaniy nazariyalar va sifat va miqdoriy tadqiqotlarga tayangan holda, ushbu maqola guruh ishlarining kognitiv, ijtimoiy va motivatsion afzalliklarini ta'kidlab, uning muammolarini hal qilishga urinadi. Bir nechta tadqiqotlardan olingan fikrlarni sintez qilish orqali ushbu maqola o'qituvchilarga o'z sinflarida guruh ishlarini samarali amalga oshirish uchun dalillarga asoslangan tavsiyalar beradi. Natijalar shuni ko'rsatadiki, guruh bo'lib bajariladigan ta'limiy vazifalar til o'rganuvchilarning hamkorlikda yangi bilimlar olishga yordam beradi, tildan foydalanish imkoniyatlarini oshiradi va til o'rganuvchilar o'rtasida til malakalarini o'zaro almashishni tezlashtiradi va bundan tashqari ijtimoiy kirishuvchanlik qobiliyati va tanqidiy fikrlashni kuchaytiradi.

Kalit so'zlar: Ingliz tili ta'limi, guruh, til, kommunikativ yondashuv, hamkorlikda o'qitish, til malakalari rivoji, muloqot kompetensiyasi, kognitiv ko'nikmalar

KIRISH

Zamonaviy ingliz tili o'qitish metodologiyasida til o'rganuvchilarni guruhlarga jamlagan holda vazifa va topshriqlar bajarishni yo'lga qo'yish orqali darslarni tashkil qilish progressiv va ta'sirli o'qitish strategiyasi sifatida katta e'tiborga sazovor bo'lib kelmoqda. Ushbu yondashuv o'qituvchiga yo'naltirilgan an'anaviy uslublar bilan bog'liq bo'lgan cheklovlarga ega bo'lgan metodlarga javob sifatida paydo bo'ldi, O'qituvchi markaziy nuqta sifatida rejalashtirilgan darslarda ko'pincha eslab o'rganish, grammatik mashqlar va bilimlarni passiv qabul qilish imkoniyatlari bilangina cheklanadi. Guruhlarga bo'lingan holda markaziy nuqtaga til o'rganuvchi qo'yilgan darslarda esa, aksincha, diqqat til o'rganuvchilarning faol ishtirok etishga, mazmunli o'zaro ta'sir va hamkorlikda o'rganishga qaratiladi. Muloqot va umumiy bilimlarni qurishga ustuvor ahamiyat beradigan muhitni ta'minlab turuvchi bu turdagi vazifalar zamonaviy ta'lim paradigmalari va Vygotskiyning ijtimoiy-madaniy ta'lim asoslari kabi nazariyalari bilan chambarchas holda mos keladi.

Guruh bo'lib bajariladigan mashg'ulotlarning til o'rganuvchilarga ijobiy ta'sir etuvchi omillari.

Zamonaviy tashkil qilingan interfaol darslarda guruh bo'lib bajariladigan mashg'ulotlarni bajarish davomida til o'rganuvchilar ingliz tilini bahs-munozara va muammolarni hal qilish vaziyatlari orqali rivojlantiradilar. Long (1976) tomonidan olib borilgan tadqiqotlarning natijalariga ko'ra, guruhda ishlash jarayoni individual yoki

faqat o‘qituvchiga yo‘naltirilgan dars shakllariga nisbatan til o‘rganuvchilarning til kompetensiyasini rivojlantirishda samaraliroq ekanligi aniqlangan. Xususan, guruhli faoliyat til bo‘yicha ko‘proq nutqiy mahsulotni shakllantirishi, shuningdek, turli xil til birliklaridan foydalanish imkoniyatini oshirishi bilan ajralib turadi. Ushbu jarayon, ayniqsa, ikkinchi tilni o‘rganishda muloqot qilish malakalarini rivojlantirish uchun nihoyatda muhim ahamiyat kasb etadi.

Bundan tashqari, guruh bo‘lib bajariladigan mashg‘ulotlar orqali tashkil qilingan o‘qitish yondashuvi kommunikativ til o‘qitish (Communicative Language Teaching – CLT) tamoyillariga mos kelib, til o‘rganuvchilarni real hayotiy muloqot stsenariylariga tayyorlaydi. Ushbu metodologiya doirasida ta’lim oluvchilar sun’iy, lekin iloji boricha tabiiy nutq sharoitlariga yaqin bo‘lgan vaziyatlarda tilni amaliy qo‘llash imkoniga ega bo‘ladilar. Bunday yondashuv til o‘rganuvchilarning pragmatik kompetensiyasini rivojlantirishga xizmat qilib, nafaqat grammatik qoidalarga rioya qilishni, balki muayyan kontekstda til vositalaridan to‘g‘ri va samarali foydalanish ko‘nikmalarini shakllantirishga yordam beradi.

Shuningdek, guruh bo‘lib bajariladigan mashg‘ulotlarni bajarish davridagi o‘zaro muloqot jarayonida til o‘rganuvchilar o‘z fikrlarini erkin va mantiqiy izchillikda ifodalashga intiladilar, bu esa ularning lingvistik refleksiyasini kuchaytiradi va kommunikativ kompetensiyani mustahkamlashga xizmat qiladi. Interfaol o‘zaro hamkorlik orqali til o‘rganuvchilar til muhitida erkin harakat qilishni o‘rganadilar, bu esa o‘z navbatida ularning lingvistik moslashuvchanligini va real hayotiy vaziyatlarga moslasha olish qobiliyatlarini oshiradi. Shu sababli, guruh bo‘lib bajariladigan mashg’ulotlarni qo‘llash orqali o‘qitish nafaqat til o‘rganish jarayonining samaradorligini oshiradi, balki til o‘rganuvchilarning muloqotga bo‘lgan ishonchini ham kuchaytiradi.

Masalan, guruh sharoitida tashkil etilgan rolli o‘yinlar til o‘rganuvchilarga real hayotda uchrashi mumkin bo‘lgan turli kommunikativ vaziyatlarni tajribadan o‘tkazish imkonini beradi. Bunday vaziyatlarga, masalan, restoranda ovqatga buyurtma berish, yo‘l-yo‘riq so‘rash, xarid qilish, yoki ish kirish uchun olib boriladigan intervyularida ishtirok etish kabi stsenariylar kiradi. Ushbu amaliy mashg‘ulotlar nafaqat til tuzilmalari va lug‘at boyligini o‘zlashtirishga yordam beradi, balki til o‘rganuvchilarning pragmatik kompetensiyasini ham rivojlantiradi, ya’ni muayyan muloqot sharoitida tilni mos va samarali qo‘llash ko‘nikmasini shakllantiradi.

Bundan tashqari, guruh ishining interfaol xususiyati til o‘rganuvchilarga til birliklari va grammatik tuzilmalardan ijodiy tarzda foydalanish imkonini beradi, bu esa o‘z navbatida til o‘rganish jarayonini yanada dinamik va mazmunli tajribaga aylantiradi. Ayniqsa, tengdoshlari bilan muloqot qilish orqali til o‘rganuvchilar o‘z til zahiralari orqali kerakli til komponentlaridan foydalangan hoda og’zaki yoki yozma nutq paydo qilishda faol ishtirok etadilar, aksariyat hollarda o‘z tengdoshlari bilan fikr almashish paytlaridan bir-birlaridan yangi nutqiy komponentlarini o‘rganadilar va o‘z nutqlarida qo‘llashga harakat qiladilar.

Shuningdek, guruh bo‘lib bajariladigan mashg‘ulotlar davomida til o‘rganuvchilar o‘zaro darhol fikr-mulohaza (feedback) olish imkoniyatiga ega bo‘ladilar. Bu esa o‘z nutqiy xatolarini tezda anglab yetish va ularni tuzatish jarayonini tezlashtiradi. Bundan tashqari, guruh muhiti o‘zini erkin his qilish va yangi til birliklarini sinovdan o‘tkazish uchun qulay sharoit yaratadi, bu esa til o‘rganuvchilarning muloqotga bo‘lgan motivatsiyasini oshiradi va til o‘rganish jarayonini tabiiyroq qiladi.

Natijada, bunday interfaol yondashuv til o‘rganuvchilarning lingvistik moslashuvchanligini oshiradi, ularning real hayotiy kommunikativ vaziyatlarga tayyorgarligini kuchaytiradi va muloqot jarayonida o‘z fikrlarini aniq hamda samarali ifodalash ko‘nikmasini shakllantirishga xizmat qiladi.

Guruh bo‘lib bajariladigan mashg’ulotlarda motivatsiya va faollikning roli

Hamkorlikda o‘qitish metodikasi til o‘rganuvchilar uchun xavfsiz va qo‘llab-quvvatlovchi muhit yaratish orqali ularning o‘zlariga bo‘lgan ishonchini mustahkamlashga xizmat qiladi. Ushbu yondashuv doirasida til o‘rganuvchilar tanqidiy baholashdan yoki xatolar qilishdan qo‘rqmasdan erkin fikr almashishlari, tajriba qilishlari va o‘z bilimlarini chuqurlashtirishlari mumkin. Braun (2001) tomonidan olib borilgan tadqiqotlar shuni ko‘rsatadiki, guruhli ishga jalb qilingan til o‘rganuvchilar yuqori darajadagi motivatsiya va o‘zlariga bo’lgan ishonchni namoyon etadilar, bu esa ularning dars jarayonida faol ishtirok etishlariga olib keladi. Ushbu kuzatuv Shvetsiya ta’lim tizimida ham tasdiqlangan bo‘lib, u yerda guruh bo‘lib bajariladigan mashg’ulotlar orqali til o‘rganuvchilar faolligini oshirish samarali usul sifatida qo‘llaniladi.

Tilni o‘zlashtirish jarayonida motivatsiya muhim omil hisoblanadi. Ko‘pincha, til o‘rganuvchilar ta’lim jarayonining maqsadini aniq tushunib yetib, uni o‘zlari uchun dolzarb deb his qilganlaridagina, ular til o‘rganishga ko‘proq qiziqish bilan yondashadilar. Guruh bo‘lib bajariladigan mashg’ulotlar aynan shu kabi motivatsiyalarni oshirishga xizmat qiluvchi omillardan biridir. Ushbu metodika tengdoshlar tomonidan qo‘llab-quvvatlash, umumiy maqsad sari harakat qilish va jamoaviy muvaffaqiyatga hissa qo‘shish kabi ichki motivatorlarni taqdim etadi. Til o‘rganuvchilar o‘zlarining bilim jarayonidagi rolini aniq anglaganlarida, ularning ishtiroki yanada oshadi, bu esa ta’limning sifatini yaxshilashga yordam beradi.

Bundan tashqari, guruhli faoliyat turli xil o‘quv uslublariga mos kelishi bilan ham ahamiyatlidir. Til o‘rganuvchilar vizual (ko‘rish orqali), audial (eshitish orqali) yoki kinestetik (harakat orqali) usullardan foydalangan holda til o‘rganish jarayoniga jalb etilishi mumkin. Misol uchun, guruh ichida bir talaba og‘zaki muloqotda ustun bo‘lishi mumkin bo‘lsa, boshqasi yozma qismlar bilan shug‘ullanishda muvaffaqiyat qozonishi mumkin. Ushbu sinergiya nafaqat individual motivatsiyani oshiradi, balki til o‘rganuvchilar o‘zlarining noyob hissalarining qadrini tan olishlariga, shuningdek, bir-biriga bog‘liq bo‘lish tuyg‘usini rivojlantirishlariga ham yordam beradi.

Natijada, guruhda ishlash orqali til o‘rganuvchilar o‘zlarini faqat passiv tinglovchilar emas, balki faol ishtirokchilar sifatida his qiladilar. Bu esa ularning nafaqat bilim darajasini, balki mustaqil fikrlash va muloqot qilish qobiliyatlarini ham rivojlantirishga xizmat qiladi.

Kognitiv ko'nikmalarni rivojlantirish

Guruhda ishlash tanqidiy fikrlash va muammolarni hal qilish ko‘nikmalarini rivojlantirishda muhim rol o‘ynaydi, chunki til o‘rganuvchilar murakkab vazifalarni hal qilishda birgalikda ishlashga majbur bo‘ladilar. Johnson va Johnson (1989) tomonidan olib borilgan tadqiqotlar shuni ko‘rsatadiki, hamkorlikda o‘qitish til o‘rganuvchilarni o‘z fikrlarini tushuntirish, asoslash va baholashga rag‘batlantirish orqali ularning kognitiv rivojlanishini sezilarli darajada kuchaytiradi. Guruh muhokamalari esa kognitiv ziddiyat (cognitive conflict) holatini yuzaga keltirishi mumkin bo‘lib, bu o‘z navbatida chuqurroq tushunish va samarali o‘rganish jarayonini paydo bo‘lishiga olib keladi.

Guruh ishining kognitiv afzalliklari faqat til o‘zlashtirish bilan cheklanmay, balki yuqori darajadagi fikrlash qobiliyatlarini ham rivojlantiradi. Masalan, til o‘rganuvchilar munozaralarda ishtirok etish orqali argumentlar tuzish, qarama-qarshi dalillarni oldindan taxmin qilish va o‘z pozitsiyalarini himoya qilishni o‘rganadilar. Ushbu jarayon analitik fikrlash ko‘nikmalarini shakllantirishga xizmat qiladi, bu esa boshqa akademik va professional sohalarga ham osongina tatbiq etilishi mumkin bo‘lgan universal qobiliyatdir.

Shu bilan birga, guruh muhitida turli nuqtai nazarlarning mavjudligi til o‘rganuvchilarni o‘z taxminlarini qayta baholashga va fikrlash jarayonlarini takomillashtirishga undaydi. Guruh a’zolarining turfa yondashuvlari orqali til o‘rganuvchilar o‘z bilimlarini kengaytirish bilan birga, muammolarga yangicha qarash va ularga innovatsion yechim topish qobiliyatlarini ham rivojlantiradilar.

Empirik tadqiqotlar shuni tasdiqlaydiki, guruhda ishlash metakognitiv xabardorlikni oshirishga ham xizmat qiladi. Ya’ni, til o‘rganuvchilar guruh ichida muayyan vazifalar ustida hamkorlik qilganda, ular o‘z o‘rganish strategiyalarini tahlil qilish va natijalarini baholash imkoniyatiga ega bo‘ladilar. Bu jarayon o‘z navbatida o‘z-o‘zini anglashni rivojlantirib, avtonom o‘rganishga zamin yaratadi. Mustaqil fikrlash va o‘z ta’lim jarayoniga ongli yondashish til o‘rganuvchilarga kelajakdagi muammolarni o‘z kuchlari bilan hal qilish uchun zarur bo‘lgan vositalarni taqdim etadi.

Natijada, guruh ishi til o‘rganuvchilarning nafaqat akademik bilimlarini, balki mustaqil qaror qabul qilish, ijodiy yondashish va muammolarni samarali hal qilish kabi muhim hayotiy ko‘nikmalarini ham rivojlantirishga yordam beradi. Bu esa ularning ta’lim jarayonida muvaffaqiyat qozonishiga va kelajakda yanada mustaqil, moslashuvchan shaxs sifatida shakllanishiga xizmat qiladi.

2. Til malakasini oshirish

Empirik tadqiqotlar shuni ko‘rsatadiki, guruhda ishlash til malakasini, ayniqsa, og‘zaki nutq va tinglab tushunish qobiliyatlarini sezilarli darajada oshiradi. Masalan, Vetnamda o‘tkazilgan tadqiqot natijalari shuni ko‘rsatdiki, guruh faoliyatlarida qatnashgan til o‘rganuvchilar o‘qituvchi boshchiligidagi an’anaviy dars usullariga tayanadigan sinflarga qaraganda tinglab tushunish bo‘yicha sezilarli yutuqlarga erishganlar. Bu shuni anglatadiki, guruhda ishlash jarayonida til o‘rganuvchilar tabiiy muloqot muhitida til resurslarini yanada faol o‘zlashtirish imkoniyatiga ega bo‘ladilar.

Guruhdagi o‘zaro ta’sir muvozanatli tarzda retseptiv (tinglash, o‘qish) va ekspressiv (gapirish, yozish) til ko‘nikmalarini mashq qilish imkonini beradi. Tengdoshlarning nutqini tinglash til o‘rganuvchilarga turli urg‘ular, intonatsiyalar va nutq shakllarini tushunish va ularga moslashish imkoniyatini beradi, bu esa eshitish orqali tushunish qobiliyatining yaxshilanishiga xizmat qiladi. Ushbu jarayon til o‘rganuvchilarning kognitiv va auditor qobiliyatlarini rivojlantirib, ularning tabiiy til muhitida samarali muloqot qilish ko‘nikmalarini mustahkamlashga yordam beradi.

Bundan tashqari, guruh ishi til qoidalarini amaliy qo‘llash imkonini beradi. Yozma topshiriqlarda hamkorlik qilish orqali til o‘rganuvchilar o‘zlarining grammatik xatolarini anglab yetishlari va tuzatishlari, gap tuzilmalarini yaxshilashlari hamda so‘z boyligini kengaytirishlari mumkin. Bunday hamkorlik tabiiy ravishda til o‘rganuvchilar o‘rtasida konstruktiv fikr-mulohaza almashish jarayonini rag‘batlantiradi, bu esa o‘z navbatida til bilimlarini chuqurlashtirish va doimiy rivojlantirishga turtki beradi.

3. Ijtimoiy manfaatlar

Guruhda ishlash nafaqat akademik yutuqlarga, balki til o‘rganuvchilarning ijtimoiy ko‘nikmalarini rivojlantirishga ham ijobiy ta’sir ko‘rsatadi. Heterogen guruhlar (ya’ni, turli tajriba va bilim darajasiga ega bo‘lgan til o‘rganuvchilar bilan tuzilgan guruhlar) til o‘rganuvchilar o‘rtasida inklyuzivlikni ta’minlaydi va shaxslararo munosabatlarni mustahkamlashga yordam beradi. Bu usul turli madaniy va ijtimoiy kelib chiqishga ega bo‘lgan til o‘rganuvchilar o‘rtasidagi hamkorlikni kuchaytirib, qo‘llab-quvvatlovchi o‘quv muhitini yaratishga xizmat qiladi.

Guruh ishining ijtimoiy jihati rus psixologi Lev Vygotskiy tomonidan ilgari surilgan ta’limning ijtimoiy xarakteri haqidagi nazariyaga ham mos keladi. Uning fikriga ko‘ra, o‘quv jarayoni tabiatan ijtimoiy jarayon bo‘lib, inson bilimi va tafakkuri muloqot va ijtimoiy aloqalar orqali rivojlanadi. Guruh muhitida til o‘rganuvchilar o‘z guruhdoshlari bilan o‘zaro muloqot qilish orqali empatiya, madaniy tafovutlarni tushunish, muvofiqlashuv va jamoaviy ishlash ko‘nikmalarini rivojlantiradilar. Ushbu jihatlar zamonaviy globallashgan dunyoda, ayniqsa, xorijiy tillarni o‘zlashtirish jarayonida muhim ahamiyat kasb etadi.

Yana tushuni ta’kidlash muhimki, guruh ishlari til o‘rganuvchilar uchun muzokaralar olib borish, nizolarni hal qilish va etakchilik qobiliyatlarini rivojlantirish imkoniyatini keng yaratadi. Bu ko‘nikmalar an’anaviy sinf muhitida ko‘pincha yetarlicha rivojlantirilmaydi, ammo real hayotiy kontekstlarda ularning samarasi beqiyosdir. Guruh dinamikasini boshqarish orqali til o‘rganuvchilar samarali hamkorlik qilish, turli fikrlarni hurmat qilish va jamoaviy harakatlarga mazmunli hissa qo‘shish muhimligini anglaydilar.

Xulosa qilib aytganda, guruh ishi faqat til malakalarini oshirish bilangina cheklanmay, balki til o‘rganuvchilarning ijtimoiy moslashuvchanligi, hamkorlik qobiliyatlari va jamiyatdagi o‘rni haqida ongli tushunchalarni shakllantirishga ham xizmat qiladi. Bu esa ularning nafaqat o‘quv jarayonidagi, balki hayotdagi muvaffaqiyatlarini ta’minlashga hissa qo‘shadi.

Guruh bo‘lib bajariladigan mashg’ulotlarni amalga oshirishdagi qiyinchiliklar

Guruhda ishlash ko‘plab afzalliklarga ega bo‘lsa-da, u turli xil qiyinchiliklar bilan ham bog‘liq. O‘qituvchilar guruh dinamikasini samarali boshqarish, barcha a’zolarning teng ishtirokini ta’minlash va ayrim til o‘rganuvchilar tomonidan guruh ustidan hukmronlik o‘rnatilishining oldini olish kabi muammolarga duch kelishadi. Bundan tashqari, guruh muhitida til o‘rganuvchilar ko‘pincha ona tilidan foydalanishga moyil bo‘lib, bu esa ingliz tilida muloqot qilish imkoniyatlarini cheklab qo‘yishi mumkin. Ushbu muammolarni bartaraf etish va guruh ishining samaradorligini oshirish uchun o‘qituvchilarning faol aralashuvi va didaktik qo‘llab-quvvatlashi (scaffolding) zarur.

1. "Erkin chavandoz" hodisasi

Guruh bo‘lib bajariladigan mashg’ulotlardagi eng asosiy qiyinchiliklardan biri – "erkin chavandoz" (free rider) hodisasi, ya’ni ayrim guruh a’zolarining umumiy vazifaga minimal hissa qo‘shishi yoki umuman faol ishtirok etmasligi. Bu muammo guruh ishining samaradorligini pasaytirib, boshqalarga ortiqcha yuk tushishiga olib kelishi mumkin. Bunday vaziyatni oldini olish uchun o‘qituvchilar har bir talaba uchun aniq rol va mas’uliyatlarni belgilashlari, hamda ishtirok va javobgarlikni baholash mezonlarini oldindan belgilab qo‘yishlari lozim. Masalan, har bir guruh a’zosiga alohida topshiriq yuklash yoki individual baholash tizimini joriy etish orqali bunday noxush holatlarning oldini olish mumkin.

2. Guruh ichidagi nizolar va ish uslublarining farqliligi

Guruh bo‘lib bajariladigan mashg‘ulotlarning yana bir muammosi – **shaxsiy kelishmovchiliklar va ish uslublarining turlicha bo‘lishi** natijasida yuzaga keladigan nizolardir. Ba’zan til o‘rganuvchilar o‘z fikrlarini o‘zaro moslashtirishda qiyinchiliklarga duch keladilar yoki yetakchilik roliga intilishlar guruh muvozanatini buzishi mumkin. Bu esa hamkorlik muhitiga salbiy ta’sir ko‘rsatadi va vazifalarni bajarish samaradorligini kamaytiradi.

Bunday muammolarni hal qilish uchun o‘qituvchilar til o‘rganuvchilar o‘rtasida **hurmat va hamkorlik madaniyatini shakllantirish** ustida ishlashlari kerak. Bunga, masalan, aniq guruh qoidalarini ishlab chiqish, nizolarni hal qilish bo‘yicha treninglar o‘tkazish va har bir guruh a’zosining o‘z hissasi muhim ekanligini ta’kidlash orqali erishish mumkin.

3. Til komponentlarini noto‘g‘ri ishlatilishi

Guruh bo‘lib bajariladigan mashg‘ulotlarning muhim jihatlaridan biri – til o‘rganuvchilar o‘zaro muloqot qilish orqali til malakalarini oshirish imkoniyatiga ega bo‘lishlaridir. Biroq, til o‘rganuvchilarning ba’zilarining ingliz tili komponentlarini noto‘g‘ri qo’llashlari va bu faol targ‘ib qilishlari orqali guruhdagi talabalar bir-biridan grammatik xatolar yoki noto‘g‘ri talaffuzni o‘zlashtirishlari xavfiga duch kelishlari mumkin.

Bunday muammolarni oldini olish uchun o‘qituvchilar guruh faoliyatini **faol kuzatib borishlari**, til o‘rganuvchilarga **tezkor va tuzatuvchi fikr-mulohazalar (feedback)** berishlari hamda **to‘g‘ri til modellarini namoyish etishlari** lozim. Masalan, guruh muhokamalaridan so‘ng o‘qituvchi noto‘g‘ri ishlatilgan iboralarni to‘g‘ri variantlari bilan almashtirib, talabalarga aniq tushuntirishlar berishi mumkin. Shuningdek, yozma topshiriqlar ustida hamkorlik qilayotganda til o‘rganuvchilar bir-birining ishini ko‘rib chiqishi va tahrir qilishi orqali grammatik xatolarni aniqlash va tuzatish ko‘nikmalarini rivojlantirishlari mumkin.

Guruh ishining samaradorligini ta’minlash uchun o‘qituvchilar ushbu qiyinchiliklarni oldindan hisobga olib, **to‘g‘ri metodik strategiyalarni ishlab chiqishlari** zarur. Bunga quyidagilar kiradi:

- **Guruh ichidagi rollarni aniq taqsimlash** va har bir a’zoga mas’uliyat yuklash
- **Tengdoshlar o‘rtasida hurmat va hamkorlik madaniyatini shakllantirish**
- **Nizolarni boshqarish va murosaga kelish bo‘yicha ko‘nikmalarni rivojlantirish**
- **Til xatolarini oldini olish uchun o‘qituvchining faol kuzatuvi va tahliliy fikr-mulohazalar berishi**

Ushbu yondashuvlar guruh ishining ijobiy tomonlarini kuchaytirib, muammolarni minimallashtirishga yordam beradi, natijada til o‘rganuvchilarning ham til o‘zlashtirish, ham ijtimoiy va akademik ko‘nikmalarini rivojlantirishga xizmat qiladi.

Nazariy asoslar

Vygotskiyning **proksimal rivojlanish zonasi (ZPD)** nazariyasi ta’lim jarayonida ijtimoiy o‘zaro ta’sirning muhimligini ta’kidlaydi. Unga ko‘ra, til o‘rganuvchilar o‘zlarining hozirgi bilim va ko‘nikmalaridan yuqori darajadagi bilimlarga faqat ijtimoiy hamkorlik orqali erishishlari mumkin. Guruh ishi aynan shunday imkoniyatni yaratib, til o‘rganuvchilarni tengdoshlaridan o‘rganishga undaydi va bilish jarayonini birgalikda qurish imkonini beradi.

Shuningdek, Piagetning **kognitiv rivojlanish nazariyasi** ham Guruh bo‘lib bajariladigan mashg‘ulotlarning ta’lim jarayonidagi ahamiyatini qo‘llab-quvvatlaydi.

Piaget fikriga ko‘ra, til o‘rganuvchilar mavjud bilim tuzilmalariga (sxemalariga) qarama-qarshi bo‘lgan yangi g‘oyalar bilan to‘qnash kelganlarida yuqori darajadagi fikrlash qobiliyatlarini rivojlantirishadi. Guruh ichidagi turli nuqtai nazarlar aynan shu jarayonni rag‘batlantiradi va til o‘rganuvchilarning tushunchalarini chuqurlashtiradi.

Ijtimoiy-madaniy yondashuv esa **didaktik qo‘llab-quvvatlash (scaffolding)** muhimligini ta’kidlaydi. Bu yondashuvga ko‘ra, o‘qituvchilar til o‘rganuvchilar mustaqil ravishda bajara olmaydigan murakkab vazifalarni asta-sekin qo‘llab-quvvatlash orqali boshqarishlari va ularni mustaqil o‘rganishga tayyorlashlari kerak. Bunday yondashuv til o‘rganuvchilarning nafaqat o‘quv natijalarini oshirishga, balki ularning o‘z qobiliyatlariga bo‘lgan ishonchini mustahkamlashga ham xizmat qiladi.

Empirik dalillar

Ko‘plab tadqiqotlar guruh ishining ESL (ingliz tilini ikkinchi til sifatida o‘rganish) ta’limida samaradorligini tasdiqlagan. Hususan kuzatuvlar olib borilgan bir qator mamlakatlarda quyidagilar ma‘lum bo‘ldi:

- **Shvetsiya sinflari:** O‘qituvchilarning kuzatuvlariga ko‘ra, **tuzilgan guruh ishi** til o‘rganuvchilarning kommunikativ malakasini rivojlantirgan va ularga muloqotga nisbatan ishonch hissini oshirishga yordam bergan.
- **Vetnam sinflari:** Eksperimental tadqiqotlar shuni ko‘rsatdiki, **guruhda ishlash** til o‘rganuvchilarning tinglab tushunish ko‘nikmalarini sezilarli darajada yaxshilagan va ularning faol ishtirok etishiga turtki bergan.
- **Global tadqiqotlar:** Johnson & Johnson tadqiqotlari **hamkorlikda o‘qitish** nafaqat akademik yutuqlarga, balki shaxslararo munosabatlarning yaxshilanishiga ham ijobiy ta’sir ko‘rsatishini aniqlagan.

Amaliy tavsiyalar

Guruh bo‘lib bajariladigan mashg‘ulotlarning afzalliklarini maksimal darajada oshirish uchun o‘qituvchilar quyidagi strategiyalarni qo‘llashlari lozim:

1. **Aniq ko‘rsatmalar bering** – Guruhdagi rollar va vazifalarini oldindan belgilash orqali til o‘rganuvchilar o‘z mas’uliyatini aniq tushunishlari kerak. Har bir ishtirokchining vazifasi aniq bo‘lsa, "erkin chavandoz" (free rider) muammosining oldi olinadi.
2. **Didaktik qo‘llab-quvvatlash (Scaffolding) ta’minlash** – O‘qituvchilar **murakkab topshiriqlarni kichik bosqichlarga bo‘lish, ko‘rsatmalar berish, til modellari yaratish** kabi strategiyalar yordamida til o‘rganuvchilar mustaqil bajara olmaydigan vazifalarni asta-sekin o‘zlashtirishlariga ko‘maklashishlari lozim.
3. **Kuzatish va aralashish** – O‘qituvchilar guruhdagi o‘zaro munosabatlarni faol kuzatib borishlari va kerak bo‘lganda fikr-mulohazalar taqdim etishlari lozim. Bu til komponentlarini xató ishlatilishining oldini olish va o‘quv jarayonini to‘g‘ri yo‘nalishda davom etishga yordam beradi.
4. **Refleksiyani (bajarilgan ishlar yuzasidan tahlil) rag‘batlantirish** – Til o‘rganuvchilarga guruh tajribasi haqida mulohaza yuritishga imkon yaratish, o‘z ishtiroklarini baholash va kelajakda qanday ijobiy o‘zgarishlar qilish mumkinligi haqida fikr bildirish imkoniyatini berish lozim. Bu ularga o‘z-o‘zini anglash va kelgusidagi o‘rganish jarayonlarini yanada qiziqarli va samarali bo‘lishiga sabab bo‘lishi mumkin.

Shuningdek, Guruh bo‘lib bajariladigan mashg‘ulotlarni samarali amalga oshirish uchun **puxta rejalashtirish va tayyorgarlik** zarur. O‘qituvchilar guruh kattaligi,

vazifalarning murakkabligi va mashg‘ulotlarning umumiy ta’lim maqsadlariga mosligini oldindan hisobga olishlari kerak.

Texnologiyadan foydalanish ham Guruh bo‘lib bajariladigan mashg‘ulotlarning samaradorligini oshirishi mumkin. Masalan:

- Onlayn munozara forumlari – til o‘rganuvchilar sinfdan tashqarida ham muloqot qilish imkoniga ega bo‘lishadi.
- Hamkorlikda yozish platformalari – til o‘rganuvchilar Google Docs, Padlet yoki boshqa vositalar yordamida yozma topshiriqlar ustida hamkorlik qilishlari mumkin.

Videokonferensiyalar – guruh muhokamalarini onlayn tarzda o‘tkazish imkonini beradi, ayniqsa, masofaviy ta’lim sharoitida.

XULOSA

Guruh bo‘lib bajariladigan mashg‘ulotlar ESL ta’limida kuchli pedagogik vosita bo‘lib, u til o‘rganuvchilarga kognitiv, ijtimoiy va motivatsion afzalliklarni taqdim etadi. Bu metod til o‘rganuvchilarni real hayotiy muloqotga tayyorlash, o‘zaro hamkorlik madaniyatini rivojlantirish, va mustaqil o‘rganishga yo‘naltirish orqali ta’lim jarayonining samaradorligini oshiradi.

Albatta, guruh bo‘lib bajariladigan mashg‘ulotlarda muayyan qiyinchiliklar mavjud bo‘lsa-da, ular puxta rejalashtirish, samarali yo‘l-yo‘riq va o‘qituvchilar tomonidan doimiy kuzatuv orqali hal etilishi mumkin.

Kelajakdagi tadqiqotlar turli xil ta’lim sharoitlarida guruh bo‘lib bajariladigan mashg‘ulotlarning samaradorligini oshirish uchun innovatsion strategiyalarni o‘rganishga qaratilishi lozim. Shu tariqa, guruh bo‘lib bajariladigan mashg‘ulotlar pedagogik amaliyotda yanada mukammal metod sifatida shakllanadi va til o‘rganuvchilarning umrbod ta’lim olish ko‘nikmalarini rivojlantirishga xizmat qiladi.

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INGLIZ TILINI O'QITISHDA ZAMONAVIY TEXNOLOGIYALARDAN FOYDALANISH SAMARADORLIGINI OSHIRISHNING INTENSIV USULLARI

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ANNOTATSIYA

Hozirgi davrda o'quvchilarga faqat tayyor bilimlar o'rgatilayotgan bir paytda, zamonaviy ta'lim tizimida interfaol metodlar, innovatsion texnologiyalar, pedagogik texnologiyalardan foydalanish dolzarb masalalardan biri bo'lib kelmoqda. Zamonaviy texnologiyalardan foydalanish esa o'quvchilardan mustaqil fikrlashni, izlanish, tahlil qilish, xulosa chiqarishni talab qilmoqda.

Kalit so'zlar: multimedia, axborot texnologiyalari, onlayn ta'lim platformalari, mobil ilovalar, virtual haqiqiylik (vr) va kengaytirilgan haqiqiylik (ar), youtube va boshqa video resurslar

KIRISH

Ingliz tili dunyo miqyosida eng ko'p o'rganiladigan va qo'llaniladigan tillardan biridir. Hozirgi kunda ingliz tilini o'rganish va o'qitish jarayoni zamonaviy texnologiyalar yordamida sezilarli darajada o'zgarmoqda. Zamonaviy texnologiyalarni ingliz tilini o'qitishda qo'llash o'quvchilarga ko'plab imkoniyatlar yaratib beradi va o'qitish jarayonini yanada samarali va qiziqarli qiladi. Bugungi kunda ta'lim sohasida amalga oshirilayotgan barcha islohotlardan ko'zlangan asosiy maqsad–ma'naviy barkamol insonlarni voyaga yetkazish, ta'lim tizimini takomillashtirish, o'qitish jarayonini zamon talablari asosida yangi pedagogik va axborot texnologiyalari asosida amalga oshirishdan iborat. Shu bois ham bugungi kunda ta'lim tizimida zamonaviy kompyuter va axborot texnologiyalaridan samarali foydalanishga alohida e'tibor qaratilmoqda. Jumladan, respublikamizda chet tilining o'qitilishi, chet tili o'qituvchilarining bilim va ko'nikmalarini baholashning umum evropa ramkalari tavsiyanomalari (CEFR) ga mos ravishda yangi usul va talablari ishlab chiqildi. Unga ko'ra umumta'lim maktablari va kasb-hunar kollejlari o'quvchilari uchun darsliklar yaratildi. Ushbu talablarga mosravishda o'quv xonalari stendlar va yangi axborot kommunikativ texnikalar bilan jihozlandi. Chet tili o'rganishga bo'lgan talab ham kundan kunga oshib bormoqda. Chet tili fani to'rt aspectga (o'qish, yozish, tinglab tushunish va gapirish) bo'linib, ularning har biri bo'yicha alohida tushuncha va ko'nikmalar berilmoqda. Dunyoda ingliz tilining xalqaro aloqaning yetakchi vositasi sifatidagi mavqei tobora kuchayib borayotgani va bu jarayonni to'xtatish yoki sekinlashtirishning jiddiy tendensiyalari mavjud emasligini inobatga olib, bu borada samarali usullarni qo'llash muammosi qo'yilmoqda. Zamonaviy ma'noda o'quv jarayoni o'quvchilarni ma'lum bilim, ko'nikma, qobiliyat va qadriyatlar bilan tanishtirish uchun o'qituvchi va talabalar o'rtasidagi o'zaro munosabatlar jarayoni sifatida qaraladi. Demak, ta'lim jarayonida turli fanlar bo'yicha talabalarga zamonaviy axborot texnologiyalari vositalari

va metodlardan foydalanish o‘qituvchilarga, eng avvalo, bu boradagi bilim va ko‘nikmalarini oshirish, ta’lim tizimini texnik jihatdan ta’minlash, o‘quv-uslubiy bilimlardan to‘liq foydalanish imkonini beradi.

Bugungi kunda onlayn ta'lim platformalari ingliz tilini o'qitishda muhim rol o'ynamoqda. Duolingo, Memrise, Babbel kabi platformalar, o'quvchilarga interaktiv darslar orqali tilni o'rganish imkoniyatini taqdim etadi. Bu platformalarda audio va vizual materiallar, o'yinlar va turli xil topshiriqlar mavjud, bu esa o'quvchilarning diqqatini jalb qiladi va tilni o'rganishni qiziqarli qiladi.

Mobil ilovalar orqali ingliz tilini o'rganish osonlashgan. Smartfonlar va planshetlar yordamida, o'quvchilar istalgan joyda va istalgan vaqtda darslarni o'rganishlari mumkin. Eng mashhur ilovalar orasida HelloTalk, Busuu, Tandem kabi ilovalar til o'rganuvchilarni dunyoning turli burchaklaridan kelgan boshqa foydalanuvchilar bilan bog'lab, tilni amaliyotda ishlatish imkonini yaratadi. Bu ilovalar orqali o'quvchilar tilni real hayotdagi vaziyatlarda qo'llashni o'rganishadi.

Interaktiv ta'lim texnologiyalari, masalan, smart taxtalar, ko'rsatkichlar va interaktiv videolar, ingliz tilini o'qitish jarayonini jozibador va samarali qiladi. O'qituvchilar smart taxtalarda grammatikani, lug'atni va boshqa muhim mavzularni tushuntirayotganda, o'quvchilar real vaqtda javob berishlari va interaktiv mashqlarni bajarishlari mumkin. Bu usul til o'rganishning samaradorligini oshiradi va o'quvchilarni faol ishtirok etishga undaydi.

VR va AR texnologiyalari ingliz tilini o'qitishda yangi imkoniyatlar yaratadi. Virtual muhitalar orqali o'quvchilar o'zlarini ingliz tilida muloqot qilishda sinab ko'rishlari mumkin. Masalan, VR yordamida o'quvchilar ingliz tilida turli vaziyatlarga tushib, real hayotdagi suhbatlarni amalga oshirishlari mumkin. Bu, o'quvchilarning tilni amaliyotda qo'llashlarini kuchaytiradi va o'zgaruvchan sharoitlarga tez moslashish qobiliyatini oshiradi.

YouTube platformasi ingliz tilini o'qitish uchun juda katta resursdir. Ingliz tilidagi darslar, grammatika va lug'atga oid videolar, shuningdek, o'quvchilarga amaliyot qilish uchun interaktiv videolar mavjud. YouTube’dagi interaktiv darslar va ko'rsatuvlar ingliz tilini o'rganish jarayonini qiziqarli va samarali qiladi. O'quvchilar videolarni tomosha qilib, nutqni yaxshilash, talaffuzni to'g'ri o'rganish va tilni kengaytirish bo'yicha ko'plab ma'lumotlarga ega bo'lishadi.

Sun'iy intellekt (AI) asosidagi tizimlar ingliz tilini o'rganishda yordam beradi. Masalan, Grammarly, Reverso kabi dasturlar o'quvchilarning grammatik xatolarini aniqlaydi va ularni tuzatish uchun maslahatlar beradi. Shuningdek, AI tizimlari tilni o'rganish jarayonida individual yondashuvni ta'minlaydi, o'quvchilarning qobiliyatiga mos darslar va mashqlarni yaratadi.

Ingliz tilini o'qitishda o'yinlar ham samarali vosita hisoblanadi. Interaktiv o'yinlar va simulyatsiyalar o'quvchilarga tilni o'rganishni qiziqarli va o'yin tarzida taqdim etadi. "Minecraft Education Edition" va "Kahoot!" kabi o'yinlar orqali o'quvchilar darslarni yanada qiziqarli o'tkazishadi, bu esa o'quvchilarning motivatsiyasini oshiradi.

Zoom, Google Meet, Skype kabi platformalar orqali onlayn guruh darslari tashkil qilish mumkin. Bu darslar o'quvchilarga bir-biri bilan muloqot qilish, fikr almashish va ingliz tilida suhbatlashish imkoniyatini beradi. O'quvchilar o'rtasidagi muloqot, ularning so'z boyligini oshiradi va real vaqt rejimida tilni amaliyotda ishlatishga yordam beradi.

XULOSA

Zamonaviy texnologiyalar ingliz tilini o'qitishda samaradorlikni sezilarli darajada oshiradi. Onlayn platformalar, mobil ilovalar, interaktiv texnologiyalar, VR/AR, AI va boshqa resurslar yordamida o'quvchilar ingliz tilini o'rganishni qiziqarli, samarali va yanada interaktiv tarzda amalga oshirishi mumkin. Bu jarayon nafaqat til o'rganishning samaradorligini oshiradi, balki o'quvchilarning tilga bo'lgan qiziqishini yanada kuchaytiradi. Zamonaviy texnologiyalarning ingliz tilini o'qitishda qo'llanilishi, kelajakda til o'rganishni yangi darajaga olib chiqishi shubhasiz.

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O'QUVCHILARNI KASBIY FAOLIYATGA TAYYORLASHDA PRAGMATIK KOMPETENSIYASINI RIVOJLANTIRISHNING AHAMIYATI VA UNING TARKIBIY QISMLARI

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ANNOTATSIYA

Ushbu maqolada o'quvchilarni kasbiy faoliyatga tayyorlashda pragmatik kompetensiyaning rivojlanishi mexanizmlari tadqiq qilinadi. Shunigdek, kasbiy ta'lim tashkilotlarida o'quvchilarga pragmatik kompetensiyani rivojlantirish uchun ishlatiladigan metodlar va amaliy tadbirlar ham ko'rib chiqilgan. Ushbu kompetensiya o'quvchilarning kasbiy faoliyatga tayyorligini oshirib, ularni real ish sharoitlariga moslashishga va samarali ishlashga o'rgatadi. Maqola o'qitish jarayonlarida interaktiv metodlar, amaliyotlar, loyihalar, stajirovkalar va ijtimoiy hamkorlikni rivojlantirish kabi mexanizmlarni taqdim etadi.

Kalit so'zlar: Kasbiy ta'lim, pragmatik kompetensiya, o'quvchilarni tayyorlash, amaliy ko'nikmalar, interaktiv o'qitish, loyiha asosidagi o'qitish, mentorlik tizimi, stajirovka, simulyatsiya, ijtimoiy hamkorlik, kasbiy faoliyat

KIRISH

Pragmatik kompetensiya – bu o'quvchilarning kundalik hayotdagi va kasbiy faoliyatdagi muammolarni hal qilish uchun zarur bo'lgan amaliy ko'nikmalar va bilimlarni to'plashga asoslangan kompetensiya turidir. Bu kompetensiya, asosan, ta'lim jarayonida o'quvchilarga nafaqat nazariy bilimlar, balki bu bilimlarni real hayotda qo'llay olish ko'nikmalarini ham o'rgatadi. Pragmatik kompetensiya, shuningdek, o'quvchilarning turli vaziyatlarda muammolarni hal qilishda zarur bo'lgan tezkor fikrlash, ijtimoiy muloqot va qaror qabul qilish qobiliyatlarini rivojlantiradi.

Pragmatik kompetensiyaning asosiy komponentlari, o'quvchilarning kasbiy faoliyatga tayyorlanishida muhim ahamiyatga ega. Bu komponentlar har biri o'quvchilarga turli kasbiy va ijtimoiy vaziyatlarda muvaffaqiyatli faoliyat yuritishga yordam beradi. Shu bilan birga, turli olimlar va tadqiqotchilar tomonidan olib borilgan izlanishlar bu kompetensiyalarning rivojlanishi va ularning ta'lim jarayoniga qo'llanilishiga katta e'tibor qaratgan.

1. Amaliy ko'nikmalar. Amaliy ko'nikmalar o'quvchining o'ziga kerakli bilimlarni real sharoitda qo'llashga qodir bo'lishini ta'minlaydi. Bu komponent, o'quvchilarning nafaqat sinfda, balki ish joyida ham samarali faoliyat yuritishga tayyorlanishiga yordam beradi. V.V. Davydov o'zining pedagogik nazariyasida amaliy ko'nikmalarning o'quv jarayonida mustahkamlanishi lozimligini ta'kidlagan. U shuningdek, o'quvchilarni haqiqiy vaziyatlarda qo'llaniladigan bilim va ko'nikmalar bilan tanishtirish muhimligini qayd etgan [2: 180].

2. Ijtimoiy va kommunikativ kompetensiya. O'quvchilarning boshqalar bilan samarali muloqot qilish va ijtimoiy vaziyatlarda to'g'ri xulq-atvorni tanlash qobiliyati, ayniqsa, kasbiy sohada muvaffaqiyatli bo'lish uchun zarurdir. A. Musayeva bu komponentga alohida e'tibor qaratgan va u o'quvchilarga kommunikativ ko'nikmalarni rivojlantirishda pedagogik metodlarning ahamiyatini ta'kidlagan. Uning fikricha, kommunikativ kompetensiyaning rivojlanishi ijtimoiy va ish muhitida samarali faoliyat yuritish uchun zarur bo'lgan asosiy elementlardan biridir [3: 63].

3. Qaror qabul qilish. Qaror qabul qilish qobiliyati o'quvchining har qanday ish sharoitida tez va to'g'ri qarorlar qabul qilishga tayyor bo'lishini anglatadi. Bu komponent o'quvchilarning muhim ishlarni tez va samarali hal qilishini ta'minlaydi. R. X. Abdualimovich o'z ishlarida, qaror qabul qilishda analitik fikrlashning ahamiyatini ko'rsatgan va bu qobiliyatni rivojlantirish uchun ta'lim jarayonida maxsus mashqlarni tavsiya etgan. Shuningdek, u o'quvchilarning muammolarni hal qilishda qarorlar qabul qilishning amaliy ko'nikmalarini o'zlashtirishi kerakligini ta'kidlagan [1: 92].

4. Muammolarni hal qilish. Muammolarni hal qilish ko'nikmasi o'quvchilarga real hayotdagi muammolarni yechishda yordam beradi. Bu, o'z navbatida, pragmatik kompetensiyaning ajralmas qismlaridan biridir. A. Tuychiyev o'zining pedagogik tadqiqotlarida o'quvchilarga analitik va tanqidiy fikrlashni o'rgatishning muhimligini ta'kidlagan. U shuni ta'kidlashicha, muammolarni hal qilishda ko'nikmalarni o'rganish o'quvchilarga real sharoitlarda muvaffaqiyatli ishlashga imkon beradi. Bu ko'nikmalar nafaqat sinfda, balki kasbiy hayotda ham o'quvchilarga yordam beradi [5: 32].

5. Integratsiya va moslashuvchanlik. Integratsiya va moslashuvchanlik o'quvchilarga o'z bilimlarini yangi sharoitlarda qo'llashni o'rgatadi. Bu kompetensiya o'quvchilarning o'z bilim va ko'nikmalarini o'zgaruvchan sharoitlarga moslashtirishga tayyor bo'lishini ta'minlaydi. Tairov va Askarovalar o'zlarining tadqiqotlarida, integratsiya va moslashuvchanlikni rivojlantirishda multidisipliner yondashuvning ahamiyatini ko'rsatgan. U o'quvchilarga yangi vaziyatlarga tezda moslashish va o'z bilimlarini amalda qo'llashni o'rgatishda amaliy mashg'ulotlarni taklif qilgan [4: 668].

Shu tarzda, pragmatik kompetensiyaning har bir tarkibiy qismi o'quvchilarning kasbiy va shaxsiy rivojlanishiga hissa qo'shadi. Tadqiqotlar orqali, o'quvchilarga nafaqat kasbiy bilimlarni, balki real sharoitlarda muvaffaqiyatli faoliyat yuritish uchun zarur bo'lgan ko'nikmalarni ham rivojlantirish mumkinligini ko'rsatadi. Bu kompetensiyalarni rivojlantirish esa, o'quvchilarning nafaqat mehnat bozori talablariga mos kelishini, balki turli ijtimoiy vaziyatlarda ham muvaffaqiyatli bo'lishini ta'minlaydi.

Pragmatik kompetensiya o'quvchilarni nafaqat nazariy bilimlar bilan, balki amaliy ko'nikmalar va kasbiy etika bilan ham tanishtiradi. Bu kompetensiya o'quvchilarga o'z kasbiy faoliyatida mavjud bo'lgan har xil vaziyatlarga moslashish, samarali muloqot qilish va ish joyidagi muammolarni hal qilish imkonini beradi. O'quvchilarda pragmatik kompetensiyaning rivojlanishi, ularning ijtimoiy muloqot va kasbiy faoliyatda muvaffaqiyatga erishishlarini ta'minlaydi. Shu bilan birga, bu kompetensiya o'quvchilarning professional rivojlanishini va o'z kasbiy sohalarida muvaffaqiyatli ishlashlarini ta'minlash uchun zarur.

Kasbiy ta'limda pragmatik kompetensiyani rivojlantirish uchun bir qator mexanizmlar mavjud. Bu mexanizmlar orqali o'quvchilarga amaliy bilimlar, ko'nikmalar va qobiliyatlar beriladi. Quyida ularning ba'zilari keltirilgan:

- O’qitish va treninglar: O’quvchilarni kasbiy faoliyatga tayyorlash uchun maxsus treninglar va o’quv dasturlari tashkil etish zarur. Ushbu treninglar o’quvchilarning amaliy ko’nikmalarini rivojlantirishga yordam beradi va ularni real ish sharoitlariga tayyorlaydi. Treninglar va amaliy mashg’ulotlar orqali o’quvchilar turli vaziyatlarda qanday harakat qilishni o’rganadilar.

- Loyiha asosida o’qitish: O’quvchilarga real kasbiy muammolarni hal qilishda yordam beradigan loyiha asosidagi o’qitish metodikasi samarali natijalar beradi. Loyiha asosida o’qitish o’quvchilarning muammolarni hal qilishda ijtimoiy, amaliy va pragmatik yondashuvlarni qo’llashga yordam beradi.

- Amaliyot va stajirovka: Amaliyot va stajirovka o’quvchilarga kasbiy faoliyatga tayyorlanish uchun zarur bo’lgan ko’nikmalarni berishga imkon yaratadi. Bu jarayonlar orqali o’quvchilar nafaqat nazariy bilimlarni, balki ish joyidagi tajribalarni ham o’zlashtiradilar.

- Ijtimoiy hamkorlik va muloqot: O’quvchilarga o’z kasbiy faoliyatida samarali muloqot qilish va hamkorlikda ishlash ko’nikmalarini rivojlantirish juda muhimdir. Ijtimoiy muloqotda ishtirok etish, o’quvchilarning konfliktlarni hal qilish va guruhda ishlash ko’nikmalarini mustahkamlaydi.

XULOSA

O’quvchilarni kasbiy faoliyatga tayyorlashda pragmatik kompetensiyaning rivojlanishi nafaqat o’quvchilarning amaliy ko’nikmalarini oshirish, balki ularni real ish sharoitlariga moslashishga va samarali faoliyat yuritishga o’rgatish uchun muhim omil hisoblanadi. Pragmatik kompetensiya, o’quvchilarga bilimlarni faqat nazariy darajada egallashni emas, balki bu bilimlarni amaliyotda qo’llashni ham talab qiladi. Shu bilan birga, ijtimoiy muloqot, qaror qabul qilish va muammolarni hal qilish kabi muhim ko’nikmalarni rivojlantirish orqali o’quvchilarning kasbiy tayyorgarligi yanada mustahkamlanadi. Ta’lim jarayonida interaktiv metodlar, loyiha asosidagi o’qitish, stajirovka kabi tizimlari kabi metodlar orqali pragmatik kompetensiyani rivojlantirish mumkin. Ushbu metodlar o’quvchilarga nafaqat teoriyalarga asoslangan bilimlarni, balki real hayotdagi sharoitlarda ishlash va muammolarni hal qilish ko’nikmalarini ham berishga imkon yaratadi. O’quvchilarga har tomonlama yondashuvni qo’llash, ularni nafaqat kasbiy faoliyatga tayyorlash, balki ijtimoiy va iqtisodiy o’zgarishlarga moslashishga ham o’rgatadi.

Shu bilan birga, pragmatik kompetensiyaning rivojlanishi kasbiy ta’limning samaradorligini oshiradi, o’quvchilarning ish joylaridagi muvaffaqiyatini ta’minlaydi va ularni kelajakdagi professional faoliyatiga tayyorlashda muhim rol o’ynaydi. O’quvchilarning yuqori darajadagi pragmatik kompetensiyasini shakllantirish ta’lim tizimi va jamiyat uchun katta ahamiyatga ega bo’lib, ularning kelajakdagi muvaffaqiyatiga xizmat qiladi.

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XORIJIY TILLARNI O'QITISHDA BILISHNING EMPERIK BOSQICHLARINI AHAMIYATI

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ANNOTATSIYA

Ushbu maqolada xorijiy tillarni o'qitishda bilishning emperik bosqichlarini ahamiyati masalasi ko'rib chiqiladi. Adabiyotlar tahlili asosida xorijiy tillarni o'qitishda bilishning emperik bosqichlarini ahamiyati o'rganiladi. Natijalar qismida xorijiy tillarni o'qitishda bilishning emperik bosqichlarini samaradorligi tahlil qilinadi. Muhokama va xulosalar qismida xorijiy tillarni o'qitishda bilishning emperik bosqichlarini ta'lim jarayoniga tatbiq etishga amaliy tavsiyalari beriladi.

Kalit so'zlar: emperik bilish, sezgi ,idrok, tajriba yeg'ish, audiovizual materiallar ,autentik audio matnlar

KIRISH

Xorijiy tillarni o'qitish bugungi kunda globallashuv sharoitida ta'limning muhim yo'nalishlaridan biriga aylangan. Til o'rganish jarayoni nafaqat lingvistik bilimlarni, balki psixologik va pedagogik yondashuvlarni ham talab qiladi. Shu nuqtayi nazardan, bilishning empirik bosqichlari (amaliy tajribaga asoslangan) tilni muvaffaqiyatli o'zlashtirishda muhim ahamiyatga ega. Ushbu maqola xorijiy tillarni o'qitishda bilishning empirik bosqichlari mohiyatini, ularning ahamiyatini hamda amaliy qo'llanilish usullarini tahlil qiladi.

USULLAR VA ADABIYOTLAR TAHLILI

Bilishning emperik bosqichlarini nazariy asoslari

Bilishning empirik bosqichlari – bu bilimlarni to'plash va tahlil qilishda bevosita tajribaga asoslangan jarayonlar hisoblanadi. Ushbu bosqichlar quyidagi komponentlardan iborat: [1]

Sezgi: Atrof-muhitni bevosita his qilish orqali axborot olish.

Idrok: Olingan axborotni tahlil qilib, uni ongli ravishda tushunish.

Tajriba yig'ish: Ilmiy yoki shaxsiy tajribalar asosida bilish jarayonini rivojlantirish.[2]

Xorijiy tillarni o'qitishda bu bosqichlar o'quvchilarning tilni tabiiy ravishda, real vaziyatlarda o'zlashtirishiga yordam beradi.

Empirik yondashuvning nazariy asoslari

Bilishning empirik bosqichlari bir qator nazariyalarga asoslanadi:

Deweyning tajriba orqali o'qitish nazariyasi: Dewey ta'lim jarayonida faol ishtirok va tajribaning muhimligini ta'kidlaydi.[1]

Vigotskiyning ijtimoiy o'rganish nazariyasi: Ijtimoiy muloqot va tajriba asosida bilish jarayonining rivojlanishini tushuntiradi.[2]

Skinnerning xulq-atvor nazariyasi: Ta’lim jarayonida stimullar va javoblar orqali tilni o‘rganish jarayonini tavsiflaydi.[3]

Mazkur nazariyalar xorijiy tillarni o‘qitishda amaliy yondashuvlarning nazariy asosini tashkil etadi.

NATIJALAR

Adabiyotlar tahlili natijasida xorijiy tillarni o’qitishda bilishning emperik bosqichlarini ahamiyati quyidagi asosiy natijalarni aniqlandi:

Empirik bosqichlarning xorijiy tillarni o‘rgatishdagi roli

Empirik bosqichlar xorijiy til o‘rgatishda bir qator afzalliklarni taqdim etadi:

Real muhitni taqlid qilish: O‘quvchilar tilni o‘zlashtirishda amaliy tajriba orqali muloqot ko‘nikmalarini rivojlantiradi.

Xotirani mustahkamlash: Tajriba asosida olingan bilimlar ko‘proq esda qoladi.

Ko‘nikmalarni rivojlantirish: Faoliyat jarayonida tilni amalda qo‘llash orqali tinglash, gapirish, o‘qish va yozish kabi asosiy ko‘nikmalar rivojlanadi.[4]

Misol uchun, xorijiy tilni o‘rganishda multimedia resurslari, rolli o‘yinlar, interaktiv mashqlar va til muhitida muloqot qilish kabi usullar samarali natijalar beradi.

Xorijiy tillarni o‘qitishda empirik bosqichlarning amaliy qo‘llanilishi

Tinglash va kuzatish bosqichi

O‘quvchilar tinglash materiallari orqali yangi so‘zlar va iboralarni idrok qiladi. Masalan:

Audiovizual materiallar: Film va videolar.

Autentik audio matnlar: Podkastlar, musiqalar.

Muloqot qilish va tajriba yig‘ish

Muloqot davomida tilni tabiiy qo‘llash imkoniyati yaratiladi. Bunga quyidagilar kiradi:

Rolli o‘yinlar: Turli hayotiy vaziyatlarni sahnalashtirish.

Juftlik va guruhda ishlash: O‘quvchilar o‘zaro til o‘rganuvchi sifatida tajriba almashadilar.[5]

Refleksiya va tahlil

Tajriba davomida olingan bilim va ko‘nikmalarni tahlil qilish orqali ularni mustahkamlash:

Yozma topshiriqlar: Shaxsiy fikrni ifodalash.

O‘z-o‘zini baholash: Bajarilgan ishlarni tanqidiy ko‘z bilan ko‘rib chiqish.

Xorijiy tillarni o‘qitishda empirik bosqichlarning cheklovlari

Empirik yondashuvning afzalliklari bilan bir qatorda ba’zi cheklovlari ham mavjud:

Vaqt talab qilishi: Real muhitda tajriba yig‘ish ko‘proq vaqtni talab qiladi.

Material va uskunalarning yetishmasligi: Interaktiv usullardan foydalanish uchun zamonaviy texnologiyalarning zarurati.

Har bir o‘quvchining individual ehtiyojlari: Har bir o‘quvchi uchun mos yondashuvni topish qiyin bo‘lishi mumkin.

TAVSIYALAR

Xorijiy tillarni o‘qitishda empirik yondashuv samaradorligini oshirish uchun quyidagilarni tavsiya etish mumkin:

Innovatsion texnologiyalardan foydalanish: Interaktiv vositalar orqali real muhitni yaratish.

Autentik materiallardan foydalanish: Tabiiy til muhitini ta’minlash uchun haqiqiy materiallarni tanlash.

Metodikani diversifikatsiya qilish: Har bir o‘quvchining ehtiyojlariga moslashuvchan yondashuvni qo‘llash.

XULOSA

Xorijiy tillarni o‘qitishda bilishning empirik bosqichlari nafaqat lingvistik bilimlarni, balki psixologik va ijtimoiy ko‘nikmalarni rivojlantirishda ham muhim ahamiyatga ega. Tajriba orqali o‘qitish o‘quvchilarni real vaziyatlarda muvaffaqiyatli muloqot qilishga tayyorlaydi. Ushbu yondashuv samaradorligini oshirish uchun amaliyotda yangi texnologiyalarni keng qo‘llash, o‘quv dasturlarini yangilash va talabalarning individual xususiyatlariga mos yondashuvni shakllantirish zarur. Ayniqsa,XXI asrdagi ta’limda innovatsion vositalarni jalb qilish orqali ta’lim sifatini oshirish va turli yoshdagi o’quvchilar uchun mos muhit yaratish muhim ahamiyatga ega. Shuningdek, emperik bosqichlar inson bilish jarayoniga ijobiy ta’sir ko’rsatib,ta’limning uzoq muddatli natijalarini ta’minlaydi. Ular o’quvchilarning real hayotda muvaffaqiyatli muloqat qilishga tayyorligini oshirishda muhim vosita bo’lib xizmat qiladi. Demak , emperik yondashuvlarni yanada boyitish uchun yangi tadqiqotlar o’tkazish va amaliy tajribalarni tahlil qilish muhimdir. Ushbu tadqiqotlar xorijiy tillarni o’qitishdagi yangi imkoniyatlarni aniqlashga yordam beradi hamda bilim berish jarayonini yanada samarali va hayotiyligini oshiradi.

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THE ROLE OF PYGMALION EFFECT IN THE EFL CLASSROOM

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ASBTRACT

One of the most noteworthy impacts of the Pygmalion effect is in the EFL (English as a Foreign Language) classroom where learners' performance improves with the increase in expectation. This paper highlights factors that have a direct bearing on the motivation, participation, and overall performance of the learner in language studies as well as the role of the Pygmalion effect. Several studies and theories have been taken into consideration with the aim to articulate how students' results are affected by teachers' expectations and how such knowledge could be utilized to formulate better driving conditions for learning. It also identifies a number of the concerns teachers are likely to encounter when applying this principle and provides answers from available research.

Keywords: Pygmalion effect, EFL classroom, teacher expectations, student motivation, language learning, classroom dynamics, educational psychology, instructional strategies, performance enhancement, expectation management

INTRODUCTION

The Pygmalion effect stems from social psychologists and shows that expectations can occur, whether in a positive or negative way. First discovered by Rosenthal and Jacobson in their landmark study, this effect posits that the way teachers expect their students to behave can dramatically affect educational outcomes. High expectations play important role in EFL classrooms, as they help create favorable conditions for language acquisition. This piece investigates the phenomenon of the Pygmalion effect in English as a foreign language contexts, its potential consequences for teachers' practices, and the challenges they face as they continue to aspire to positive expectations of all students.

This has the effect of increasing the motivation of students, and improving their self-efficacy. As pointed out by Brophy (1986), positive expectations of the teacher can also have a strong effect on the motivation of the students. This in turn can contribute to their development of self-esteem and confidence. In an EFL setting where the language barrier is often a barrier to the learning of new English, positive expectations on teachers' part as to their own ability to teach the English they have learnt are therefore very important.

Biases in Multicultural Classrooms. As Rimm-Kaufman and colleagues (2002) argue, bias can preclude the full realization of the Pygmalion effect in multicultural settings. Teachers can intentionally and unknowingly foster more differential expectations based on cultural and socioeconomic factors. As such, students with an

ethnically and socioeconomically disadvantageous background may find it easier to drop out than other students of similar backgrounds.

Educator professional development is also important to prevent bias from impacting students on the learning environment. To this end, Achinstein and Barrett (2004) stress the importance of professional development that raises awareness regarding the Pygmalion effect and the implications of the effect. By attending workshops about expectations management and inclusive practice, teachers can build a more conducive learning environment. Professional development that promotes new beliefs and practices in teachers can in turn promote educational equity for all students within EFL contexts.

Survey

Short survey was conducted with a small group of 15 students in a multicultural EFL classroom. The survey consisted of 5 questions designed to assess their perceptions of teacher expectations and how those expectations impacted their motivation and classroom experience.

Questions:

1. How confident do you feel about your language abilities in this class?- Very confident- Somewhat confident- Not confident

2. Do you think your teacher expects you to do well learning and using English?- Yes- No

3. How often do you hear positive things from your teacher?- A lot- Some of the time- Not very much

4. How motivated do you feel to participate in class activities?- Very motivated- Somewhat motivated- Not motivated

5. Have you ever been discouraged by comments or actions by your teacher?

Findings

1. Confidence- 60% of the students reported feeling “very confident” about their language abilities in class.

2. Teacher Expectations- 80% of the students felt that their teacher expects them to do well.

3. Feedback- 67% of the students replied that they heard positive things from their teacher “a lot,” while 33% indicated “some of the time.”

4. Motivation to Participate- 73% of the students strongly felt motivated to participate in class activities.

5. Feeling Discouraged- Only 13% of the students said they felt discouraged from comments or actions by their teacher.

The findings of the study highlight the significant role teacher expectations play in motivating and impacting student efficacy, especially in EFL classrooms with diverse learners. Research has shown that when teachers have positive expectations, students achieve better learning outcomes; on the other hand, teacher bias can hurt student achievement. Teachers should be provided with opportunities for professional development to assist them in identifying and addressing biases to provide educational equity and positive learning opportunities for all students.

CONCLUSION

As a summary, the Pygmalion effect can be a useful tool in EFL contexts as it significantly impacts students' motivation and achievement. Often difficult to tackle, inequalities between teachers' expectations and students' achievement can be

addressed by professional training and professional guidance. When teachers have high expectations of themselves and lead supportive practices for their pupils, they can positively influence learning of language. More research is needed to address novel ways of using the Pygmalion effect in different kinds of learning and to improve teaching practices.

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ADABIYOTSHUNOSLIK METODOLOGIYASIDA PSIXOLOGIK USULNING TIBBIY FIZIOLOGIYA BILAN O'ZARO BOG'LIQLIGI

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ANNOTATSIYA

Badiiy asarda qahramon obrazini tugal yaratish juda muhim. Qadimdan to hozirgacha matnda tasvirlangan voqelik mohiyatini ifodalashda turlicha shakl va usullardan foydalanishga harakat qilingan. Adabiyotda badiiy obrazni individual tashqi xususiyatlarsiz xarakter yoki tip sifatida ko'rsatish qiyin. Bu qahramon nutqi, portret, jest va mimikalar, monolog, tashqi organlarning fiziologik holati, miyadagi o'y-fiklar monologi bo'lishi mumkin. Ammo adabiyot taraqqiyoti davomida psixologizmga nisbatan munosabat o'zgarib boradi. Zamonaviy psixologiya taraqqiyoti ongning eng inja o'ylarigacha yoki ongostidagi xotiralargacha yuzaga chiqarib tahlil qilishni nazarda tutadi. Inson psixologiyasiga yondashish nuqtayi nazari ko'plab fan sohalarida mavjud. Tibbiyot, psixologiya, falsafa, mantiq, din, adabiyotshunoslik vahokazolar. Ular psixologiya va xarakterning turli qirralarini aniqlashga harakat qiladi. Biroq "inson mohiyati nima?" degan savolga badiiy asarchalik bir vaqtning o'zida ko'plab rakurslardan yondashadigan soha bo'lmasa kerak.

Kalit so'zlar: Metodologiya, usul, uslub, psixologizm, ongsizlik, fiziologizm, favqulotda holat tasviri

Badiiy asarda xarakter ifodasi uchun turli vositalar va ijodkorning individual uslubi bo'ladi. Qahramon psixologiyasi va fiziologik holatini tasvirlashda eng qulay vositalardan biri bu kasalliklar yoki bemorning atrofida unga bog'liq bo'lgan epizodlar voqeligidir. Kasallik mavzusi san'atning adabiyot, rassomlik, haykaltaroshlik, kino kabi ko'plab turlarida aks etadi. Dunyo adabiyoti tarixida badiiy qahramonda ko'p uchraydigan kasalliklar sil, vabo, zotiljam, chechak, epilipsiya, moxov kabilardir. Ma'lumki, dard yoki epidemiyalar kutilmaganda sodir bo'ladigan favqulotda holatlar. Inson ularga ruhan va jismonan tayyor bo'lmaydi. Ayni o'sha jarayon yozuvchi uchun qahramon psixologiyasini ko'rsatishga qulay nutqa. Biroq adib bemorini faqatgina badiiy jihatdan tasvirlashi kamlik qiladi, u kasallik bilan kechadigan klinik belgilarni ham to'g'ri ko'rsatishi kerak. Kasallik belgilariga nisabatan noto'g'ri yondashuv voqelik realligiga putur yetkazishi mumkin.

Taniqli yozuvchimiz O'tkir Hoshimov sil kasalligi bilan og'rigan bemor obrazidan "Urushning so'nggi qurboni" hikoyasida foydalanadi. O'tgan asrning o'rtalarigacha bu kasallik davolab bo'lmaydigan deb hisoblangan. U havo tomchi orqali yuqib, belgilari yo'tal, isitma, tez sur'atda ozib ketish, terlash, horg'inlik, kuchsizlik bilan o'tadi. Silga chalingan qahramon jahon adabiyotida Dostoyevskiyning "Jinoyat va jazo" romanida uchraydi. Yozuvchi Marmeladovaning holatini "Keyingi kulgu yana besh daqiqa davom etgach, chidab bo'lmas yo'talga

aylandi. Ro‘molda biroz qon qolib, peshonada ter tomchilari paydo bo‘ldi”(Jinoyat va jazo). Sil kasalligiga chalingan yana bir qahramon Nodar Dumbadzening “Abadiyat qonuni” romanida Bachana Rameshvili obrazida beriladi. Muallif bolaning bedavo dardga chalingani tasvirining butun fojiasini yosh Bachanaga tashxis qo‘ygan shifokorning yuz ifodasida beradi. Shifokorning bu kasalga chalingan bemorlarga tez-tez duch kelishi tabiiy holat bo‘lsa-da, yoshgina bolaning chalinishi unga favqulotda qayg‘uli ta’sir qiladi.

– “Ko‘pdan buyon isitmang chiqadimi?
– Bir oycha bo‘lib qoldi.
– Terlaysanmi?
– Kunduzi faqat kaftlarim terlaydi, ammo kechasi suv bo‘lib ketaman! – Bachana terlagan kaftini shimiga artdi.
– Yo‘talasanmi?
– Ba’zan, lekin yo‘talganda qattiq yo‘talaman, nafasim ichimga tushib ketadi, - dedi Bachana ma’yus tortib.
– Tufugingda qon sezmadingmi?
– O‘tgan hafta sal bor edi, mana muncha, - Bachana chimchilog‘ining uchini ko‘rsatdi”[1].

Muallif asarda tasvirlagan kasallik o‘zining tibbiyotdagi klinik belgilari bilan bir xil. Sil aynan dialogda berilgan kabi kechadi. Biroq, Dumbadze fojia ko‘lamini alomatlar bilan emas, obrazlar tashqi ko‘rinishida, xatti-harakatlarida berishga urinadi. Natijada badiiy jihatdan ham, ilmiy jihatdan ham pishiq jumlalar yuzaga keladi.

– “Unaqa bo‘lsa aytib qo‘y... - do‘xtirning tomog‘iga bir narsa qadalib, gapirolmay qoldi.
– Nima deyin?
– Aytginki... - do‘xtir tutilib-tutilib so‘zlardi. – Aslo qo‘rqma, o‘g‘lim! Hali kech emas! Sen baquvvat yigitsan, har qanday dardni yengib ketasan!
– Buvamga nima deyin, Yevgeniy amaki?
– Buvanggami? – do‘xtir birdan qizishib ketdi. – Borib ayt, u nokas darrov hamma narsasini: uyini, hovlisini, bor bisotini sotib, senga penitsillin olsin. Eshitdingmi! Orqaga surmasin!

Do‘xtir stolning yoniga chopib borib pul bilan yo‘llanmani oldi-da, mayda-mayda qilib yirtib, shiftga uloqtirdi, keyin Bachanaga o‘girildi. Uning rangiga qarab bo‘lmasdi”[2].

Roman bosh qahramoni yosh bola. U o‘zining qanday kasalga chalinganini tushunmay qiynaladi, lekin kitobxon muallif tasvirlagan shofokorning fiziologik holati orqali voqelik dahshatini anglab turadi. Odatda kishi qattiq hayajonga tushsa yoki qo‘rqsa rangida o‘zgarish sodir bo‘ladi, ovozi titraydi, asabiylashganidan chakka tomirlari bo‘rtadi, gapirishga qiynaladi. Dumbadze psixologizmning shu jihatlarini olib shifokorni og‘ir dardga chalingan bolaga nisbatan juda muloyim, shafqatli, hamdard, shu bilan birga chorasiz qilib ko‘rsatadi. Ammo gap Bachananing bobosiga ko‘chganida Yevgeniy amaki istihola qilib o‘tirmaydi.

O‘zbek hikoyachiligida “Urushning so‘nggi qurboni” hikoyasi misolida muallif qahramonlari psixologiyasi, xarakterini og‘ir sharoit va kasallik girdobida ochadi.

[1] Dumbadze.N. Abadiyat qonuni. – T.: Zukko kutubxon, 2021. 34-b.
[2] Ko‘rsatilgan manba. – 35-36-bet

Sarlavhani “Urushning so‘nggi qurboni” deb nomlagan bo‘lsa-da, voqelik urush ortida, tinch yerlarda kechgan. Biroq, urush butun mamlakatni qamrab olgandi. Yetishmovchilik, og‘ir turmush, kasallik, jinoyatlarning ko‘payishi aynan urush sabab kelib chiqqan. Hikoya ekspozitsiyasiyoq qahramonlar psixologiyasi haqidagi ilk tasavvurni beradi. “Shoikrom ayvon to‘ridagi sandal chetida xomush o‘tirardi. Allaqachon bahor kelib kunlar isib ketganiga qaramay, hamon sandal olib tashlanmagani, ammo bu to‘g‘rida hech kim o‘ylab ko‘rmaganini u endi payqaganday g‘ashi keldi. Bo‘z ko‘rpa ustidan yopilgan, shinni dog‘i tekkan quroq dasturxon ham, hozirgina go‘jadan bo‘shagan sopol tovoq, bandi kuygan yog‘och qoshiq ham uning ko‘ziga xunuk ko‘rinib ketdi”[3]. Turmushning moddiy holati qahramonning nazari bilan juda aniq ifodalangan. Shinni dog‘i tekkan quroq dasturxon, sopol tovoq, bandi kuygan yog‘och – bu haminqadar kechayotgan turmush manzarasidir. Bahor kelganiga qaramay olib tashlanmagan sandal esa frontortida mehnat qiladigan ishchi kuchining yetishmasligi, aksariyat erkaklar jang maydonida, qolganlari esa ta’minot ishida band ekaniga ishora. Badiiy asardagi har bitta detal xarakter ochilishida xizmat qilgan. Xira nur tarayotgan lampochka, olisda uvillayotgan it ovozi, qorong‘ulik kabi motivlar birgalikda Shoikromning yuzidagi turmushdan norozilik ifodasini yanada bo‘rttirib ko‘rsatadi.

Silga chalinib qolgan ukasi Shone’mat obrazini esa muallif quyidagi jumlalarda aniq chizadi. Uning qoqsuyak bo‘lib qolishi, katta-katta ko‘zlarining chuqur botishi kasallikning klinik belgilariga mos. Ammo muallif dard ko‘lamini bemorning ko‘zlaridagi ma’noda beradi. Ularda hayotdan umidini uzgan, tuzalmasligiga iqrorlik ma’nolari ko‘rinadi. Muallif bu ifodani hikoyaning so‘nggida yanada ta’sirliroq beradi. “Necha haftalardan buyon o‘rnidan jilmay yotgan ukasi, aftidan, qandaydir kuch topib, emaklab chiqqan, ko‘ylagining yelkalari osilib turar, katta-katta ko‘zlari vahima bilan boqar edi”[4]. Shone’mat akasiga hech narsa demaydi, biroq uning qarashi fojianing bo‘y-bastini aniq ko‘rsatadi. Ammo hikoyada “Oyijon, oching ko‘zingizni! - dedi u gezarib ketgan lablari bilan onasining muzday yuzidan o‘pib” degan jumla borki, bu tasvirda biroz noaniqlikni yuzaga keltiradi. Chunki Qumri xola tok urgan vaqtda baqirib yuboradi. Qichqiriqdan uyg‘onib ketgan Shoikron hovliga otiladi. Qulupnay pushtalari orasidagi qaddi bukilib qolgan onasi ekanini anglagunicha soniyalar o‘tadi. Biroq muallif Shoikrom onasini quchoqlab o‘pganida “yuzi muzday” deya tasvirlaydi. Ma’lumki, inson vafot etganidan keyin tana birdaniga sovimaydi. Qon qotib, a’zolardagi hayot faoliyati butunlay to‘xtagunicha vaqt kerak. Hikoyada esa onaning qichqirig‘idan o‘g‘ilning yugurib chiqishi, onani quchoqlashi va marhumning yuzi sovishi, ayniqsa, muzlab qolishi orasidagi vaqt nomutanosib ifodalangan.

San’at, xususan, badiiy adabiyot doim go‘zallikni kuylayvermaydi. Adabiy asarlarda ba’zida kasalliklar, jarrohlik opertasiyalari, o‘lim motivlari va umuman yoqimsiz tuyuladigan holat va ta’bimizni xira qiladigan vaziyatlarni tasvirlaydi. Kasalliklar esa inson irodasiga bog‘liq bo‘lmagan favqulotda jarayondir. Jahon adabiyotida ham u kutilmagan va butunlay inson irodasiga bo‘ysunmaydigan voqelik sifatida beriladi. Masalan, moxov kasali bilan og‘rigan bemorlar obrazi bor. Bu kasallik terining jiddiy shikastlanishi fonida kechgani uchun tashqi ko‘rinishni xunuklashtiradi. Ehtimol, shu sababdan ko‘pchilikda ulardan qo‘rqish va jirkanish

[3] O'.Hoshimov. Urushning so’ngggi qurboni. – T.:G’afur G’ulom,2002. – 9-bet
[4] Ko’rsatilgan manba: 11-bet

hissi mavjud bo‘ladi, hattoki ba’zi o‘rinlarda ularni ta’qib qilish holatlari ham uchragan. Misol uchun Shillingning “Moxovlar” romanida bu kasallik bilan og‘rigan bemorlar kolonnasidagi og‘ir hayot tasviri ishonarli ko‘rsatilgan. Bunda epidemiya qahramonlarning tana a’zolaridan ko‘ra taqdirini, yashash tarzini, butun hayotini o‘zgartirib, o‘girlashtirib yuborganiga guvoh bo‘lish mumkin.

Insoniyat o‘tgan asrda ocharchilik, urushlar, epidemiyalar kabi ko‘plab falokatlarni yengib o‘tgan. Bugun ocharchilikdan ko‘ra semirib ketib vafot etayotganlar ko‘proq. O‘tmishda odamlar tabiat hodisalarini ilmiy sharhlashni bilmaganlar. Xastaliklar va epidemiyalar keltirib chiqaruvchi mikroorganizmlar, virus, bakteriyalar mavjudligi haqida tasavvur ham qila olmasdi. Ular kasalliklar qayerdan paydo bo‘lib, undan qanday qutulish mumkinlgini tushunishmagan. Ko‘pincha xudoga yoki o‘zlari sig‘ingan narsalardan yordam so‘rab iltijo qilishgan. Ularning har qanday narsadan madad kutishining yana bir sababi shundaki, yaqin vaqtlargacha shifokor xizmati ma’lum kishilarninggina imtiyozi edi. Aksariyat odamlar shifokorga borishga yoki pul to‘lashga qodir bo‘lmagan. Aynan shu holat va uning qahramon psixologiyasidagi tasviri Abdulla Qahhorning “Bemor” hikoyasida uchraydi. Adabiyotshunos olim Alimuhammedov adibning qahramon psixologiyasini tasvirlashdagi mahoratini ushbu hikoya misolida batafsil ko‘rsatadi. Olimning tasvirdagi “me’yor” masalasi e’tiborni tortadi. Chunki adib hikoyada kasalning fiziologik holatini ortiqcha bo‘yoqlarda ifodalamasa-da, o‘quvchi ayolning o‘lim to‘shagida yotganini biladi. Sotiboldining moddiy ahvoli ma’lum, qo‘li kalta. Baxshidan, tabibdan, kampirlardan madad kutishdan o‘zga iloji yo‘q. Muallif bu o‘rinda ijtimoiy hayot va davr tasvrini ham voqelik qatiga singdirib o‘tadi. Aholining pastki qatlamidan bo‘lgan Sotiboldining kasalxonaga yaqinlashishga imkoni yo‘q. A.Qahhor qahramonlarning so‘nggi ilinji sifatida to‘rt yashar qizchaning tongda o‘qiydigan duosini ko‘rsatadi. “Begunoh go‘dakning saharda qilgan duosi ijobat bo‘ladi, uyg‘oting qizingizni!”[5] – deya maslahat beradi qo‘shni kampir. Bola ham “Xudoyo ayamdi daydiga davo beygin...”[6] deya o‘zi tushunmagan holatda, uyquaralash yaratgandan madad so‘raydi.

Taniqli psixolog va psixoterapevt Valeriy Sinelnikov “Kasalligingizni seving” nomli tadqiqotida tibbiy amaliyoti davomidagi tajribalariga suyanib, kasallik sabablarining barchasi insonning ichida yashiringanini kasallikning tashqi belgilari esa shunchaki uning foni ekanini tushuntiradi. Olimning modeli inson ongi, ongsizlik, ongosti tushunchalariga yangicha yondashuv bo‘ldi. U taklif qilgan modeldagi asosiy fikrga ko‘ra “biz yashayotgan borliq bolalikdan shakllangan ong dasturimizdir, dunyomiz ham fikrlarimizning tashqi aksi, o‘zimizni o‘zimiz yaratamiz, o‘zimizni o‘zimiz o‘zgartiramiz”[7][6, p. 29-30]. Olim o‘z fikrlarini dalillash maqsadida fransuz inqilobchisi Jan Pol Marat hayoti va fojiasini misol keltiradi. Jan Pol Marat teri kasalligi ekzema(dermotologik kasallik bo‘lib, teridan toshma toshishidir) bilan og‘rigan. Sinelnikov esa teri bilan bog‘liq kasalliklarni quyidagicha izohlaydi: “Terida uchraydigan kasalliklar ruhiyatni ifloslantirgan, tashqariga chiqmasdan bostirilgan his-tuyg‘ular bo‘lib ular o‘zini tanadan ozod qilishga intiladi. Bular tashvish, qo‘rquv, doimo nimadandir xavfsirash, nafrat sabrsizlik hislari bo‘lishi mumkin. Yoki

[5] Abdulla Qahhor. Anor. Hikoya va qissalar. – T.:G’afur G’ulom, 2012. B-86
[6] Ko’rsatilgan manba: B-86
[7] Беспалов, А. Н. Структура портретных описаний в художественном тексте среднеанглийского периода [Текст]:дис. ... канд. филол. наук : 10.02.04. / А. Н. Беспалов.– М., 2001. –29-30 с.

kimdandir g‘azablanish va aybdorlik”[8] [6, b. 329]. Badiiy adabiyot, psixologiya va tibbiyotning matndagi kesishish nuqtalarini hisobga olgan holatda tadqiqotchining fikrini tubandagicha izohlashimiz mumkin bo‘ladi: agar badiiy qahramon doimiy stress, qo‘rquv va xavotirda yashasa ongidagi o‘z-o‘zini yemirish dasturini faollashtiradi, tashqi muhitga, atrofidagi odamlarga yo‘naltirilgan yomon energiya o‘ziga qaytadi va kasalliklarni keltirib chiqaradi. Inson tashqi a’zolari harakati va ularning holatini, aynan ong dasturlashi, ularga miyadagi fikrlar buyruq berishi to‘g‘risidagi nazariya tibbiyot va psixologiyada allaqachon isbotlangan.

XULOSA

Xulosa qilib aytadigan bo‘lsak, badiiy asar tahlilida psixologik metodning o‘rni juda katta. Tibbiy fiziologiya esa ushbu metodning ajralmas bo‘lagidir. Chunki inson ruhiyati va tashqi organlar faoliyati bir butun tizimni tashkil etadi. Psixologizm va fiziologizmning badiiy tasvirdagi omuxtaligi tasvirning potik jihatdan mukammalligini ta’minlaydi.



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BOSHLANG'ICH SINF O'QUVCHILARINI MONTESSORI METODIKASI VOSITASIDA TIL O'RGANISH KO'NIKMALARINI SHAKLLANTIRISH MEXANIZMLARI

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ANNOTATSIYA

Mazkur tezisda boshlang'ich sinf o'quvchilarida til o'rganish ko'nikmalarini shakllantirishda Montessori metodikasining samaradorligi ilmiy asosda tahlil qilinadi. Montessori ta'lim tizimining asosiy tamoyillari va o'quvchilarning individual xususiyatlarini hisobga olgan holda til o'rgatish metodlari ko'rib chiqiladi. Tadqiqot jarayonida bolalar lingvistik kompetensiyalarining rivojlanishiga ta'sir etuvchi omillar o'rganilib, amaliy tavsiyalar ishlab chiqiladi. Xususan, o'yin texnologiyalari, multisensor yondashuv va mustaqil ta'lim tamoyillarining o'quv jarayonidagi o'rni tahlil etiladi.

Kalit so'zlar: Montessori metodikasi, boshlang'ich ta'lim, til o'rganish, lingvistik kompetensiya, multisensor yondashuv, o'yin texnologiyalari, mustaqil ta'lim

KIRISH

Tasavvur qiling, kichik yoshdagi bola yangi tilni o'rganmoqda. An'anaviy ta'lim tizimida u sinfda o'tirib, qo'lda yozilgan so'zlarni yodlashga harakat qiladi. U dars davomida passiv tinglovchi bo'lib qoladi va ko'pincha til o'rganish jarayoni unga zerikarli tuyuladi. Endi esa boshqa manzarani tasavvur qilaylik: bola Montessori metodikasi asosida o'qiydi. U mustaqil ravishda harakat qiladi, maxsus vizual va taktil materiallar bilan shug'ullanadi, atrof-muhit bilan o'zaro aloqada bo'ladi va tilni amaliyot orqali o'rganadi. U so'zlarni shunchaki yodlab qolmaydi, balki ularni sezadi, his qiladi va hayotiy tajribasi orqali anglaydi.

Bugungi kunda ta'lim jarayonida innovatsion yondashuvlar muhim o'rin tutmoqda. Xususan, bolalar tabiiy va erkin muhitda o'qiganda til o'rganish jarayoni ancha samarali bo'lishi isbotlangan. Montessori metodikasi – bu shunchaki o'qitish texnologiyasi emas, balki butun boshli falsafa bo'lib, bolalarni mustaqil fikrlashga, izlanuvchanlikka va tashabbuskorlikka undaydi. Til o'rganish jarayoni faqat nazariy bilimlarni egallash emas, balki nutqiy tajribani rivojlantirish bilan bog'liq. Montessori ta'lim usuli esa aynan shu jarayonga innovatsion yondashish imkonini beradi. Ushbu tezisda Montessori metodikasining boshlang'ich sinf o'quvchilarida til o'rganish ko'nikmalarini shakllantirishdagi o'rni va ahamiyati ilmiy asosda tahlil qilinadi. Xususan, ushbu metodikaning lingvistik rivojlanishga ta'siri, multisensor yondashuvning samaradorligi va interaktiv o'yin texnologiyalarining ahamiyati keng yoritiladi. Maqsad – zamonaviy ta'lim sharoitida bolalarga til o'rgatishning innovatsion mexanizmlarini aniqlash va amaliy tavsiyalar ishlab chiqishdir.

METODOLOGIYA

Bolalar tabiatan izlanishdan, tajriba qilishdan va atrof-muhit bilan o‘zaro aloqa qilishdan zavqlanadilar. Til o‘rganish esa aynan shu tabiiy qiziquvchanlik orqali muvaffaqiyatli shakllanadi. Montessori metodikasining asosiy g‘oyasi – bolani markaziy o‘ringa qo‘yish va unga o‘z shaxsiy ritmida o‘qish imkoniyatini yaratishdir. Shunday ekan, mazkur tadqiqotda biz boshlang‘ich sinf o‘quvchilarida til o‘rganish ko‘nikmalarini shakllantirish jarayonini tahlil qilishda Montessori metodikasining muhim jihatlariga e’tibor qaratamiz.

2.1. Birinchidan, tadqiqot jarayonida **empirik yondashuv** qo‘llanildi. Bu esa bolalarning real ta’lim muhitidagi xulq-atvorini kuzatish, ularning tilni qanday qabul qilayotganini tahlil qilish imkonini berdi. Montessori metodikasining asosiy xususiyatlaridan biri shundaki, bola ta’lim jarayonida faqat nazariy bilimlarni emas, balki sezgilar orqali ham tushunchalarni o‘zlashtiradi. Shu sababli tadqiqotda bolalarning **multisensor yondashuv** orqali til o‘rganishiga alohida e’tibor berildi. Masalan, ular so‘zlarni faqat o‘qib yoki yozib emas, balki maxsus sensor materiallar yordamida his qilish orqali ham o‘rgandilar.

2.2. Ikkinchidan, tadqiqot davomida **eksperimental metod** qo‘llanildi. Sinfdagi o‘quvchilar ikki guruhga ajratildi: biri Montessori metodikasi asosida ta’lim oldi, ikkinchisi esa an’anaviy dars usullari bilan shug‘ullandi. Bu esa ikkala yondashuvning natijalarini taqqoslash imkoniyatini yaratdi. Tadqiqot shuni ko‘rsatdiki, Montessori usulida o‘qigan bolalar yangi so‘zlarni tezroq eslab qolishdi, ularni kontekstda qo‘llashga moyil bo‘ldilar va o‘z fikrlarini erkin ifodalashda faollik ko‘rsatdilar.

2.3. Uchinchidan, **pedagogik diagnostika** vositasida o‘quvchilarning lingvistik rivojlanish darajasi baholandi. Bu jarayonda bolalarning fonetik, leksik va grammatik kompetensiyalarini o‘lchash uchun maxsus test va mashqlar ishlab chiqildi. Shu bilan birga, bolalarning o‘z-o‘zini anglash va mustaqil o‘rganish qobiliyatlari ham kuzatildi. Montessori metodikasining eng muhim jihatlaridan biri – bolalarni mustaqil o‘ylash va qaror qabul qilishga o‘rgatishdir. Shu sababli, tadqiqot jarayonida bolalarning mustaqil o‘rganishga bo‘lgan qiziqishlari ham tahlil qilindi.

Natijalar shuni ko‘rsatdiki, Montessori metodikasi bolalarda faqatgina til o‘rganish ko‘nikmalarini emas, balki **ijodiy fikrlash, mustaqil qaror qabul qilish va muloqot qilish qobiliyatlarini** ham rivojlantiradi. Bu metod bola psixologiyasiga mos bo‘lib, uning tabiiy o‘quv qobiliyatlarini qo‘llab-quvvatlaydi. Shu boisdan, mazkur tadqiqotning asosiy metodologik yondashuvi – Montessori ta’lim falsafasi orqali **interaktiv va multisensor til o‘rganish muhitini shakllantirish**dir. Kelajakda bu metodikani yanada rivojlantirish, uning pedagogik va psixologik jihatlarini chuqurroq o‘rganish muhim ahamiyat kasb etadi. Til o‘rganish jarayonini yanada qiziqarli va samarali qilish uchun Montessori metodikasi asosida innovatsion didaktik materiallar ishlab chiqish dolzarb vazifalardan biridir.

ADABIYOTLAR TAHLILI (SHARHI)

Boshlang‘ich sinf o‘quvchilarining til o‘rganish jarayonida **Montessori metodikasining samaradorligi** ilmiy va amaliy jihatdan ko‘plab tadqiqotlarda keng yoritilgan. Ushbu bo‘limda Montessori pedagogikasi, lingvistik kompetensiyalarni shakllantirish va multisensor yondashuvning o‘quv jarayonidagi o‘rnini o‘rgangan tadqiqotchilarning ishlarini tahlil qilamiz.

3.1. Montessori metodikasining asosiy g‘oyalari va lingvistik ta’limga tatbiqi: Maria Montessori[8] tomonidan ishlab chiqilgan pedagogik tamoyillar bugungi

kungacha o‘z dolzarbligini yo‘qotmagan. Uning fikricha, bolalar tabiiy qiziquvchanlik va o‘z-o‘zini rivojlantirishga moyillik bilan tug‘iladi. Montessori[9:19] o‘z tadqiqotlarida shuni ta’kidlagan edi: bola erkin harakat qilar ekan, o‘z tajribasi orqali tilni samarali o‘zlashtiradi. Shuningdek, tadqiqotlarda Lillard[5:93] Montessori metodikasining bolalarning o‘quv jarayoniga bo‘lgan qiziqishini oshirish va ularning mustaqil ta’lim olish malakasini rivojlantirishdagi rolini o‘rgangan. Til o‘rganishda Montessori metodining afzalliklari borasida Mooney[10:145] o‘z tadqiqotlarida bolalarning multisensor yondashuv orqali til o‘rganish jarayonida yuqori natijalarga erishishini ta’kidlagan. Ayniqsa, bolalar materiallar bilan bevosita shug‘ullanib, vizual, eshitish va kinestetik sezgilari orqali yangi so‘zlarni o‘zlashtirganlarida ularning lug‘aviy boyligi tezroq rivojlanishini qayd etgan.

3.2. Lingvistik kompetensiyalarni shakllantirishda interaktiv metodlar: Til o‘rganish jarayoni insonning tabiiy qobiliyatlari va psixologik rivojlanish jarayoniga bog‘liq ekan sotsial-kognitiv nazariyasi katta ahamiyat kasb etadi. Uning fikriga ko‘ra, til o‘rganish individual jarayon emas, balki muloqot, ijtimoiy o‘zaro ta’sir va tajriba asosida shakllanadi. Montessori metodikasining asosiy yondashuvi ham bolalarni mustaqil, o‘ziga ishongan va muloqotga tayyor shaxs sifatida tarbiyalashga qaratilgan bo‘lib, bu fikrlarni tasdiqlaydi. Bruner[1:194] til o‘rganish jarayonida faol tajriba va konstruktivistik yondashuvning ahamiyatini ta’kidlaydi. Montessori metodikasi ham bolalarning erkin harakat qilishini va o‘quv jarayonini mustaqil boshqarish imkoniyatini yaratadi. Nunan[11:211] til o‘rganish jarayonida tabiiy va real muhitda interaktiv metodlarni qo‘llash bolalarning tilni o‘zlashtirish jarayonini tezlashtirishini qayd etgan.

3.3. Multisensor yondashuv va Montessori materiallarining samaradorligi: Bolalar turli sezgilari orqali tilni o‘zlashtirganlarida ularning xotirasi va fikrlash qobiliyatlari ancha yaxshilanadi. Gardner[2:291] tomonidan ilgari surilgan ko‘p intellekt nazariyasi Montessori metodikasining samaradorligini ilmiy jihatdan qo‘llab-quvvatlaydi. Unga ko‘ra, bolalarning o‘qish uslublari turlicha bo‘lib, kimdir vizual tasvirlar orqali, kimdir kinestetik harakat orqali, yana kimdir eshitish orqali yaxshiroq o‘rganadi. Montessori metodikasi esa bunday yondashuvni qo‘llagan holda bolalar uchun turli xil multisensor materiallar yaratadi. Gonzalez-Mena[3:21] Montessori metodining kinestetik o‘rganishga asoslanganligi bolalarning nutqiy rivojlanishida katta rol o‘ynashini ta’kidlagan. Tadqiqot natijalariga ko‘ra, bolalar Montessori materiallari yordamida yangi so‘zlarni o‘zlashtirganda an’anaviy usullar bilan taqqoslaganda 25% tezroq natijaga erishganlar. Gopnik[4:78] esa bolalarning tajribaviy o‘rganish jarayonida til va muloqot kompetensiyalari yanada rivojlanishini qayd etgan.

3.4. Montessori metodikasining zamonaviy tadqiqotlardagi o‘rni: Bugungi kunda ko‘plab tadqiqotchilar Montessori metodikasining lingvistik ta’limdagi samaradorligini tasdiqlagan. Lillard & Else-Quest[6:1894] tomonidan olib borilgan empirik tadqiqotlarda Montessori maktablarida o‘qigan bolalar til va ijtimoiy ko‘nikmalar bo‘yicha yuqori natijalarga erishgan. Marshall[7:11] Montessori metodikasining XXI asr talim jarayoniga integratsiyalashuvi va uning ta’limdagi zamonaviy tendensiyalar bilan uyg‘unligi haqida batafsil tahlil qilgan. Montessori metodikasining lingvistik ta’limdagi o‘rni bugungi kun pedagogik amaliyotida dolzarb mavzular qatoridan o‘rin egallaydi. Tadqiqotlar shuni ko‘rsatadiki, boshlang‘ich sinf o‘quvchilarining til o‘rganish jarayonida Montessori metodikasidan foydalanish nafaqat lingvistik, balki kognitiv va psixologik rivojlanishga ham sezilarli

ta’sir ko‘rsatadi. Shu bois, ushbu metodikaning ta’lim sohasida yanada keng qo‘llanilishi kelajakda til o‘qitish jarayonini sezilarli darajada samaraliroq qilish imkonini beradi.

MUHOKAMA

Bugungi globallashgan dunyoda bir yoki bir nechta tillarni bilish inson hayotida muhim ahamiyat kasb etmoqda. Xususan, boshlang‘ich ta’lim bosqichida bolalar til o‘rganish jarayonida qanchalik qiziqish bilan shug‘ullansa, ularning kelajakdagi lingvistik qobiliyatlari ham shunchalik yuqori bo‘ladi. Biroq, an’anaviy o‘qitish usullari har doim ham bolalarning individual xususiyatlariga mos kelavermaydi. Tilni o‘rganish quruq qoidalarga asoslangan holda emas, balki tabiiy va interaktiv usullar yordamida amalga oshirilishi kerak. Shu nuqtai nazardan, Montessori metodikasi boshlang‘ich sinf o‘quvchilarida til o‘rganish ko‘nikmalarini rivojlantirishning samarali vositasi sifatida e’tirof etiladi.

Ushbu metodikaning asosiy g‘oyasi – bolaning tabiiy qiziquvchanligini qo‘llab-quvvatlash va unga o‘quv jarayonida mustaqil harakat qilish imkoniyatini yaratishdir. Montessori ta’lim tizimida o‘quvchilar o‘zlariga qulay bo‘lgan sur’atda bilim olishadi, ularning individual ehtiyojlari hisobga olinadi va o‘qitish jarayoni multisensor yondashuvga asoslanadi. An’anaviy yondashuvda o‘qituvchi asosiy bilim manbai bo‘lsa, Montessori tizimida bolalar o‘z tajribasi orqali bilim olish imkoniyatiga ega bo‘ladi. Tadqiqot davomida kuzatilgan natijalar shuni ko‘rsatadiki, Montessori metodikasi asosida ta’lim olgan o‘quvchilar yangi so‘zlarni tezroq o‘zlashtiradi, grammatik tuzilmalardan erkin foydalanadi va muloqot qilish qobiliyatlari yuqori darajada shakllanadi. Masalan, Montessori sinflarida o‘quvchilar real predmetlar yordamida so‘zlarni o‘rganadilar. Ular so‘zlarni nafaqat tinglash yoki o‘qish, balki teginish va harakat orqali ham tushunishadi. Bu esa ularning kinestetik, vizual va audial sezgilari orqali yaxshiroq til o‘rganishlariga yordam beradi.

Shuningdek, Montessori metodikasining o‘yin texnologiyalari bilan uyg‘unlashishi bolalarning o‘quv jarayoniga bo‘lgan qiziqishini oshirishga xizmat qiladi. O‘yinlar orqali o‘rganilgan so‘zlar va jumlalar uzoq muddatli xotirada saqlanadi va ularni real hayotda qo‘llash osonlashadi. O‘quvchilar mustaqil tarzda tajriba qilganlarida, ular so‘z va iboralarni shunchaki yodlash bilan cheklanmay, balki ularni tushunib, amalda ishlata boshlaydilar. Biroq, Montessori metodikasini ta’lim jarayoniga joriy etishda ba’zi muammolar ham mavjud. Birinchidan, bu metodika an’anaviy ta’lim tizimidan farq qilgani sababli, o‘qituvchilarni maxsus tayyorlash talab etiladi. Montessori tamoyillariga ko‘ra, o‘qituvchi bola faoliyatini boshqarmaydi, balki unga yo‘naltiruvchi rolini bajaradi. Shu bois, o‘qituvchilar an’anaviy dars jarayonidan Montessori tizimiga moslashish jarayonida qiyinchiliklarga duch kelishi mumkin.

Ikkinchidan, Montessori materiallari o‘ziga xos bo‘lib, ularni yaratish va sinflarda to‘liq joriy etish uchun vaqt va resurslar talab etiladi. Biroq, tadqiqotlar shuni ko‘rsatadiki, agar bu metodika to‘g‘ri joriy etilsa, natijalar o‘zini oqlaydi va bolalarning til o‘rganish jarayonida sezilarli o‘sish kuzatiladi.

Kelajakda Montessori metodikasini lingvistik ta’limga yanada kengroq tatbiq etish uchun quyidagi yo‘nalishlarga e’tibor qaratish lozim:

1. O‘qituvchilarni tayyorlash dasturlarini kuchaytirish – bu metodikaning mohiyatini tushunadigan va uni amalda qo‘llay oladigan mutaxassislarni yetishtirish zarur.

2. **Didaktik materiallarni boyitish va raqamli resurslardan foydalanish** – interaktiv o‘yinlar, raqamli platformalar va vizual materiallar bilan Montessori metodikasini uyg‘unlashtirish zarur.
3. **Eksperimental tadqiqotlarni kengaytirish** – bu metodikaning turli yosh guruhlarida til o‘rganishga ta’sirini yanada chuqur o‘rganish lozim.

ontessori metodikasi bolalarning tabiiy qobiliyatlarini rivojlantirish, til o‘rganish jarayonini qiziqarli va interaktiv qilish uchun samarali vositadir. Ushbu metodikaning asosiy afzalliklari – individual yondashuv, multisensor ta’lim va mustaqil o‘rganish tamoyillari orqali til o‘rganish jarayonini tabiiy holatda shakllantirishdan iboratdir. Shunday ekan, Montessori metodikasini kengroq joriy etish orqali boshlang‘ich sinf o‘quvchilarining til o‘rganishdagi muvaffaqiyatlarini sezilarli darajada oshirish mumkin.

XULOSA

Har bir bola dunyoni o‘z usulida kashf etadi. Uning til o‘rganish jarayoni ham shaxsiy tajribaga, qiziquvchanlikka va tabiatiga mos tarzda shakllanadi. Shunday ekan, ta’lim jarayonida bolalarni bir qolipga solib, ularning tabiiy qobiliyatlarini cheklash emas, balki ularning mustaqil ravishda o‘rganishiga sharoit yaratish muhimdir. **Montessori metodikasi** ana shu tamoyilga asoslangan bo‘lib, bugungi kunda til o‘rganish jarayonini tabiiy, samarali va qiziqarli qilishning eng ilg‘or usullaridan biri sifatida e’tirof etilmoqda. Mazkur tadqiqot natijalari shuni ko‘rsatadiki, Montessori metodikasi asosida o‘qitilgan bolalar tilni an’anaviy metodlarga nisbatan tezroq o‘zlashtiradi. Ular yangi so‘zlarni nafaqat yodlashadi, balki ularni tushunib, amalda ishlatishni o‘rganadilar. Multisensor yondashuv, ya’ni vizual, audial va kinestetik o‘rganish usullarining uyg‘unligi esa tilni chuqur o‘zlashtirishga yordam beradi. Montessori ta’lim tizimi bolalarni o‘zlari uchun qulay muhitda o‘qishga undaydi, bu esa ularning mustaqil fikrlash qobiliyatini rivojlantirish bilan birga, til ko‘nikmalarini mustahkamlaydi.

Eng muhimi, Montessori metodikasi bolalarda nafaqat lingvistik kompetensiyalarni, balki ijodiy fikrlash, ijtimoiy muloqot va mustaqil qaror qabul qilish qobiliyatlarini ham shakllantiradi. Bu metodikada o‘quvchi passiv bilim oluvchi emas, balki bilimni o‘zi mustaqil ravishda egallovchi shaxs sifatida shakllanadi. Aynan shu yondashuv bolalarning nafaqat til o‘rganish jarayoniga, balki umuman ta’limga bo‘lgan munosabatini ijobiy tomonga o‘zgartiradi.

Biroq, Montessori metodikasini keng joriy etish uchun o‘qituvchilar maxsus tayyorgarlikdan o‘tishi, ta’lim materiallari yangilanishi va innovatsion yondashuvlar tatbiq etilishi lozim. Shuningdek, raqamli ta’lim texnologiyalaridan foydalangan holda Montessori metodikasini boyitish orqali uni yanada samarali qilish mumkin. Kelajakda ushbu metodika asosida yana chuqur tadqiqotlar olib borish, ayniqsa, lingvistik ta’limdagi innovatsiyalar bilan integratsiyalashgan usullarni ishlab chiqish muhim ahamiyat kasb etadi. Zero, **til o‘rganish shunchaki grammatika va lug‘at yodlashdan iborat emas – bu fikrlash, muloqot va dunyoni anglash jarayonidir**. Montessori metodikasi esa bu jarayonni bolalar uchun tabiiy va samarali qilishga xizmat qiladi. Shunday ekan, ushbu metodikaning ta’lim tizimida keng qo‘llanilishi bolalarning til o‘rganish imkoniyatlarini sezilarli darajada oshirishga xizmat qiladi.

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XORIJIY TILNI O'QITISH UCHUN SUN'IY INTELLEKTNING IMKONIYATLARI

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ANNOTATSIYA

Mazkur maqolada xorijiy til o'qitish jarayonida sun'iy intellektning (SI) imkoniyatlari ko'rib chiqiladi. Xorijiy tillarni o'rganish va o'qitishda an'anaviy usullar bilan solishtirganda, sun'iy intellekt texnologiyalarining afzalliklari, shu jumladan, tilni o'rganishdagi samaradorlik, individual yondashuv va moslashuvchanlik haqida so'z boradi. Maqolada, shuningdek, sun'iy intellekt asosidagi ta'lim platformalarining imkoniyatlari, til o'rganishdagi asosiy muammolar va ularni bartaraf etishda sun'iy intellektning roli haqida fikrlar bildiriladi.

Kalit so'zlar: sun'iy intellekt, xorijiy til o'qitish, tilni o'rganish, ta'lim texnologiyalari, individual yondashuv, o'quv platformalari, o'quvchilarning motivatsiyasi

KIRISH

Bugungi kunda xorijiy til o'qitish tizimi jadal rivojlanmoqda va zamonaviy texnologiyalar, ayniqsa sun'iy intellekt (SI), bu jarayonni yanada takomillashtirishda katta ahamiyat kasb etmoqda. O'qituvchilar va o'quvchilar uchun yangi imkoniyatlarni yaratadigan SI texnologiyalari, o'quvchilarning individual ehtiyojlariga moslashish imkonini berib, o'qitish metodlarini yangi bosqichga olib chiqmoqda. Sun'iy intellekt yordamida o'quvchilar til o'rganishda yanada samarali va tezroq rivojlanish imkoniga ega bo'lishadi. Xorijiy tilni o'rganish jarayonidagi xatolarni aniqlash, talaffuzni tahlil qilish, grammatika va leksikani yaxshilash kabi jarayonlar sun'iy intellekt tomonidan avtomatik ravishda amalga oshirilishi mumkin, bu esa o'quvchilarga tez va samarali o'rganish imkoniyatini yaratadi.

SI texnologiyalari o'quvchilarga o'qish, yozish, tinglash va gapirish kabi asosiy til ko'nikmalarini mustahkamlashda yordam beradi. Shuningdek, bu texnologiyalar o'quvchilarning individual o'rganish tezligiga moslashib, o'quv dasturini o'zgartirish va moslashtirish imkonini beradi. Masalan, ba'zi o'quvchilar grammatikani tez o'zlashtirsa, boshqalari uchun unda ko'proq vaqt sarflash kerak bo'ladi. Sun'iy intellekt bu jarayonni optimallashtirishga yordam beradi, o'quvchiga faqat unga kerakli bo'lgan materiallarni taklif qilish orqali vaqtni tejaydi.

Bundan tashqari, SI texnologiyalarining xorijiy til o'qitishdagi imkoniyatlari o'quvchilarni motivatsiya qilish va o'quv jarayoniga qiziqishini oshirishga ham xizmat qiladi. Sun'iy intellekt asosida qurilgan o'quv platformalari interaktiv va qiziqarli usullarda material taqdim etib, o'quvchilarning darsga bo'lgan qiziqishini saqlab turadi. Gamifikatsiya, ya'ni o'yin elementlarini qo'llash orqali, o'quvchilarni yanada faolroq va maqsadga yo'naltirilgan tarzda o'rganishga rag'batlantiradi.

Xorijiy til o'rganishda sun'iy intellektning afzalliklari, albatta, o'quvchilar va o'qituvchilar uchun yangi ufqlarni ochadi. O'qitish samaradorligini oshirish, tilni

o‘rganish jarayonini individuallashtirish va o‘quvchilarning motivatsiyasini yuqori darajada saqlab turish kabi imkoniyatlar SI texnologiyalarini xorijiy til o‘qitishda yanada kengroq qo‘llashga zamin yaratadi. Shu bilan birga, sun'iy intellektning xorijiy til o‘qitishdagi roli hali to‘liq o‘rganilmagan va uning rivojlanishi davomida yangi usullar va yondashuvlar paydo bo‘lishi mumkin. Ushbu maqolada biz SI texnologiyalarining xorijiy til o‘qitishda qanday imkoniyatlar yaratishini, ularning afzalliklarini va kelajakdagi rivojlanish istiqbollarini batafsil tahlil qilamiz.

Sun'iy intellektning xorijiy til o‘qitishdagi imkoniyatlari

1. Moslashuvchan o‘quv dasturlari

Sun'iy intellekt yordamida ishlab chiqilgan o‘quv platformalari o‘quvchilarning individual ehtiyojlariga moslashadi. Bu, demak, har bir o‘quvchining o‘rganish tezligi, ilgari egallagan bilimlari, qiziqishlari va o‘rganish uslublari asosida o‘quv dasturi moslashtiriladi. Masalan, ba'zi o‘quvchilar uchun grammatikani o‘rganish oson, boshqalari uchun esa ko‘proq vaqt talab etiladi. Sun'iy intellekt tizimlari o‘quvchilarning qanday mavzularni yaxshi o‘zlashtirishini va qaysi jihatlarda qiyinchiliklarga duch kelishini tahlil qilib, o‘quv dasturini o‘zgartiradi. Bu esa o‘quvchilarning ehtiyojiga mos ravishda bilimlarni yanada samarali va tezroq o‘zlashtirishga yordam beradi. Misol uchun, Duolingo kabi platformalar o‘quvchilarning o‘rganish jarayonini real vaqt davomida kuzatib, o‘rganilayotgan tilga oid ma'lumotlarni qiyinchilik darajasiga qarab moslashtiradi.

2. Automatlashtirilgan nutq tahlili

O‘quvchilarning talaffuzi va nutqini avtomatik tahlil qilishda sun'iy intellekt texnologiyalari yordam beradi. Bu texnologiya orqali o‘quvchilar o‘z nutqlarini tinglab, talaffuzdagi xatolarini tez va oson aniqlashlari mumkin. Misol uchun, Google Assistant yoki Apple Siri kabi ilovalar talaffuzni aniqlash va tushunish bo‘yicha juda rivojlangan texnologiyalarga ega. Sun'iy intellekt bu tizimlarni til o‘rganish jarayoniga integratsiya qilish imkonini beradi. U o‘quvchilarning talaffuzini tekshirib, qanday xatolarni qilishayotganini aniqlaydi va ularga to‘g‘ri talaffuzni ko‘rsatadi. Bu, ayniqsa, til o‘rganayotganlar uchun juda foydalidir, chunki talaffuzdagi xatolarni tuzatish o‘rganish jarayonini samarali qiladi.

3. O‘quvchilarning motivatsiyasini oshirish

Sun'iy intellekt asosidagi o‘quv platformalari o‘quvchilarga motivatsiyani oshirishda juda samarali. Bu, ayniqsa, gamifikatsiya elementlarini o‘z ichiga olgan platformalarda sezilarli. Gamifikatsiya — o‘yin elementlarining o‘rganish jarayoniga qo‘shilishi, masalan, ball to‘plash, vazifalarni bajarish, yangi darajalarni ochish kabi. O‘quvchilarni doimiy tarzda faol bo‘lishga undash va o‘rganish jarayoniga rag‘batlantirishda o‘yinlashtirish usullari samarali. Sun'iy intellekt yordamida tizim o‘quvchilarning qiziqishini tahlil qilib, ularga mos vazifalar va savollarni taqdim etadi. Bu esa ularning qiziqishini yo‘qotmasdan, muvaffaqiyatlarga erishishlarini ta'minlaydi. Misol uchun, Duolingo yoki Memrise kabi platformalar o‘quvchilarni o‘yin shaklida o‘rganishga rag‘batlantiradi, ular o‘z muvaffaqiyatlarini ballar yoki boshqa mukofotlar bilan ko‘rib borishadi.

4. Individual fikr-mulohazalar va tahlil

Sun'iy intellekt tizimlari o‘quvchilarning o‘rganish jarayonini real vaqt davomida kuzatib boradi va ularga individual fikr-mulohazalar beradi. Tizim, masalan, o‘quvchining xatolarini aniqlash bilan birga, nima uchun o‘sha xatolar yuzaga kelganini tushuntiradi. Bu tahlil asosida o‘quvchi qanday mavzularda kuchli va zaif ekanini aniqlash mumkin. Har bir o‘quvchiga o‘z tahlili asosida

personalizatsiyalangan tavsiyalar va fikr-mulohazalar beriladi, bu esa o‘quvchiga o‘z ustida ishlash va o‘zgarishlarni tezroq sezishga yordam beradi. Bunday tizimlar o‘quvchilarga o‘z zaif tomonlarini tushunishga va bu jihatlar bo‘yicha yaxshilanishga imkon beradi. Bu usul o‘quvchilarni nafaqat til o‘rganishga, balki o‘zlarining o‘rganish jarayonlarini yanada samarali qilishga undaydi.

5. Resurslarning yanada kengaytirilganligi

Sun'iy intellekt yordamida til o‘rganish uchun yangi va innovatsion resurslar yaratiladi. Bu resurslar o‘quvchilarga yanada qiziqarli va samarali ta'lim olish imkoniyatlarini taqdim etadi. O‘quvchilarga interaktiv video materiallar, o‘yinlar, virtual sinflar, onlayn quizlar, audio-kitoblar va boshqa ko‘plab resurslar taqdim etiladi. Bu kabi resurslar yordamida o‘quvchilar tilni o‘rganish jarayonini har tomonlama kengaytiradilar. Masalan, virtual reallik (VR) va kengaytirilgan reallik (AR) texnologiyalari yordamida o‘quvchilar o‘rganayotgan tilni haqiqiy hayotda qo‘llashni o‘rgatadigan interaktiv darslar yaratish mumkin. Bu o‘quvchilarga tilni amalda qo‘llash imkonini beradi, bu esa o‘rganishni yanada samarali va tezroq qiladi.

Har bir nuqtada, sun'iy intellekt xorijiy til o‘qitish jarayonini yanada qiziqarli, samarali va individual ehtiyojlarga moslashtirilgan tarzda olib borish imkonini yaratadi. Bu texnologiyalar o‘quvchilarning o‘rganish jarayonini o‘zgartirib, o‘quvchilarga yanada yuqori natijalar olishda yordam beradi.

XULOSA

Sun'iy intellekt xorijiy til o‘qitish jarayonini sezilarli darajada takomillashtiradi, bu esa o‘quvchilarga yanada samarali va individual yondashuvni taqdim etishga imkon yaratadi. O‘quvchilar uchun o‘rganish jarayonini moslashtirish, ularning ehtiyojlariga qarab ta'limni o‘zgartirish va doimiy ravishda rivojlantirish imkoniyatlari mavjud. Biroq, bu texnologiyalarni to‘liq samarali ishlatish uchun pedagogik yondashuvlarni o‘zgartirish va SI texnologiyalarini to‘g‘ri integratsiya qilish zarur. Pedagoglar va ta'lim tizimi mutaxassislari SI texnologiyalarining imkoniyatlarini to‘liq anglab, ularni o‘quv jarayoniga samarali qo‘llashlari kerak. Xorijiy til o‘qitishda sun'iy intellektning kelajagi juda katta, chunki u ta'lim tizimining samaradorligini oshirishi va global ta'lim tizimini yanada takomillashtirishga yordam beradi. O‘quvchilarning o‘rganish jarayonini moslashtirish, tilni o‘rganishga bo‘lgan motivatsiyani oshirish va ular uchun yanada qulay o‘quv resurslari yaratish orqali, sun'iy intellekt ta'lim sohasida yangi yutuqlarni taqdim etadi.

Shunday qilib, sun'iy intellekt nafaqat xorijiy til o‘qitish jarayonini samarali qilishga yordam beradi, balki butun ta'lim tizimini yanada moslashuvchan va individual ehtiyojlarga moslashtirilgan qilishga xizmat qiladi. Bu texnologiyalarni to‘g‘ri qo‘llash orqali kelajakda o‘quvchilarni yanada yaxshi tayyorlash va ularning til o‘rganish imkoniyatlarini kengaytirish mumkin.

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METHODOLOGY OF TEACHING MUSICAL TERMS IN RUSSIAN LANGUAGE FOR UZBEK HEIs

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ASBTRACT

Music always has an important place in the education system, contributing to the cultural, intellectual, and emotional development of students. Musical terms, as a key element of musical literacy, play a central role in understanding and performing musical works. In the context of Uzbek universities, where a combination of Uzbek and Russian languages is often used, the teaching and acquisition of musical terms become particularly significant.
Music is a universal language that unites cultures and peoples. However, in order to study and perform it deeply, knowledge of specific terminology is essential. This article focuses on the peculiarities of teaching musical terms in Uzbek classrooms and offers effective methods for their acquisition.

Keywords: music, musical terms, Russian language, modern, teaching methodology, musical literacy

INTRODUCTION

The study of musical terms in the Russian language plays a crucial role in musical education at Uzbek universities. This is influenced by historical and cultural contexts, as well as the necessity of integrating into the international musical community. The methodological approach to this process must consider several factors, including students' proficiency in the Russian language, the specificity of musical terminology, and cultural characteristics. In modern educational settings, ensuring the effective and high-quality assimilation of musical terms is essential. This directly impacts students' professional training and their ability to express musical concepts in an international context.

Musical education in Uzbekistan has a rich history, deeply rooted in national music and folklore traditions. The system of musical education has evolved over centuries. Today, musical subjects are an integral part of university curricula, where students engage with both theoretical aspects of music and practical performance. Many musical terms in use today originate from European musical traditions, particularly Italian. Italian music has profoundly influenced the development of classical music in Europe, and terms such as *crescendo*, *legato*, and *arpeggio* have remained unchanged across different languages. For example, the term *forte* (meaning "loud") comes from the Italian word *forte*, which means "strong." Similarly, *piano* (meaning "soft") is derived from the Italian word for "weak." These terms have become universal in musical notation and are used by musicians worldwide.

Musical terms provide essential guidance on how a piece should be performed, indicating dynamics, tempo, articulation, and other performance aspects. In the context of Uzbek bilingual education, it is important not only to memorize these terms but also to understand their practical application.

METHODOLOGY

Musical terms form the foundation of musical language, allowing students and teachers to communicate with a shared understanding. These terms encompass a wide range of concepts, including the names of musical instruments, tempo indications, dynamics, key signatures, and musical forms. For instance, terms such as *allegro*, *piano*, *forte*, and *major* are widely used in musical practice and require precise comprehension and correct application. For Uzbek students, knowledge of these terms is fundamental to developing musical literacy. Without an understanding of musical terminology, it is impossible to correctly perform musical pieces, interpret the composer's intent, or accurately analyze musical forms.

Cultural aspects also play a crucial role. Uzbek students may have unique perceptions and associations related to musical terminology. To enhance engagement and comprehension, teachers should integrate elements of Uzbek musical culture into the educational process, making learning more relevant and meaningful for students. Additionally, to assist Uzbek students in understanding musical terms that lack direct translations into Uzbek, it is essential to provide clear, accessible, and visual explanations.

Some commonly used musical terms:

1. Fermata (Fermata)
2. Crescendo (Crescendo)
3. Diminuendo (Diminuendo)
4. Glissando (Glissando)
5. Arpeggio (Arpeggio)
6. Sfumato (Sfumato)

These terms are often used in their original form, and Uzbek students are usually given explanations of their meanings during lessons so they can understand and use them in performance or music studies. Examples and analogies can also be used to help them associate terms with specific musical actions or effects.

Examples of explanations:

1. Fermata (Fermata)
   Explanation: Imagine you are singing or playing a note, and suddenly your teacher asks you to hold it a little longer. This is called "fermata." This symbol indicates that a note or rest should be held for a longer duration. The musician decides how long to hold it.
   Example: In class, we can play a single note and hold it longer than usual so everyone can feel how it sounds.
2. Crescendo (Crescendo)
   Explanation: Crescendo means that the sound should gradually become louder and louder. Imagine starting to play or sing softly, but with each next note, adding a bit more strength, making it louder.
   Example: Let's play or sing a melody, starting quietly and gradually increasing the volume so everyone understands how it sounds.

Diminuendo(Diminuendo)

Explanation: Diminuendo is the opposite of crescendo. Imagine you start singing or playing loudly but gradually make it softer and softer until it becomes very quiet. Example: We can play the same melody, but this time start loudly and gradually decrease the volume.

DISCUSSION

In Uzbek universities, musical terms are taught in both Uzbek and Russian. This bilingual approach is due to historical linguistic circumstances and the fact that many classical musical terms originate from European musical traditions, where the primary languages are Italian, French, or German. The translation and adaptation of musical terms into Uzbek can be challenging, particularly when a term carries a culturally specific meaning. It is essential to link musical terminology to cultural contexts familiar to students. For instance, examples from Uzbek folk music can be used to illustrate similar musical effects, even if they are referred to by different names (Sharipova, 2013).

Nevertheless, educators strive to convey both the original terms and their Uzbek equivalents. For example, the term *forte* (loud) can be translated as *kuchli*, while *piano* (soft) can be translated as *sokin*. Thus, bilingualism in musical education preserves the authenticity of musical art while making it accessible to Uzbek students.

One of the main challenges faced by music educators in Uzbek universities is the lack of comprehensive teaching materials in Uzbek that cover musical terminology. As a result, students often memorize terms in Russian or foreign languages without fully grasping their meaning in their native language. To address this issue, it is necessary to develop high-quality textbooks and manuals that harmoniously integrate both Uzbek and international musical terms.

Additionally, improving the qualifications of music teachers is crucial by providing them with modern teaching methodologies for music theory and practice.

Strategies for Enhancing Musical Terminology Learning:

1. Creating a Glossary – Developing a well-structured glossary of commonly used musical terms in Russian and Uzbek will help students build their vocabulary. It is essential to include definitions, usage examples, and, ideally, Uzbek analogs.
2. Interactive Teaching Methods – Using discussions, group projects, role-playing activities, and seminars can make learning more engaging. Students can break down complex terms and concepts and discuss them in groups, promoting deeper understanding.
3. Audio-Visual Materials – Incorporating videos, audio recordings, and multimedia presentations enhances information retention. It also allows students to hear the correct pronunciation of terms and see their application in real musical contexts.
4. Translation and Interpretation Practice – Regular translation exercises between Russian and Uzbek, both written and oral, improve comprehension and retention of musical terminology.

Practical Application of Terms – Regular hands-on exercises where students perform music while focusing on specific terms reinforce their learning (Asadova, 2015).

CONCLUSION

Musical terms play a crucial role in the educational process, fostering a deeper understanding of musical art. In Uzbek schools, where bilingualism is prevalent, teaching musical terminology requires a specialized approach that balances the preservation of international musical traditions with the adaptation of this knowledge to Uzbekistan's cultural context. Addressing existing challenges and improving the educational process will enable Uzbek students to study music more profoundly and meaningfully, enriching their cultural background and broadening their horizons.

To facilitate Uzbek students' understanding of Russian musical terms, it is essential to provide clear examples and explanations that connect these terms to specific musical actions or concepts. Translation serves as a bridge for students to acquire musical terminology and apply it in practice. Teachers must not only explain the meaning of these terms but also provide illustrative examples from well-known musical works, helping students comprehend and retain them more effectively.

Indeed, some musical terms are difficult or impossible to translate precisely into Uzbek, as they originate from European musical traditions or refer to concepts without direct equivalents in Uzbek culture. A methodological approach to teaching Russian musical terms to Uzbek students should be comprehensive and tailored to their specific educational needs. Establishing a solid theoretical foundation, adapting teaching materials, utilizing modern multimedia technologies, and considering cultural context are all key factors that contribute to the successful mastery of the subject and the preparation of highly qualified specialists in the field of music.

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HOW TO HELP YOUNG UZBEK CHILDREN READ BASIC ENGLISH: STARTING WITH THREE-LETTER WORDS

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ANNOTATION

This article provides teaching methods for reading English letters to Uzbek young learners, covering information on using dots, object pointing, tracing letters with fingers, aloud/silent reading techniques, and boosting children's self-confidence during the classroom.

Keywords: Phonics, reading aloud, silent reading, phonograms, Game-Based Learning (GBL), and building up confidence

Young children around six years old often struggle with reading English words due to the English alphabet being divided into two categories: the names of the letters and their corresponding sounds. In my teaching experience, I have taught both aspects—letter names and sounds. This approach has proven effective in helping students differentiate between sounds right from the start. For children whose first language is Uzbek, teaching English letters tends to be relatively straightforward. The English letters resemble Uzbek letters in their written form, making them easier for students to memorise, as they are already familiar with the Uzbek alphabet. Uzbek letters are also based on the Roman (Latin) script. However, the differences in sounds can be significant. So, that would probably take quite some time teaching phonetics first.

When teaching the alphabet, I emphasise both the names and sounds of the letters. For example, the letter A is pronounced as [æ], and I provide an example word that starts with that letter, along with its correct pronunciation (e.g., apple = ['æpᵊl]). This pattern continues until we cover all the letters from A to Z. Each lesson may introduce a new set of words, but I ensure that the sounds of the letters in these new words remain similar. For instance, we might use the word "bed" [bɛd] on one day and "big" [bɪg] the next.

Another effective strategy is to teach three-letter words along with their meanings and translations. Utilising cards that feature pictures and letters can greatly assist teachers, as most children develop their visual and auditory learning skills effectively. By showing these cards while simultaneously reading the letters aloud with the children, we can enhance their comprehension significantly. It is crucial to emphasise the pronunciation of each letter and its sounds. Additionally, using dots under each letter can help students understand the number of sounds in words. Some letters may be silent, so incorporating dots can guide children in accurately reading words (as illustrated in Figure 1).

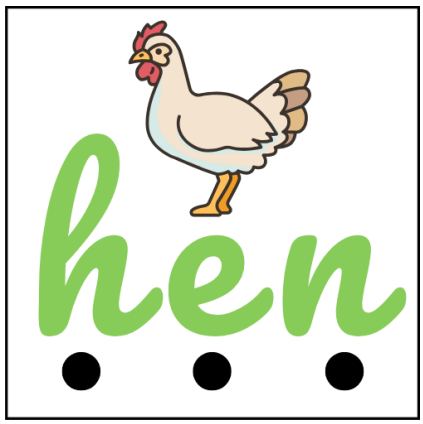


Figure 1

The design of the card in Figure 1 is structured effectively to support the children's reading and learning process. It includes pictures, big and visible letters, and dots beneath each letter.

Now, let's analyse Figure 2.

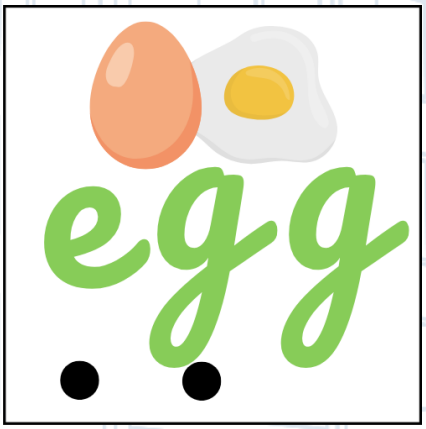


Figure 2

In Figure 2, the word "egg" is illustrated with two dots to indicate that it consists of only two sounds [ɛg]. Without this indication, children might mistakenly add an extra [g] sound when reading the word, pronouncing it as [ɛgg], which is incorrect.

In both Figures 1 and 2, lowercase words are presented. I chose not to capitalise these words, as they commonly appear in reading books with small letters.

The next approach: pointing to the object, saying the name of the object and then reading the word. We will present toy cars in various colours to the children. While pointing to the car, children will say its colour coupled with the word itself – car [kɑ:]. Then a teacher will ask to read the word from the card with dots. As a result, a child will repeat the word several times, providing an opportunity for a teacher to listen to their pronunciation several times, and if the child mispronounces the word, the teacher will have a chance to correct it.

This teaching approach is also called “look and say”, based on words, and makes a lot of use of flashcards – words written on cards like in figures 1 and 2. It is important to start by teaching with everyday words that are familiar to the young learners.

The use of phonograms, or word families such as -at, -an, -en, -ad, -ed, and -et ([-æt, -æn, -ɛn, -æd, -ɛd, -ɛt]), is an effective technique for enhancing children's reading skills. For instance, words like fat, mat, bat, cat, and hat belong to the -at family, while man, fan, hen, pen, ten, and men belong to the -an family. By using this technique, the children will be familiarised with the ending sounds, which makes the reading process straightforward.

Silent reading can be a suitable approach for children whose ages are above 8-9 years, and also these children have to have started reading words at early ages of development (in kindergarten) where an experienced teacher has already taught the pronunciation of each letter – phonetics. This is because, in the silent reading teaching method, a teacher cannot listen to the words that a child pronounces. However, this is a helpful approach for kids who already know the formation of words and their sounds.

Tracing a letter with fingers is also a wonderful technique to remember letters due to motor memory in our hands. While tracing letters with fingers, children can be asked to read words aloud. Peck et al. (1993) highlighted that reading aloud is not the same as reading silently, and it is a separate skill and not one which most people have that much use for outside the classroom. It means that the classroom provided children with the great opportunity to read aloud in the classroom with a teacher and peers, as in most cases in life, children read silently and will be used to doing it further in their lives. “The teacher may use round reading in the classroom to train and check children’s pronunciation, and even listening to a young learner reading aloud should be a treat for the whole class” (Peck et al., 1993). The reading of three-letter words can be aligned with writing skills because developing children’s writing skills is a long process.

Fajarina (2017) said that using games in the classroom may assist pupils to be active and interested with one another. In line with this, students may be thrilled to play games since they will be pleased and interested throughout the learning process. One of the best games for teaching three-letter words in kindergartens is flashcard matching, where a set of flashcards with pictures and another set of flashcards with words should be created, and children will match words with pictures. Other games are three-letter word bingo and word fishing. Three-letter word bingo is the game where a teacher will write the first letter of the word s/he has in mind, and whoever is first to find it will win. In the word fishing game, first, magnets should be stuck to the papers with three-letter words. Then, children can use a magnetic fishing rod to catch “fish” (i.e., words with three letters) and read the words aloud. These games can be conducted in pairs or in small groups. Won groups will be rewarded. Ningsih (2023) emphasised that Game-Based Learning (GBL) offers appealing features and immediate feedback, allowing teachers to develop a variety of learning strategies when presenting material to students.

The last but not the least piece of advice is to increase a child’s self-esteem and to build up confidence. Peck et al. (1993) say that there are some students who are natural readers and will want to read books as soon as they can, but a teacher should spend some time building up confidence with the whole class. In my practice, I noticed the fact that natural readers are quite fast learners in terms of reading or in other integrated skills, but there are some young learners who are shy and afraid of pronouncing even a single word. Here, teachers must motivate by saying

encouraging words not only in English but also in their mother tongue (Uzbek language).

Furthermore, a teacher should pay attention to the intonation of each pronounced encouraging word, saying it in the positive mode and keeping rapport with the whole classroom. A teacher should create a welcoming atmosphere, promoting open communication with humour, and if a child mispronounces the sound, a teacher should provide constructive feedback. If a child makes a mistake, we should see it as something normal by saying that we all make mistakes. Only in this case will the children not laugh at each other's mistakes; instead, they will support each other. Working in a team and in a group can also be helpful to boost children's confidence.

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СОВРЕМЕННАЯ ЛЕКЦИЯ В ВУЗЕ: БАЛАНС МЕЖДУ ОБУЧЕНИЕМ И ВОСПИТАНИЕМ

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АННОТАЦИЯ

В данной статье рассматривается важность нахождения оптимального баланса между обучением и воспитанием в современной высшей школе. Лекционный процесс в вузе требует не только передачи знаний, но и формирования у студентов личных качеств, гражданской позиции и ценностных ориентиров. Исследуется роль лекций как основного метода обучения в контексте современной образовательной парадигмы, а также влияния воспитательной функции лектора на формирование личности студента. Обсуждаются основные подходы к интеграции воспитательных элементов в образовательный процесс, а также способы, с помощью которых преподаватель может эффективно совмещать эти две составляющие в рамках учебной лекции.

Ключевые слова: лекция, обучение, воспитание, высшее образование, педагогика, образовательная парадигма, студент, преподаватель, воспитательная функция.

Современная высшая школа представляет собой многогранную образовательную среду, в которой формируются не только профессиональные знания, но и личностные качества студентов. В условиях глобализации и интеграции образования все более актуальными становятся вопросы взаимосвязи обучения и воспитания в рамках лекционного процесса. Лекция как традиционная форма учебного занятия в вузах играет ключевую роль в обеспечении научной и образовательной подготовки студентов, но она также имеет огромный воспитательный потенциал. Важно понимать, что качественное образование невозможно без формирования ценностей и моральных принципов у студентов, без учёта их социальных, культурных и профессиональных особенностей. Поэтому преподаватель должен стремиться к нахождению оптимального баланса между передачей знаний и воспитанием учащихся.

Лекция как метод обучения и воспитания Лекция традиционно считается основным инструментом для передачи теоретических знаний студентам в вузах. В отличие от практических занятий, где студенты в большей степени вовлечены в деятельность, лекция предполагает однонаправленную передачу информации от преподавателя к студенту. Однако на сегодняшний день роль лекции значительно расширилась: она стала не только источником знаний, но и важным воспитательным инструментом. Преподаватель, выступая как авторитет и наставник, через лекцию может влиять на развитие личностных и социальных качеств студентов. Лекция, в отличие от традиционных лекционных

курсов, включающих лишь сухую информацию, должна стать для студентов живым разговором. В ходе лекции преподаватель имеет возможность не только объяснить материал, но и выразить собственную позицию по актуальным вопросам науки, педагогики и социальной жизни. Такая лекция способствует формированию у студентов уверенности в собственных силах, развивает критическое мышление и помогает выработать способность самостоятельно подходить к решению задач.

Преподаватель, в рамках лекционного занятия, может обсуждать с учащимися современные проблемы и их возможные решения, что является не только важным обучающим, но и воспитательным процессом. Лекция может стать той платформой, где студентам даётся возможность сформулировать свои мысли и взгляды на предмет исследования, а также услышать мнения других участников.

Проблемы и подходы к воспитанию в процессе лекции При всех положительных аспектах лекционного процесса, вопрос о воспитательном аспекте лекции продолжает оставаться недостаточно исследованным и чётко артикулированным. Во многих вузах в частности внимание студентов концентрируется на чисто учебной составляющей, в то время как воспитательная роль лекции часто не поддаётся должному учёту. Это может привести к формированию у студентов узкоспециализированных знаний без развития личностных качеств, необходимых для полноценной социальной адаптации в будущем.

Современный преподаватель должен осознавать необходимость воспитания в процессе лекции. В связи с этим появляется необходимость внедрения в лекционный процесс элементов, способствующих развитию личностных и гражданских качеств студентов. Преподаватель должен не только передавать знания, но и активно включать воспитательные элементы, такие как формирование ценностей, норм и взглядов, соответствующих культурным и социальным идеалам.

Существует несколько подходов, которые могут быть использованы для интеграции воспитательных элементов в лекции:

Диалогичность лекции: Важно создавать атмосферу открытого и честного диалога, где студенты могут свободно выражать свои мысли, задавать вопросы и критически осмысливать материал. Это помогает развить у них самостоятельность, уверенность в своих суждениях и стимулирует личностное развитие.

Пример преподавателя: Преподаватель должен не только быть знатоком своей дисциплины, но и служить примером для студентов. Его личностные качества, моральные ориентиры и отношение к профессиональной деятельности должны быть наглядно продемонстрированы в процессе лекции. Это способствует формированию у студентов нравственных ценностей, основанных на примере реальной личности.

Интерактивность в лекции: Лекционные занятия, включающие элементы интерактивности, такие как обсуждения, мозговые штурмы, работа в малых группах, дают возможность студентам не только усваивать материал, но и активно участвовать в процессе обучения. Это способствует формированию лидерских качеств, способности работать в коллективе, а также развивает умение принимать решения.

Воспитание через знание: Лекция может быть структурирована так, чтобы не только информировать студентов, но и стимулировать их к осознанию важности изучаемых предметов для их будущей жизни и карьеры. Особенно это актуально в гуманитарных дисциплинах, где знания, полученные в вузе, напрямую связаны с моральными и этическими вопросами.

Баланс между обучением и воспитанием

Баланс между обучением и воспитанием в процессе лекции является важнейшим условием для достижения гармоничного развития студента. В идеале лекция должна сочетать в себе не только передачу теоретических знаний, но и воспитание социально ответственного гражданина, формирование личной и профессиональной зрелости.

Однако часто наблюдается, что в образовательных учреждениях существует ярко выраженное разделение этих двух аспектов. Преподаватели фокусируются только на учебной части, отводя воспитанию минимальное внимание. С другой стороны, в некоторых случаях воспитание становится основным элементом, что может снижать качество самой образовательной составляющей.

Идеальный подход заключается в сочетании обеих составляющих, когда преподаватель не только учит студентов, но и способствует их личностному развитию, формирует их ценностную систему и моральную ответственность. Для этого необходимы следующие шаги:

Реализация интегративных методов: Совмещение научной информации с воспитательными элементами через современные педагогические технологии позволяет создать такую образовательную среду, где обучение и воспитание будут гармонично сосуществовать.

Персонализированный подход к обучению: Каждый студент имеет свой уникальный опыт и особенности восприятия материала. Преподаватель должен учитывать это, адаптируя подходы к обучению и воспитанию для каждого учащегося.

Роль преподавателя в воспитательном процессе

Роль преподавателя в воспитании студентов в рамках лекции чрезвычайно важна. Преподаватель не только должен быть источником знаний, но и носителем высоких моральных принципов. Его влияние на студентов выходит за пределы учебного процесса, поскольку через свою деятельность он оказывает значительное влияние на формирование ценностей, норм и стандартов поведения у студентов.

Преподаватель, обладающий высокой личной нравственностью, способный к самовыражению и взаимодействию со студентами, оказывает большое влияние на их мировоззрение и на их взгляды на будущее. Такие преподаватели становятся для студентов не просто учителями, но и наставниками, примерами для подражания.

ЗАКЛЮЧЕНИЕ

Современная лекция в вузе должна быть больше, чем просто способом передачи знаний. Она должна стать платформой для воспитания гражданина, ответственного и зрелого профессионала, способного адаптироваться в сложном социальном и профессиональном контексте. Важно помнить, что

именно сбалансированное сочетание обучающих и воспитательных функций лекции помогает студентам не только получить знания, но и развить важные личностные качества, необходимые для их дальнейшей жизни и работы.

Только в этом случае можно говорить о создании образовательной среды, в которой студенты смогут раскрыть свой потенциал и стать полноценными членами общества.

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РОЛЬ ЭКОНОМИЧЕСКИХ ТЕРМИНОВ В РАЗВИТИИ ПРОФЕССИОНАЛЬНОЙ КОММУНИКАЦИИ СТУДЕНТОВ

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АННОТАЦИЯ

В статье рассматривается значимость экономических терминов в процессе формирования профессиональной коммуникации студентов экономических специальностей. Авторы предлагают активные педагогические методики, способствующие эффективному освоению специализированной экономической лексики, и представляют результаты педагогического эксперимента, подтверждающие эффективность предложенных методов.

Ключевые слова: экономические термины, профессиональная коммуникация, компетенции студентов, активные методики обучения, терминология.

ВВЕДЕНИЕ

Современная экономика предъявляет высокие требования к уровню подготовки специалистов, в частности, к их профессиональной коммуникации. В условиях глобализации и интеграции бизнеса способность экономистов точно и эффективно использовать специализированные термины приобретает первостепенное значение. Профессиональная коммуникация студентов экономических специальностей должна обеспечивать успешную передачу информации, понимание задач и активное взаимодействие в профессиональной среде. Важным фактором такой коммуникации является владение экономической терминологией, позволяющее выпускникам вузов адекватно и быстро адаптироваться к требованиям рынка труда и демонстрировать конкурентоспособность. Целью исследования стало изучение роли экономических терминов в развитии профессиональных коммуникативных навыков студентов и эффективности педагогических методик, способствующих освоению специализированной лексики.

МЕТОДЫ

В рамках исследования был проведён педагогический эксперимент на базе высшего учебного заведения, охвативший 80 студентов третьего курса экономического факультета. Студенты были разделены на две равные по численности группы: экспериментальную и контрольную. В экспериментальной группе применялись активные методики освоения экономических терминов, включающие кейс-методы (анализ конкретных экономических ситуаций), ролевые игры (моделирование переговоров и презентаций), дискуссии (обсуждение актуальных экономических проблем с

использованием профессиональной лексики), терминологические диктанты (проверка и закрепление знания специализированной терминологии), а также семинары и тренинги с элементами профессиональной коммуникации, ориентированные на практическое использование экономических терминов в реальной деятельности.

Контрольная группа продолжала обучение по традиционной методике без специализированного акцента на активное усвоение терминологии. Эффективность методик оценивалась с помощью предварительных и итоговых тестирований на знание экономической терминологии, анкетирования студентов для выявления уровня мотивации и самооценки коммуникативных навыков, а также экспертной оценки преподавателей, анализировавших качество профессионального общения студентов в процессе выполнения практических заданий.

РЕЗУЛЬТАТЫ И ОБСУЖДЕНИЕ

По результатам эксперимента выявлено значительное улучшение уровня профессиональной коммуникации в экспериментальной группе по сравнению с контрольной. В экспериментальной группе 85% студентов продемонстрировали высокий уровень владения экономическими терминами и уверенно применяли их в профессиональном общении, в то время как в контрольной группе аналогичный показатель достиг лишь 50%. Кроме того, студенты экспериментальной группы показали более высокую активность и вовлечённость в учебный процесс, чаще выступали с инициативами на занятиях, демонстрировали умение критически оценивать экономическую информацию и формулировать аргументированные выводы.

Анализ анкет студентов выявил повышение мотивации к обучению, позитивное отношение к занятиям, включающим активное освоение экономических терминов, а также уверенность в своих коммуникативных способностях. Экспертные оценки преподавателей подтвердили, что студенты экспериментальной группы стали более подготовленными к профессиональной деятельности, улучшили свои аналитические способности и навыки командной работы, что способствовало их общей профессиональной компетентности.

ВЫВОДЫ

Исследование подтвердило, что активное освоение и систематическое применение экономических терминов существенно влияет на качество профессиональной коммуникации студентов экономических специальностей. Применение активных педагогических методик способствует не только улучшению владения специализированной терминологией, но и общему развитию профессиональных компетенций, таких как аналитическое мышление, уверенность в профессиональном общении и способность к эффективному взаимодействию в команде. Рекомендуется внедрять представленные методики в образовательные программы вузов, что позволит повысить конкурентоспособность выпускников на современном рынке труда и их готовность к профессиональной деятельности.

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ТЕХНОЛОГИЧЕСКИЕ ПРИЕМЫ РАЗВИТИЯ ПИСЬМЕННОЙ РЕЧИ УЧАЩИХСЯ ПО РУССКОМУ КАК ИНОСТРАННОМУ НА МАТЕРИАЛЕ ЖИВОПИСИ

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АННОТАЦИЯ

Статья рассматривает использование живописи для развития письменной речи учащихся по русскому как иностранному. Анализируются методики описания, интерпретации и творческого письма, критерии подбора картин и задания. Обоснована эффективность визуального восприятия в обучении, способствующего развитию креативного мышления, обогащению лексики и формированию аргументированной речи.

Ключевые слова: развитие письменной речи, русский язык как иностранный, произведения живописи, визуальное восприятие, креативное мышление, методика преподавания, описание, интерпретация.

Современные образовательные тенденции требуют комплексного подхода к развитию языковых навыков учащихся, изучающих русский как иностранный, включая письменную речь. В этом контексте особый интерес представляет использование произведений живописи как стимулов для развития письменной речи. Взаимодействие искусства и языка способствует формированию креативного мышления, развивает воображение и углубляет понимание текстов, что делает данный подход актуальным в методике преподавания русского как иностранного.

Цель статьи – обоснование эффективности применения произведений живописи для развития письменной речи учащихся, изучающих русский как иностранный. Исследование направлено на выявление технологических приемов, способствующих формированию письменной речи через анализ и интерпретацию картин.

Методологической основой работы являются методы анализа и синтеза, а также метод визуального восприятия и интерпретации произведений искусства в обучении русскому как иностранному. Используются элементы проектной деятельности, творческого письма и технологии критического мышления, что обеспечивает комплексный подход к развитию письменной речи на материале живописи.

Искусство, в частности живопись, играет важную роль в процессе обучения языку, так как оно стимулирует эмоциональное восприятие и формирует ассоциативные связи, способствующие более глубокому усвоению лексики и грамматики. Как утверждает коллектив авторов во главе Башировой

М.А., «Работа по картине способствует не только развитию таких видов речевой деятельности, как говорение и аудирование (слушание рассказа учителя или текста-описания картины), но и помогает продуцировать письменную речь, обеспечивая ее логичность, полноту, лексико-грамматическое разнообразие, облегчая переход от внутренней речи к письменной, организуя высказывание в смысловые блоки, вычленяя детали и формируя основную мысль высказывания» [1:374]. Картины служат катализатором речевой деятельности, помогая учащимся выражать свои мысли, описывать образы и интерпретировать сюжетные линии. Включение элементов искусства в учебный процесс делает его более мотивирующим и увлекательным.

Визуальные образы оказывают значительное влияние на развитие речевой деятельности учащихся. Работа по картине активизирует когнитивные процессы, включая анализ, синтез и интерпретацию. Это, в свою очередь, способствует расширению словарного запаса, развитию навыков логического изложения и аргументации. Мы согласны с Н.М. Яяевой в том, что «Ключевую роль имеет формулировка темы, а также их чувственное преподнесение. Педагог должен стремиться пробудить у учеников познавательный процесс к активной работе. Этот аспект довольно важен для мотивации речевого творчества, ведь от того как будет воспринят материал учеником, будет зависеть и его эффективность в дальнейшем выполнении» [4:361] Использование картин в образовательном процессе помогает преодолеть языковые барьеры, так как визуальные стимулы облегчают понимание и способствуют генерации письменных текстов на основе личного восприятия произведений искусства.

В современной методике преподавания русского языка как иностранного существуют различные подходы к использованию произведений живописи. Наиболее распространёнными являются:

– м*етод описания* – учащиеся детально описывают картину, развивая навыки повествования и владения языковыми средствами;

– *метод интерпретации* – обучающиеся анализируют сюжет и выражают своё мнение о содержании произведения.

– *метод творческого письма* – создание эссе, рассказов или диалогов на основе изображения, что способствует формированию письменной речи.

– *метод сравнения* – сопоставление различных картин по тематике или стилю, что развивает критическое мышление и речевые навыки.

Эти методы позволяют использовать произведения живописи не только как иллюстративный материал, но и как активный инструмент формирования и развития письменной речи учащихся. Важно не просто учить описанию и интерпретации картин, но и развивать у учащихся осознание себя как авторов высказываний. Как отмечает Ю. А. Филонова, «осознание себя как автора высказывания, обращенного к конкретному адресату с конкретной/практической целью, способно индивидуализировать ученическое сочинение. Индивидуальность становится проявлением такого важного коммуникативного умения, как умение самовыражаться, «подавать себя» [3:72]. Такой подход позволяет учащимся не только совершенствовать языковые навыки, но и развивать собственный стиль и умение выражать мысли в письменной форме.

Выбор произведений живописи: критерии подбора картин. Для эффективного использования живописи в обучении письменной речи важно учитывать несколько критериев при выборе произведений:

- ✓ *доступность восприятия* – картина должна быть понятной и соответствовать возрастным особенностям учащихся;
- ✓ *сюжетность* – наличие сюжетной линии или выразительных образов помогает стимулировать высказывания.
- ✓ *эмоциональная насыщенность* – произведение должно вызывать чувства и побуждать к интерпретации;
- ✓ *культурная ценность* – важно выбирать картины, которые представляют значимость для мировой или национальной культуры.

Виды письменных заданий на примере портрета *«Бабушка и внучка»*

Портрет *«Бабушка и внучка»* был создан народным художником Узбекистана Абдулхаком Абдуллаевым в 1960 году [5]. На картине изображены бабушка и внучка, сидящие на веранде традиционного узбекского двора. В настоящее время произведение хранится в Государственном музее искусств Узбекистана. Работа с этим произведением позволяет учащимся развивать навыки описания, интерпретации и творческого письма.

1. Описание картины (обучение структуре текста)

Учащиеся учатся передавать информацию о цветовой гамме, композиции, персонажах и настроении картины.

Основные вопросы:

- Кто изображён на картине?
- Как художник передаёт атмосферу традиционного узбекского двора?
- Какие цвета доминируют в картине, и как они создают настроение?

2. Интерпретация и анализ (развитие аргументированной речи)

Анализ картины помогает учащимся выражать мнение и строить аргументацию.

Основные вопросы:

- Какую идею художник хотел передать через образ бабушки и внучки?
- Как выражения лиц и позы персонажей отражают их взаимоотношения?
- Какие культурные традиции можно увидеть в деталях картины?

3. Творческие задания (написание рассказов, эссе по мотивам картины)

- Придумать диалог между бабушкой и внучкой, основанный на сюжете картины.
- Написать эссе о роли семейных традиций в воспитании младшего поколения.
- Описать продолжение сцены: что происходит спустя несколько лет?

Пример урока или задания: последовательность работы с картиной

1. Предварительное обсуждение

Учитель демонстрирует картину, преподносит опорные слова и словосочетания, задаёт вопросы для размышления.

Учащиеся формулируют первые впечатления.

2. Детальный анализ

Разбор композиции, цветовой гаммы, персонажей.

Определение главной идеи произведения.

3. Формулирование письменного задания

Описание картины (пошагово: персонажи, цвет, настроение).

Интерпретация смысла (анализ символики, идеи художника).

Творческое задание (написание истории или эссе по мотивам картины).

4. Обсуждение результатов

Чтение и анализ текстов учащихся.

Обратная связь, корректировка языковых и речевых ошибок.

Использование портрета *«Бабушка и внучка»* в учебном процессе позволяет не только совершенствовать письменную речь учащихся, изучающих русский язык как иностранный, но и знакомит их с культурным наследием Узбекистана.

Практика показывает, что использование живописи в обучении письменной речи способствует повышению мотивации учащихся. В школах, применяющих данный метод, наблюдается рост активности на уроках, расширение словарного запаса и улучшение навыков логического изложения.

Использование картин в обучении способствует развитию связной письменной речи, умения аргументировать свою точку зрения, формированию креативного мышления. Как отмечает С. В. Вепрецкая, важно сосредотачиваться на вопросах, которые пробуждают воображение, вызывают эмоциональный отклик и мотивируют учащихся к выражению собственных мыслей: «Сосредоточим внимание на тех вопросах, которые будят воображение, приводят в восторг от открытия нового и вызывают желание поделиться своей мыслью, высказаться. То есть это вопросы, помогающие развивать речь младших школьников» [2:73]. Такой подход помогает учащимся анализировать, структурировать мысли и выражать их в письменной форме.

Возможные сложности и пути их преодоления

Основные сложности включают:

- Недостаточный уровень словарного запаса у учащихся – решается активной работой с новыми словами и выражениями.
- Трудности с анализом произведения – преодолеваются с помощью направляющих вопросов и дискуссий.

Низкая мотивация – повышается за счёт включения творческих заданий и работы в группах.

ЗАКЛЮЧЕНИЕ

Использование произведений живописи в развитии письменной речи учащихся доказало свою эффективность. Данный метод способствует не только совершенствованию языковых и речевых навыков, но и развитию творческого мышления, критического анализа и эмоционального восприятия. Применение живописи в образовательном процессе делает уроки более увлекательными и продуктивными.

Перспективы дальнейших исследований включают разработку новых методических подходов, изучение влияния разных видов искусства на речевую деятельность и расширение практического применения данной методики в различных возрастных группах учащихся.

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ЮҚОРИ ЎҚУВЧИЛАРИНИНГ ИНГЛИЗ ТИЛИДА ЁЗУВ КЎНИКМАЛАРИНИ РИВОЖЛАНТИРИШГА БЎЛГАН ЭҲТИЁЖЛАРИНИ ЎРГАНИШ

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АННОТАЦИЯ

Ёзув малакаси инглиз тилини иккинчи тил сифатида ўрганувчилар учун, айниқса, инглиз тили таълим тили сифатида ишлатиладиган академик муҳитларда жуда муҳим кўникма ҳисобланади. Бироқ, инглиз тилини ўрганаётган ўқувчилар бир қанча тўсиқларга дуч келадилар, масалан, грамматик хатолар, сўз бойлигининг камлиги, пунктуация, гап мазмунини ташкил қилиш ва изчиллигидаги муаммолар. Ушбу қийинчиликлар уларнинг аниқ мулоқот қилиш қобилияти ва академик ютуқларига салбий таъсир кўрсатиши мумкин. Ушбу тадқиқот инглиз тилини иккинчи тил сифатида ўрганувчиларнинг ёзувдаги қийинчиликларининг мураккаб ҳолатини ўрганади ва ушбу муаммоларни ҳал қилиш учун махсус ўқитиш усулларини қўллаш зарурлигини таъкидлайди. Тилни ривожлантиришни рағбатлантириш мақсадида, ушбу тадқиқот ўқитиш жараёнида "ўрганиш учун ёзув" ва "ёзиш учун ёзув" каби топшириқларни ўз ичига олган ҳар томонлама ёндашув зарурлигини таъкидлайди. Ўқитувчилар аниқ муаммоларни ҳал қилиш ва йўналтирилган усуллардан фойдаланиш орқали болаларнинг академик муваффақияти ва ёзиш қобилиятларини ривожлантиришга ёрдам берадиган инклюзив муҳитни яратишлари мумкин. Келгусидаги тадқиқотлар иккинчи тил ёзиш кўникмаларини самарали равишда яхшилаш учун замонавий ўқитиш стратегияларини ўрганиши лозим.

Кўплаб тадқиқотларга кўра, инглиз тилини иккинчи тил сифатида ўрганувчи ва тил бўйича савияси паст бўлган ўқувчилар фақат инглиз тили ишлатиладиган муҳитга мослашишда бир қанча қийинчиликларга дуч келадилар [1]. "Ижтимоий-лингвистик қийинчиликлар" ибораси тилни ўрганиш ва табиий тилни қайта ишлаш жараёнида юзага келадиган турли муаммоларни билдиради. Академик муҳитда ушбу қийинчиликларга тил тўсиқлари, таржима қийинчиликлари, жаргон фарқлари ва тилга оид тафовутлар туфайли юзага келадиган мулоқот узилишлари киради [2]. Ўқувчиларнинг инглиз тилида ўтиладиган академик курсларни тушуниш, мулоқот қилиш ва муваффақиятли ўзлаштиришда дуч келадиган муаммолари "академик тилга оид кўникма тўсиқлари" деб аталади, айниқса, бу тил уларнинг она тили бўлмаса. Ушбу қийинчиликлар инглиз тилида ўқитиладиган муҳитдаги академик тил кўникмалари билан боғлиқ бўлиши мумкин, жумладан, ўқиш, ёзиш, гапириш, тинглаш ва танқидий фикрлашдаги муаммоларни ўз ичига олади [3].

Инглиз тилини иккинчи тил сифатида ўрганиш ва ўзлаштириш жараёнларини самарали ташкил этишда ҳамда ҳар томонлама ривожлантиришда муҳим ва юқори баҳоланган кўникмалардан бири ёзиш саналади. Ёзиш мураккаб ва кўп қиррали кўникма бўлиб, ўқувчиларга ўз фикрларини аниқ ифодалаш, ғояларини баён қилиш ва тилнинг мураккаб жиҳатларини тартибли ва мантиқий шаклда ўзлаштириш имконини беради [4].

Кўплаб ўқувчилар ўз фикрларини аниқ ва изчил шаклда ёзишда катта тўсиқларга дуч келадилар. Ушбу муаммолар грамматик хатолар ва нотўғри жумла тузишдан тортиб, фикрлар ва далилларни мантиқий тартибда жойлаштиришдаги қийинчиликларга дуч келиши бизга маълум [5]. Бу қийинчиликлар фақат техник эмас, балки улар кўпинча тил кўникмалари, маданий муҳит ва таълим тажрибаларидаги чуқурроқ муаммоларни очиб беради. Ўқитувчилар ўзларининг методик усуллари ва мотивацион тизимларини муваффақиятли шакллантириш учун ушбу муаммоларнинг ўзига хос хусусиятлари ва уларнинг негизини чуқур тушунишлари лозим [6]. Кўплаб ўқувчилар ёзма мулоқотни самарали амалга оширишда катта тўсиқларга дуч келадилар. Ушбу қийинчиликлар грамматик хатолар, синтактик мураккабликлар ва фикрларни мантиқий тартибда жойлаштиришдаги муаммолар каби кенг қамровли муаммоларни ўз ичига олади [7]. Ёзув одамларга ўз фикрларини ва ғояларини муваффақиятли равишда ифодалаш имконини беради, чунки у нутқ тилини ёзма сўзларга айлантиради. Ёзув – бу тилнинг ва синтаксиснинг нозик жиҳатлари нафақат сўзларни, балки инсон туйғуларини ва хилма-хилликларини ифодаловчи мураккаб мулоқот воситасидир. Одамлар ёзув орқали ўз туйғуларини ва фикрларини кашф этишлари ва ифодалашлари мумкин, бу еса уларнинг тил кўникмаларини ва шахслараро мулоқот қобилиятларини ривожлантиради [8].

Сейферт таъкидлашича, ёзув – бу чуқур ҳақиқатларни ва тушунчаларни очиб беришга интиладиган санъат бўлиб, фактлар аниқлигини ошириб берувчи восита. Яхши ёзиш ўқувчиларга чуқур фикрлар ва муҳим мазмун тақдим этади, шу билан бирга уларнинг эътиборини интеллектуал ва ҳиссий жиҳатдан ўзига жалб этади. Аслида, ёзув – бу ижодий жараён бўлиб, ҳар бир шахснинг фикри билан ҳамнафас бўлиш, аниқ мулоқот қилиш ва суҳбатларда ҳамда билим алмашинувига муҳим ҳисса қўшиш имконини берувчи техник қобилиятдир [9]. Агар биз ўқувчиларнинг жумлалар туза олишига тўхталсак, бу ёзиш учун ўрганишнинг бошқа бир тури ҳисобланади. Бу ҳолатда, ёзиш жараёнинг қўллаб-қувватловчи фаолият сифатида хизмат қилади. Бу турдаги фаолиятларнинг асосий мақсади ўқувчилар ёзишнинг муайян жанри қандай бўлмасин уларнинг ёзиш кўникмасини ривожлантиришдир. Ёзиш учун ўрганиш одатда тилни ўзи асосий диққат марказига олиб келган бўлса, ёзув бутун матнни таҳлил қилишни ўз ичига олади. Бу нафақат тилнинг тўғри ишлатилишини, балки матнни ташкил этиш, форматлаш,

стилистик танловлар ва умумий самарадорликни ҳисобга олишни ҳам ўз ичига олади. Ўқувчиларнинг ёзма топшириқларини қандай тузишимиз ва уларга қандай йўриқномалар ва тузатишлар беришимиз аниқ ёзиш турига боғлиқ ҳолда фарқ қилади [10].

ХУЛОСА

Иккинчи тилни ўрганаётган инглиз тили ўқувчиларининг ёзув малакаларини ривожлантиришда дуч келадиган қийинчиликлар мураккаб бўлиб, улар лингвистик, интеллектуал ва когнитив элементларни ўз ичига олади. Иккинчи тилни ўрганишнинг муҳим қисми сифатида ёзиш қобилияти талабалардан грамматикага, луғатга, боғлиқликка ва ташкилотга оид қийин вазифаларни бажаришни талаб қилади. Натижалар шуни кўрсатадики, талабаларнинг ёзиш малакалари жуда фарқ қилади, грамматик ва луғатни эгаллаш энг қийин бўлган соҳалар ҳисобланади. Имло ва тиниш белгиларидаги хатолар камроқ учрайди, аммо улар ҳали ҳам аниқ мулоқот учун муҳимдир. Талабаларнинг ўз-ўзини баҳолаган ёзиш қобилияти ва малакаларидаги фарқ, турли даражадаги малакаларни ҳисобга олган ҳолда махсус ўқитиш усулларини жорий этиш зарурлигини кўрсатади. Ўқитувчи фикрлари, тенгдошларнинг кўриб чиқиши ва ўз-ўзини баҳолаш каби бутунлай баҳолаш усуллари билан бирга, грамматик ва луғатга оид махсус машғулотлар кенгайтирилган баҳолашни тақдим этиши мумкин.

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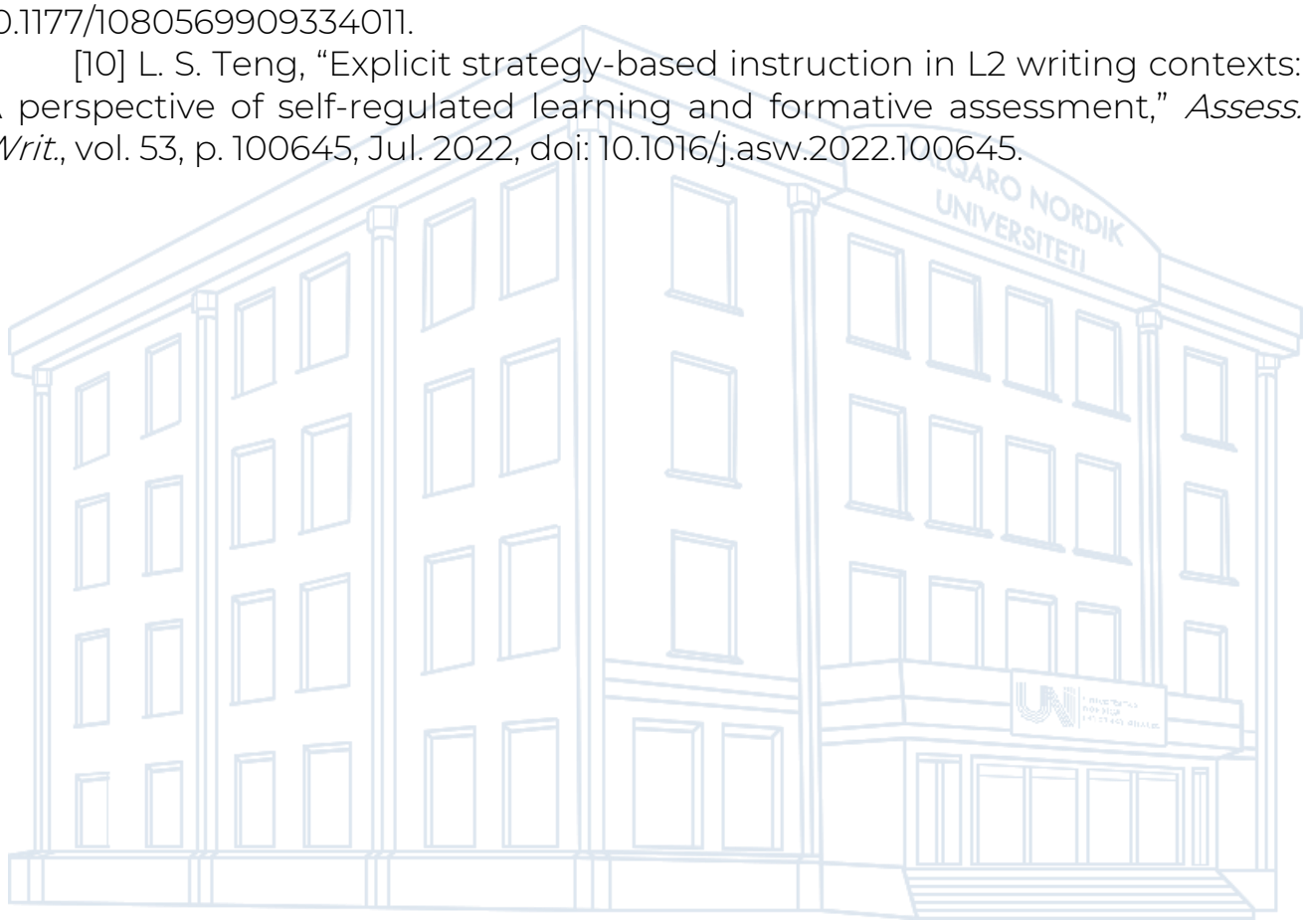
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РАЗВИТИЕ НАВЫКОВ ЧТЕНИЯ У СТУДЕНТОВ ИЗУЧАЮЩИХ АНГЛИЙСКИЙ ЯЗЫК

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АННОТАЦИЯ

В данной статье система чтения на уроках и вне уроков, основанная на передовых методах мирового образования, мотивирует учащихся к чтению, развивает их мыслительные способности, учит работать с текстами, читать вслух что пропаганда регулярного чтения является одним из ключевых вопросов в процессе обучения и воспитания подрастающего поколения.

Ключевые слова: чтение, навык, перевод, обучение, взаимодействие, восприятие, интенсивный, экстенсивный.

Каждое изучение иностранного языка предполагает сознательную деятельность. Эта деятельность направлена на достижение индивидуального обучения для студентов. Процедура изучения иностранного языка предполагает четыре основных навыка: аудирования, говорения, чтения и письма.

Если принять во внимание историческую перспективу, вначале преподавание иностранного языка было основано на грамматике и переводе, поэтому основное внимание уделялось чтению и письму. Затем говорение и аудирование имело место и стало одной из главных целей обучения.

В настоящее время четыре навыка важны для изучения иностранного языка, поскольку это английский.

Учитывая эту современную точку зрения, я поставила перед собой цель основывать свою исследовательскую работу на навыках чтения и письма как часть обучения английскому языку.

Чтение – это умение понять смысл написанного текста.

Навык чтения зависит от эффективного взаимодействия языкового знания и познания мира.

НАВЫКИ ЧТЕНИЯ

Виды чтения

Чтение – это процесс, который касается взаимодействия между тем, что у нас в голове, и тем, как мы это воспринимаем, выражаем эти мысли. Этот процесс различен в зависимости от обстоятельств, в которых мы

читаем книгу, журнал, газету и так далее. По этой причине чтение текста можно классифицировать на две категории:

а) Интенсивное чтение. Это происходит, когда вы подробно читаете короткие тексты на уроке, чтобы получить информацию.

б) Экстенсивное чтение. Это относится к чтению более длинных текстов вне класса для удовольствия.

Таким образом, студент может читать стихотворение или роман интенсивно или экстенсивно.

Чтобы получить идеальное чтение, необходимо принять во внимание несколько моментов позволяющих прекрасно понять текст:

1. Различайте графемы и орфографические образцы английского языка.
2. Сохраняйте в памяти фрагменты языка разной длины.
3. Процесс написания с эффективной скоростью, соответствующей цели.
4. Распознавайте смысл слов и интерпретируйте их порядок .
5. Распознавайте грамматические модели, правила и классы слов.
6. Распознавайте связующие элементы.
7. Распознавать риторические формы и их интерпретацию.
8. Сделайте вывод о контексте (события, причины, отношения, новая и данная информация)
9. Различайте буквальное и небуквальное значение.
10. Разрабатывайте и используйте стратегии чтения.

Стратегии

Понимание прочитанного является фундаментальным вопросом для изучающих второй язык. Это становится эффективным, если учащиеся следуют стратегиям понимания. Некоторые из этих стратегий связаны с процедурой, связанной с навыком аудирования.

Вот основные стратегии, которые можно применить к методам работы в классе:

1. Навыки словесной атаки: определение значения неизвестных слов из контекста, не глядя на них в словаре.

а) Использование контекстных подсказок: использование синонимов и антонимов в одном предложении или абзаце.

б) Использование структурной информации: имеется в виду словообразование, анализ основ и аффиксов слов может помочь понять значение незнакомых слов.

2. Чтение осмысленными единицами: учащиеся должны уметь читать единый смысл, а не изолированные слова. Полезный способ научить этому навыку — разбить предложение на смысловые группы .

3. Сканирование: использование для поиска конкретной информации, такой как дата, цифра или имя. Ключ в том, чтобы решить, какую информацию мы ищем и где ее найти. Польза этого способа

заключается в том, чтобы студенты учились искать некоторую конкретную информацию.

4. Беглый просмотр: пытаемся получить общее представление обо всем тексте. Ключ к скиммингу – знать где найти основные идеи разных параграфов и уметь их синтезировать. Один из эффективных техник обучения беглому взгляду заключается в том, чтобы прочитать первый и последний абзацы полностью, а также предложения между ними и подобрать ключевые слова.

5. Прогнозирование: правильные прогнозы с минимальной выборкой. Студенты могут научиться делать предсказания на основе названия, подзаголовка и знания темы.

6. Распознавание организационных моделей: учет текста и дискурса. Самые распространенные закономерности – причинно-следственные, последовательность событий, специальные географические описания. Эти шаблоны связаны с текстовыми соединителями. Чтобы обучить этой стратегии, учащиеся могут читать различные отрывки с различными организационными моделями определяющими их текстовые связи.

7. Отличие общих высказываний от конкретных деталей: общие высказывания содержат основные идеи, а конкретные детали представляют собой пояснения и примеры, подтверждающие общие положения. Так общие более важны, чем конкретные. Студенты должны научиться направлять свое внимание на сигнал.

8. Вывод и заключение: понимание включает в себя явное и неявное понимание. Итак, читателям приходится делать выводы на основании изложенного. Вывод основан на объединении изложенных фактов, того, что следует из сказанного. Короче говоря, вывод состоит в том, что читатель должен читать между строк и что он/она должен обобщить изложенные факты.

9. Оценка и признание: читатель должен понять, проанализировать и синтезировать, чтобы сформировать его/ее собственное мнение. Оценивать учащихся необходимо критично и определять цель автора. Он должен понять тон и позицию автора, а также признать его литературные приемы.

Важным моментом является наличие времени для обширного чтения. Чтение без звука дает ощущение беглости среди студентов. Этот тип чтения подобен методу самообучения учащегося.

Что нужно учащимся, так это сосредоточенность на поиске смысла текста. Чтение должно быть интересным и актуальным, то есть можно сказать, что чтение должно мотивировать учащихся. По этой причине мы должны сосредоточиться на том, каковы их потребности. Одним из мотивирующих подходов является подход языкового опыта. В основе этого подхода лежит самостоятельное создание учащимися материала для чтения. Они создают свой собственный учебник, например

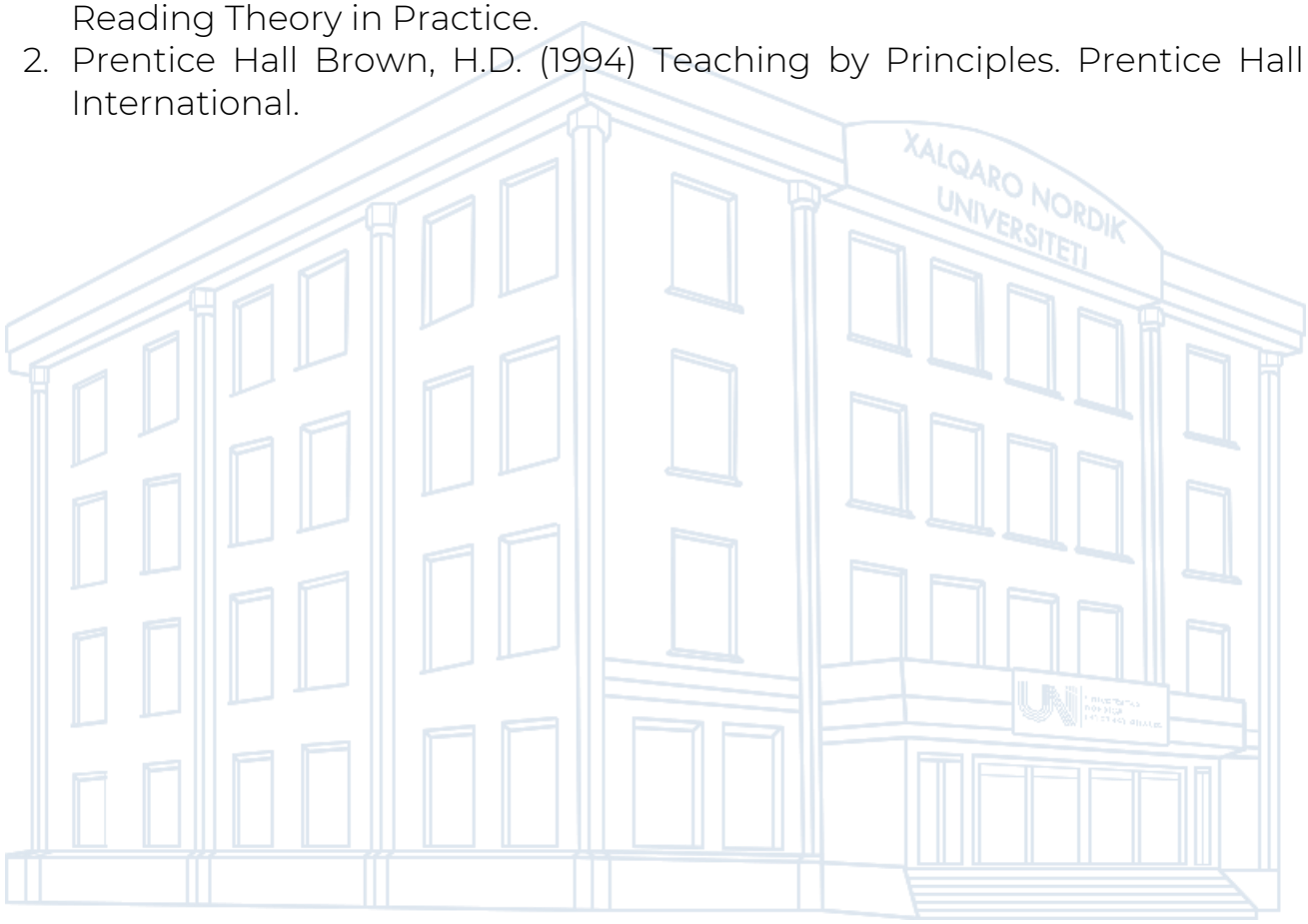
разделенный на группы. Этот метод обеспечивает другой способ обучения.

Важно, чтобы учащийся работал с аутентичным языком и контекстом простым способом. Мы должны принять во внимание разницу между простыми текстовыми и упрощенными текстами. Простой текст – это аутентичный, но грамматически и лексически простой текст.

В то время как упрощенный текст устраняет естественную избыточность, которая становится затруднительной.

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ОТ ИЗУЧЕНИЯ ЯЗЫКА К ПОГРУЖЕНИЮ В КУЛЬТУРУ: КРАЕВЕДЧЕСКИЕ МЕТОДЫ В ОБУЧЕНИИ РУССКОМУ ЯЗЫКУ ДЛЯ ИНОСТРАНЦЕВ

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АННОТАЦИЯ

В данной статье рассматривается важность и эффективность использования краеведческих методов в обучении русскому языку для иностранцев. Изучение языка не ограничивается только его грамматикой и лексикой, но также включает в себя знакомство с культурой, историей, географией, а также традициями и обычаями народа. Краеведческие методы, в отличие от традиционных подходов, направленных исключительно на изучение языка, помогают глубже понять и воспринять культуру и быт, что может значительно повысить эффективность обучения. В статье будет обсуждаться, как использование краеведческих элементов в процессе обучения способствует более полному усвоению языка.

Ключевые слова: краеведение, методы обучения, русский язык как иностранный, культура, традиции, языковая среда, менталитет.

ВВЕДЕНИЕ

Изучение языка — это не просто овладение набором правил, слов и выражений. Это также процесс, в котором важнейшую роль играет погружение в культуру носителей языка, их историю, традиции и мировоззрение. Каждый язык несет в себе уникальные культурные коды, которые делают его живым и насыщенным. В последние годы преподавание русского языка как иностранного всё больше ориентируется не только на языковые структуры, но и на культуру и повседневную жизнь русскоязычных народов. В этом контексте краеведческие методы, которые включают изучение местных традиций, географических особенностей, истории и культурных памятников, становятся особенно актуальными.

Краеведческие методы в обучении русскому языку предполагают интеграцию знаний о России и её регионах в процесс обучения. Это позволяет студентам не только изучать язык, но и понимать, в каком культурном контексте он используется. Такие методы помогают не только расширить словарный запас и грамматические навыки, но и способствуют лучшему восприятию языка через глубокое понимание того, как живут и думают носители языка. Например, изучение фольклора,

истории, традиций и праздников, а также знакомство с известными местами России помогает учащимся лучше понять повседневную жизнь русскоязычных людей.

Одной из целей применения краеведческих методов является создание реальной языковой среды для иностранных студентов. Погружение в культуру помогает устранить барьеры, которые могут возникнуть в процессе общения, и сделать использование языка более естественным и осознанным. В результате, учащиеся начинают воспринимать язык не только как инструмент общения, но и как важную часть своей культурной идентичности.

В данной работе будет рассмотрено, как краеведческие методы могут быть применены в обучении русскому языку для иностранцев, какие они дают результаты, и почему они так важны для успеха.

МЕТОДОЛОГИЯ

Методология исследования в данной работе включает в себя комплексный подход, направленный на изучение роли краеведческих методов в обучении русскому языку как иностранному. Этот подход основывается на анализе существующих образовательных материалов, а также на практическом опыте преподавателей и студентов, которые применяют краеведческие элементы в процессе обучения.

Одним из ключевых аспектов методологии является использование качественного анализа учебных материалов и методических пособий, которые интегрируют краеведческий компонент. В рамках исследования было проанализировано несколько учебников русского языка для иностранцев, в которых краеведческие темы занимают значительное место. Такой анализ позволяет выявить, какие именно краеведческие темы и методы наиболее эффективны для включения в учебный процесс. Например, в некоторых учебниках внимание уделяется географическим особенностям России, в других — культурным традициям, таким как праздники и народные обычаи, а в третьих — литературным произведениям, которые раскрывают характер и жизнь людей в разных регионах страны.

Для более глубокого понимания применения краеведческих методов был проведён опрос преподавателей русского языка как иностранного, а также анализ их практического опыта в обучении. Преподаватели рассказали о том, какие краеведческие материалы они используют на уроках, какие темы наиболее интересны студентам и как эти элементы способствуют лучшему усвоению языка. Например, выяснилось, что студенты более активно участвуют в обсуждениях, когда в учебный процесс включаются темы, связанные с реальной жизнью русскоязычных людей, такие как традиции гостеприимства, русская кухня, народные ремесла и т. д.

Кроме того, методология исследования включает наблюдения за уроками, в которых используется краеведческий материал. Это позволяет не только понять, как именно применяется краеведение в обучении, но и оценить эффективность этого подхода. В ходе наблюдений особое внимание уделялось реакции студентов, их вовлеченности в процесс и способности применять полученные знания в реальных ситуациях.

Важным элементом методологии является также анализ результатов тестирования и письменных работ студентов, выполненных с использованием краеведческих тем. Это помогает оценить, насколько студенты усваивают не только язык, но и культурные особенности, о которых шла речь на занятиях. Сравнительный анализ успешности студентов, которые изучают русский язык с применением краеведческих методов, с теми, кто использует традиционные подходы, позволяет выявить преимущества такого метода.

Таким образом, методология данного исследования строится на комплексном подходе, который включает анализ учебных материалов, опросы преподавателей, наблюдения за уроками и анализ результатов работы студентов. Этот подход позволяет не только исследовать теоретические основы краеведческих методов, но и оценить их практическую эффективность в обучении русскому языку для иностранцев.

РЕЗУЛЬТАТЫ

Применение краеведческих методов в обучении русскому языку как иностранному позволяет достигать значительных успехов в формировании у студентов не только языковых, но и культурных компетенций. Одним из ключевых результатов исследования является то, что краеведческий подход способствует более глубокому и осознанному усвоению материала. Студенты, изучающие русский язык с учетом культурных и исторических особенностей России, проявляют более высокий уровень интереса и вовлеченности в учебный процесс.

Первым значимым результатом является повышение мотивации студентов. Когда учебный процесс включает элементы, связанные с реальной жизнью русскоязычных людей, например, традиции, праздники, география, культурные особенности, студенты начинают воспринимать язык как нечто большее, чем просто набор грамматических правил и слов. Они начинают осознавать язык как важную часть жизни и культуры народа, что значительно повышает их интерес к изучению. Это особенно важно для студентов, которые могут не иметь прямого контакта с носителями языка, а краеведческие материалы становятся тем связующим звеном, которое приближает их к реальной языковой среде.

Второй важный результат заключается в улучшении практических навыков. Изучение краеведческих тем позволяет студентам лучше

понять, как использовать язык в повседневных ситуациях. Знакомство с особенностями русского быта, традициями общения, литературой и историей помогает учащимся развивать не только языковую, но и культурную чувствительность. Они начинают понимать контекст использования различных выражений, узнают, какие темы являются чувствительными или важными в общении с носителями языка. Это позволяет им быть более уверенными при общении, избегать культурных недоразумений и более эффективно применять полученные знания в реальных ситуациях.

Третий важный результат — это расширение словарного запаса и улучшение грамматических навыков. Краеведческий материал способствует введению в учебный процесс новых слов и выражений, которые могут не встречаться в стандартных учебниках. Например, знания о традиционных русских праздниках, особенностях народных ремесел или знаменитых исторических местах позволяют студентам овладеть специфической лексикой, которая выходит за рамки повседневного общения и приближает их к живому, насыщенному языку. Это расширяет их горизонты и дает возможность воспринимать русский язык как нечто большее, чем просто средство для общения.

В ходе исследования также было выявлено, что студенты, обучающиеся с использованием краеведческих методов, показывают более высокие результаты в тестах, которые включают задания на знание культурных аспектов и контекстуальное использование языка. Это свидетельствует о том, что краеведческие материалы не только способствуют лучшему усвоению языка, но и развивают у студентов более глубокое понимание того, как язык функционирует в культурной и исторической среде.

Кроме того, применение краеведческих методов способствует развитию критического мышления. Студенты, знакомясь с историей и культурой России, начинают видеть взаимосвязь между языковыми явлениями и культурными особенностями, а также могут анализировать, как различные исторические события и культурные изменения влияли на развитие языка.

Таким образом, результаты исследования показывают, что краеведческие методы значительно обогатили процесс обучения русскому языку, сделав его более многогранным, интересным и эффективным. Они способствуют улучшению мотивации студентов, расширению их языковых и культурных знаний, а также повышению их уверенности в использовании языка в реальных жизненных ситуациях.

ОБСУЖДЕНИЕ

Краеведческие методы в обучении русскому языку как иностранному представляют собой важное и эффективное дополнение к традиционным методам преподавания. Использование краеведческого

подхода не только помогает студентам глубже понять язык, но и способствует более тесному знакомству с культурой, историей и особенностями жизни носителей языка. В этой части работы хотелось бы рассмотреть, какие преимущества и вызовы связаны с применением краеведческих методов в обучении, а также их влияние на студентов.

Одним из самых очевидных преимуществ является повышение мотивации студентов. Когда студенты узнают о культуре и жизни страны, где говорят на изучаемом языке, это значительно увеличивает их интерес к обучению. Краеведческие темы, такие как традиции, праздники, географические особенности и фольклор, делают процесс обучения более живым и увлекательным. Это позволяет студентам видеть язык не как абстрактную систему правил, а как живой инструмент общения в реальной культурной среде. Более того, знания о культуре и истории народа помогают лучше понять значение отдельных слов и выражений, что делает обучение более осознанным и эффективным.

Также, включение краеведческих материалов в учебный процесс способствует развитию более глубокой культурной чувствительности. Студенты, изучающие язык, начинают понимать, какие темы являются важными или чувствительными в культуре носителей языка, а также какие культурные нормы и ценности существуют в России. Это помогает избежать недоразумений и сделать общение более плавным и естественным. Например, знакомство с русскими традициями гостеприимства или с особенностями поведения на праздниках может помочь иностранцам лучше ориентироваться в социальном контексте и более уверенно общаться с русскими носителями языка.

Однако не стоит забывать и о возможных трудностях, которые могут возникнуть при применении краеведческих методов. Одной из таких трудностей является необходимость соблюдения баланса между языковым обучением и культурным контекстом. Преподавание русскому языку для иностранцев должно оставаться нацеленным прежде всего на освоение языка, а не только на изучение культурных аспектов. Важно, чтобы краеведческие материалы не отвлекали студентов от изучения грамматики и лексики, а дополняли эти аспекты, создавая более полное и комплексное восприятие языка.

Кроме того, необходимо учитывать, что студенты могут по-разному воспринимать и воспринимать краеведческий материал в зависимости от их культурного фона и интересов. Некоторые студенты могут проявить большее внимание к историческим аспектам, в то время как другие предпочтут изучать культуру через литературу или традиции. Это требует от преподавателей гибкости и способности адаптировать учебные материалы под интересы и потребности каждой группы студентов.

Еще одной важной проблемой является ограниченность времени, отведенного на изучение языка. В учебных программах по русскому языку для иностранцев часто уделяется ограниченное внимание

краеведению, так как основной акцент ставится на грамматику, лексику и практическое использование языка. В таких условиях важно, чтобы краеведческие материалы были интегрированы в учебный процесс таким образом, чтобы не перегружать студентов и не отвлекать их от основной цели — овладения языком.

С другой стороны, стоит отметить, что использование краеведческих методов не только улучшает обучение языку, но и помогает студентам чувствовать себя более уверенно в русскоязычной среде. Понимание культурных особенностей, таких как важность личных встреч, специфика общения и нормы поведения в разных ситуациях, позволяет им легче адаптироваться и находить общий язык с носителями языка. Это особенно важно для студентов, которые приезжают в Россию на длительное время для учёбы или работы.

Таким образом, несмотря на некоторые вызовы, связанные с внедрением краеведческих методов в обучение русскому языку, их эффективность и значимость нельзя недооценивать. Они играют важную роль в создании полноценного образовательного опыта, который не ограничивается только изучением языка, но и включает в себя погружение в культуру, что делает обучение более глубоким и значимым.

ЗАКЛЮЧЕНИЕ

В заключение можно сказать, что краеведческие методы в обучении русскому языку для иностранцев играют важную роль в создании более целостного и глубокого образовательного процесса. Они выходят за рамки традиционного подхода, ориентированного исключительно на грамматику и лексику, и предлагают студентам возможность погрузиться в культурный контекст, в котором живет язык. Изучение русского языка через призму краеведения позволяет иностранцам не только овладеть языковыми навыками, но и понять культурные и социальные особенности, что делает обучение более осознанным и эффективным.

Одним из самых значимых результатов применения краеведческих методов является повышение мотивации студентов. Когда учебный процесс обогащается материалами, связанными с историей, традициями и бытом русскоязычных народов, студенты начинают воспринимать язык как нечто большее, чем просто средство общения. Это способствует их более активному вовлечению в учебный процесс, улучшению знаний о языке и культуре, а также уверенности в использовании русского языка в реальных жизненных ситуациях.

Тем не менее, несмотря на очевидные преимущества, использование краеведческих методов требует внимательного подхода и балансировки с основными задачами языкового обучения. Важно не перегрузить студентов культурным материалом, сохраняя при этом основной акцент на грамматике и лексике. Краеведческий подход

должен дополнять, а не заменять изучение языка, помогая создать более богатую и многогранную языковую картину.

В конечном итоге, краеведческие методы служат не только инструментом для освоения языка, но и способом расширения горизонтов студентов, позволяя им лучше понять страну, культуру и народ, чью речь они учат. Эти методы играют ключевую роль в формировании языковой и культурной компетенции, что способствует успешному освоению русского языка и его естественному использованию в разных ситуациях. Таким образом, интеграция краеведческих элементов в процесс обучения является не просто полезной, а необходимой для более полного восприятия русского языка как части живой, многослойной и динамичной культуры.

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FEMALE REPRESENTATIVES IN DETECTIVE NOVELS OF P.D. JAMES

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ABSTRACT

Between 1960s and 1990s a period marked by the second wave of feminism P.D. James represented the evolving status of women in her novels. James in her masterpieces "Cover her face " and An Unsuitable job for woman " created female characters that navigate male-dominated professions , illustrating both their growing autonomy and the persistent restrictions they encounter. Primarily James followed to traditional detective fiction convention , but over time , her novels changed to complex narratives that address broader communal issues ,including Cordelia Gray symbolizes the ambitions of female liberation movement , while Miskin embodies the challenges faced by women struggling for equality in the 20th century .Female victims of James like Sally Jupp and Venetia Aldridge , demonstrate the societal shifts as regards women's position and independence .Through her personages James critiques patriarchal structures and highlights the progress women have made , reflecting deeper cultural changes in attitudes towards gender and agency.

Keywords: Cordelia Gray, Feminism, Kate Miskin, P.D. James, Second Wave ,Feminism, Women's Status.

P.D. James's detective novels are represented to exemplify the shifts in women's status in society during the four decades (from the early 1960s to the late 1990s) which connected with the period known as a second wave of feminism .Women personages have taken a prominent place in P.D. James's detective fiction .James highlighted the issue that women possess when working in male- dominated profession expressing their increasing autonomy but also disclosing the continuation of limitations that autonomy. Her novella are accepted as a becoming increasingly literary .In her early detective novella were written according to the tradition of classic detective fiction genre closely .During 1970s she experimented with novels that on the surface read as a detective novels , while functioning sub textuality in relation to myths and metaphors and she transcended the genre by using the detective formula as a framework for her novels of literary realism. She admitted herself as a feminist but not in a radical or extreme sense . In her most interviews she mentioned woman-related issue including their status , the challenges they encounter , role in society .She is aware of women's status that reflected in her novels . In her first works , hey closely follow to the traditional formula; this bias is subtle but noticeable. Her protagonist, Cordelia Gray, reflected the attitudes of the second wave of feminism at the time, but she also gave her her own skeptical doubts. She has "come out of the closet" with her character, police detective inspector Kate Miskin, as the twentieth century comes to an end, and she writes convincingly about women in male-dominated fields. A young housemaid , Sally Jupp was represented by P.D. James as her first murder victim. The assembled household found Sally Jupp dead in her bed, with her window wide open, her infant boy sobbing in his cot, and her door bolted from the inside. Through the window with ladder two of the men entered the

room. The ladies "moved silently as if under some united compulsion to [the bed] where Sally lay" with her hair spread over the pillow, "like a web of gold," as they unlocked the bedroom door, disregarding a male arm .

”Her eyes were closed but she was not asleep. From the clenched corner of her mouth a thin trickle of blood had dried like a black slash. On each side of her neck was a bruise where the killer's hands had choked the life from her.” (Cover Her Face 4)

After thirty –five years A Certain Justice (1997) that was the last novel of James , a woman victim once again is shown, confined within her own space. However, this case demonstrates a more horrific scene; the setting is an office, and the account of the discovery of her remains clarifies gradually and with increased detail. Upon his early morning arrival at the law chambers where he serves as Senior Clerk, Harold Naughton receives a phone call from Mrs. Buckley, the housekeeper of Venetia Aldridge. Her employer, a well-known barrister and senior partner in the chambers, has failed to return home the previous night and, contrary to her usual practice, has not informed anyone of her absence. Worried, Mrs. Buckley is calling to inquire whether Venetia is in her office. Although doubtful about Venetia's presence, Naughton politely obeys and uses the spare key in his possession to enter her room. Upon stepping inside, he immediately senses that something is amiss .the evidence of death described in the following extracts:

“There was a smell in the room, alien and faint but still horribly familiar. He put out his hand to the switch and four of the wall lights came on. What met his eyes was so bizarre in its horror that for half a minute he stood rooted in disbelief, his mind rejecting what his eyes so clearly saw. “

“She was sitting well back in the swivel chair behind her desk. Her head was slumped forward on her chest, her arms hung loosely over the curved arms of the chair. He couldn't see her face but he knew she was dead.”

“On her head was a full-bottomed wig, its stiff curls of horsehair a mass of red and brown blood. Moving towards her, he put the back of his right hand against her cheek. It was ice-cold. Surely even dead flesh couldn't be as cold as this .... Then he leaned forward and, stooping, tried to look into her face. The forehead, the cheeks and one eye were covered with the congealed blood. Only the right eye was unsullied. The dead unseeing stare, fixed on some far enormity, seemed, as he gazed at it, to hold a terrible malice.” (A Certain Justice I 06-7)

James describes the both women differently . Sally Jupp’s body in Cover Her Face , who stand immobile and quit , was participated as a part of a scene as its center , Harold Naughton takes part in actively and noisily during his investigation of Venetia Aldridge’s body .He suffers from confused disbelief (“disoriented incredulity “)his "heart leapt into life and began a pounding which shook his whole body." He hears a "strange disembodied sound, ... a low incoherent moaning" which he realizes is his own voice. He finds it extremely difficult to move, leave the room, and shut the door because he is "enthralled" by her appearance.

These scenes exemplify the difference between James's initial writing and her later practiced fiction. Furthermore, they illustrate the gap she has journeyed in the practice of her art, from detective literature to complex novels within the framework of the detective genre. However, crucially, they also depict the transformations that took place in society between 1962 ,Cover her face emerged , and 1997 A Certain Justice was published with regard to the changes status of women . In these years people’s perception about women’s position in society had been changed significantly . The novels of James reflect the evolving attitudes towards women and chronicle the societal changes resulting from these new perceptions. The four decades during which she has been active as a writer have associated with significant developments in women's independence and agency. Furthermore, having published her first novel at the age of forty , she possessed a profound understanding of the female experience prior to the emergence of second wave feminism. Her works reveal the broadened opportunities now accessible to women, which were absent at the onset of her

writing career, and they highlight the progress women have achieved over the past thirty-five years. Women such as Sally Jupp and Venetia Aldridge are isolated by more than thirty-five a long time of straight time they are ladies who exist in what are successfully diverse societies . Venetia Aldridge's career as a barrister would have been beyond their imagination.

Cordelia Gray is a key figure connecting with the women's liberation movement to the postfeminist sentiments of the late twentieth century. In the 1970s, she confidently entered a male-dominated field, inspired by the prevailing idea that "girls can do anything." As a symbol of broader aspirations, she represents the hope of ending women's subordination. As a female detective, Cordelia Gray not only began a new wave of female detective fiction, but also revolutionized a traditionally male-dominated genre, with her character displaying remarkable adaptability in a variety of atypical scenarios. Upon her introduction, Cordelia Gray was celebrated as a genuinely feminist icon. As Joan Kotler writes :

"... [in] the character of Cordelia Gray, as she appears in An Unsuitable Job for a Woman, P D James has created a very brave young woman who has the courage to call to task the overseers of the world .... an outsider and a loner ... she rejects the values of her society, developing instead her own code. Her message is that though we cannot control the events of the world around us, we can control how we react to those events and can choose the individual stance we take before the world. This was a powerful message for women coming of age in the early 1970s, who saw in Gray and her defeat of the patriarchy, a hero for women. ("The Re-Imagining of Cordelia Gray" 58)"

But Cordelia, though she challenged patriarchy, remained idiosyncratic character. It was left to a later generation of feminists to break down the bastions of male-dominated professions, women like Venetia Aldridge and Kate Miskin. Kate Miskin is really a girl of her time, like James before Their characters. She is a professional woman at the end of the 20th century, The police inspector succeeds in the profession where men dominate, but a woman Start questioning the need to become an honorary man to acquire such success. The specific dilemma that Kate's growing doubts cause her helps illustrate the broader issues facing women in the late 20th century as they seek to achieve greater equality of opportunity with men.

CONCLUSION

Between 1960s and 1990s women status changed in society that a period characterized by the second wave of feminism, P.D. James reflected this breakthrough in her novels . While exposing the persistent limits of that freedom in James's works female protagonists achieve prominence. In her early career path the author followed classic detective fiction conventions but started to experiment with sub textual themes in the 1970s. For deeper literary exploration this evolution allowed her to use the detective genre as a foundation . However , James is regarded as a feminist , her approach was moderate in nature .In most of her interviews she often attended to women related issues including their social status, challenges they encounter .Her early works adhered to traditional narratives with characters like Cordelia Gray expressing the era's feminist sentiments while dealing with personal doubts. By the late 20th century female protagonists appeared in male-dominated field including woman police Kate Miskin. Through the murders of housemaid Sally Jupp in "Cover her face " and barrister Venetia Aldridge in "A Certain Justice " the author illustrated the vulnerabilities and violence against women. In both case victims are enclosed in their situations, which mirror larger social problems, creates an unsettling reality that permeates James's stories. Her books both reflect and analyze how women's roles are changing in a society that is changing.

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THE ROLE OF FANTASY ELEMENTS AND FOLKLORE IN ENGLISH FANTASY FICTIONS

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ABSTRACT

This article explores the integral role of fantasy elements and folklore in shaping English fantasy fiction. It argues that the incorporation of these elements is not merely decorative but fundamentally contributes to world-building, character development, thematic resonance, and cultural significance. The study examines selected English fantasy works to demonstrate how the deliberate and nuanced use of folklore and fantasy tropes enhances narrative depth and English fantasy tradition, offering fertile ground for imaginative storytelling and cultural reflection. This article explores various aspects, including the adaptation of traditional myths, the bringing to life of fantastical creatures, and the examination of moral and social themes through fantasy. The article concludes that fantasy and folklore are essential components of English fantasy literature, creating fertile ground for creative storytelling and works that reflect culture.

Keywords: Fantasy, Folklore, English Literature, World-building, Mythology, Literary Analysis, Narrative.

INTRODUCTION

Fantasy fiction is characterized by its departure from real-world limitations, embracing elements of magic, mythical beings, and imaginary realms. While imagination plays a crucial role, many captivating works of English fantasy draw heavily from folklore, which encompasses the traditional beliefs, customs, and narratives of a culture. Folklore supplies a rich array of archetypes, themes, and stories that enhance the depth, familiarity, and cultural pertinence of fantastical worlds. This paper asserts that the relationship between fantasy elements and folklore is intertwined in English fantasy literature, significantly influencing narrative structure, character portrayal, and thematic exploration. The interaction between fantasy and folklore is not merely one of appropriation; rather, it involves a dynamic exchange where traditional motifs are reinterpreted, reimagined, and woven together with original concepts to create something novel and insightful. Authors frequently utilize well-known myths, legends, and fairy tales to establish a sense of grounding for readers, even amid the most extraordinary settings. This approach enables the exploration of universal themes such as the struggle between good and evil, the hero's journey, and the trials of humanity, all framed by cultural narratives ingrained in society. Additionally, the intentional subversion or reconfiguration of traditional folklore can serve as a compelling method for challenging societal norms and examining alternate viewpoints. This paper will explore a range of significant works of English fantasy literature to highlight the importance of fantasy elements and

folklore. It will analyze how authors effectively leverage these components to create credible and immersive worlds, develop engaging characters, and tackle intricate themes. Through examining the specific methods by which folklore is adapted and woven into these narratives, the paper seeks to reveal the timeless influence of these elements in the evolution of the English fantasy tradition.

Origin and Concept

- Rooted in Folklore and Mythology: The essence of fantasy literature stems from ancient folklore, myths, and legends passed down across cultures. Think of tales filled with dragons, fairies, gods, and heroes.
- Medieval Romances: Medieval works like the tales of King Arthur and his Knights of the Round Table, with their chivalric quests and magical elements, established a foundation for the rich tradition of fantasy.
- 19th-Century Romanticism and Gothic Literature: This period brought on a sense of wonder and the exploration of the uncanny and supernatural, further shaping the themes that define fantasy.
- The Birth of Modern Fantasy: Authors like George MacDonald, Lord Dunsany, and later J.R.R. Tolkien and C.S. Lewis created iconic fantasy worlds, solidifying the conventions of the genre. (Karimova G, 2024)

Fantasy literature is literature set in an imaginary universe, often but not always without any locations, events, or people from the real world. Magic, the supernatural and magical creatures are common in many of these imaginary worlds. Fantasy literature may be directed at both children and adults. Illustration from 1920 edition of George MacDonald's novel The Princess and the Goblin. Fantasy is considered a genre of speculative fiction and is distinguished from the genres of science fiction and horror by the absence of scientific or macabre themes, respectively, though these may overlap. Historically, most works of fantasy were in written form, but since the 1960s, a growing segment of the genre has taken the form of fantasy films, fantasy television programs, graphic novels, video games, music and art. Many fantasy novels originally written for children and adolescents also attract an adult audience. Examples include Alice's Adventures in Wonderland, the Harry Potter series, The Chronicles of Narnia, and The Hobbit. A Song of Ice and Fire (George R.R. Martin): This series is noted for its subversion of traditional fantasy tropes. By focusing on political maneuvering, stark violence, and blurring the lines between heroes and villains, it popularized the 'grimdark' subgenre. The Earthsea Cycle (Ursula K. Le Guin): Le Guin's seminal work presents a unique approach to magic rooted in the balance of nature and the concept of true names. Her focus on social and philosophical issues, alongside rich characters and vivid world-building, elevated the literary quality of the fantasy genre.

METHODS

This study employs a qualitative, text-based analysis of selected English fantasy literature. The primary data comprises the literary texts themselves, including both novels and short stories that prominently engage with fantasy elements and folklore. The selection of these texts is informed by their critical acclaim within the genre, their representation of different subgenres of English fantasy (such as high fantasy, urban fantasy, historical fantasy), and their notable utilization of folkloric components.

The analytical approach is grounded in theories of folklore studies, literary criticism, and narratology. Key concepts include. Patterns and symbols present in folklore and literature are examined through various aspects:

- Motifs: Recurring elements in narratives, such as enchanted items, journeys, and metamorphoses.
- Mythology: A collection of myths and stories specific to a culture or society.
- World-building: The creation of a fictional universe with its own history, geography, culture, and social structures.
- Thematic Analysis: Recognizing and interpreting the fundamental themes and messages that the text conveys.

This analysis will focus on pinpointing specific examples of folkloric elements within the chosen texts, studying how these elements are adapted and woven into the storyline, and interpreting their importance concerning the broader themes and meanings of the work. Additionally, it will examine how authors utilize fantasy conventions and original ideas to enrich and enhance the effectiveness of folkloric elements.

RESULTS

The examination of selected English fantasy literature uncovers several prominent trends in the utilization of fantasy elements and folklore:

- World-Building: Numerous authors incorporate folklore to outline the history, culture, and belief systems of their fictional realms. For instance, J.R.R. Tolkien's The Lord of the Rings heavily references Norse mythology, Anglo-Saxon lore, and Celtic tales to construct the intricate and rich world of Middle-earth. Races like Elves and Dwarves possess unique cultural characteristics and stories derived from these traditional sources, providing depth and authenticity to the setting. Place and character names also reflect this connection, anchoring the fantasy in a faux-historical framework.
- Character Development: Folklore serves as a valuable reservoir of archetypes for crafting complex and engaging characters. In Neil Gaiman's American Gods, the gods of various cultures manifest in modern America, grappling to retain their power and significance in a world controlled by the new gods of technology and media. These characters' personalities and motivations are deeply entwined with their original myths, offering a captivating exploration of cultural identity and the lasting influence of belief.
- Thematic Resonance: Folklore can help to address universal themes and societal issues in a novel and captivating manner. Terry Pratchett's Discworld series, while often comedic, frequently draws from fairy tales and folklore to humorously critique contemporary society. By reversing or subverting traditional stories, Pratchett highlights power dynamics, social inequalities, and the absurdities of human actions.
- Moral Ambiguity: The use of folklore enables the exploration of moral complexities. Instead of simplistic narratives of good versus evil, the integration of folkloric figures provides opportunities to delve into moral grey areas, showcasing characters who blend traits of both good and evil. The Faerie Queen, for example, can embody both kindness and cruelty, representing the unpredictable aspects of nature and the risks posed by uncontrolled power.

• Magical Systems: Folklore frequently shapes the magical frameworks within fantasy settings. Rather than relying on arbitrary or purely imaginative magic, authors often draw from traditional beliefs regarding magic, rituals, and the connection between humans and the supernatural. This approach can provide a sense of consistency and plausibility to the magical system, making it more believable and engaging for readers. The magic depicted in Susanna Clarke's Jonathan Strange & Mr Norrell, for instance, is linked to England's history and folklore, establishing a sense of ancient power and connection to the land.

DISCUSSION

The findings illustrate that the interaction between fantasy elements and folklore is an essential aspect of English fantasy literature. Employing folklore serves not merely as a decorative element but as a vital component that influences narrative, character construction, and thematic depth. The enduring appeal of folklore lies in its ability to connect with readers on a deep and emotional level. These stories have been passed down through generations, shaping cultural values and beliefs. By drawing upon these familiar narratives, authors can tap into a powerful source of shared cultural understanding, creating a sense of resonance and familiarity, even within the most fantastical of settings. This allows them to explore complex themes and issues in a way that is both engaging and thought-provoking. Furthermore, the deliberate adaptation and subversion of traditional folklore can be a powerful tool for challenging societal norms and exploring alternative perspectives. By questioning the assumptions and values embedded in these narratives, authors can encourage readers to think critically about the world around them. The re-telling of fairy tales from a feminist perspective, for example, can challenge traditional gender roles and empower female characters. The integration of fantasy elements serves to amplify the impact of folklore. By creating original creatures, magical systems, and alternate realities, authors can push the boundaries of imagination and explore new possibilities. The combination of the familiar and the unfamiliar creates a sense of wonder and enchantment, drawing readers into the world and allowing them to experience it in a more visceral and immersive way. However, it is important to acknowledge the potential challenges and pitfalls of using folklore in fantasy fiction. Authors must be sensitive to the cultural context and significance of these narratives, avoiding appropriation or misrepresentation. It is also crucial to avoid simply replicating traditional stories without adding anything new or meaningful. The most successful works of fantasy are those that use folklore in a creative and transformative way, breathing new life into old tales and exploring their relevance to contemporary issues. (Karimova G, 2024)

Features of Fantasy Literature

- Magic and the Supernatural: Fantasy worlds often incorporate magic as a fundamental element. This could include spells, potions, magical artifacts, or supernatural beings with extraordinary abilities. Example: The wizarding world of Harry Potter, with its wands, charms, and magical creatures.
- Mythical Creatures: Fantastical beasts are a staple of the genre. They range from dragons and unicorns to goblins, trolls, and creatures entirely dreamed up by the author. Example: Smaug the dragon in Tolkien's *The Hobbit*.
- Invented Worlds (World-Building): Fantasy often takes place in detailed, imaginary worlds with their own unique histories, geographies, societies, and

even laws of physics. Example: The elaborate world of Middle-earth in Tolkien's *The Lord of the Rings*

- Quests, Journeys, and Prophecies: Heroes in fantasy stories frequently embark on quests, whether driven by a prophecy, destiny, or a desire to overcome evil. Example: Frodo's perilous journey to destroy the One Ring in *The Lord of the Rings*.
- Good vs. Evil: The conflict between good and evil is a recurring theme, often on a grand scale with the fate of the world hanging in the balance. Example: The battle against Lord Voldemort in the Harry Potter series.

Themes of Growth and Self-Discovery: Fantasy heroes often experience tremendous personal growth and discover hidden strengths as they face challenges. Example: The coming-of-age journeys of characters like Harry Potter or Percy Jackson.

CONCLUSION

In conclusion, fantasy elements and folklore are essential ingredients in the enchanting tapestry of English fantasy fiction. The skillful and nuanced integration of these elements allows authors to create rich and believable worlds, develop compelling characters, explore complex themes, and connect with readers on a deep and emotional level. By drawing upon the enduring power of folklore and pushing the boundaries of imagination, English fantasy continues to evolve as a vibrant and important genre of literature. Further research could explore the specific ways in which different cultures and traditions are represented in English fantasy, as well as the impact of these narratives on readers' perceptions of the world. This enduring relationship ensures the ongoing relevance and power of English fantasy literature to captivate and inspire. Fantasy plays a crucial role in English fantasy fiction by providing a space for imaginative exploration, the subversion of reality, and the reflection of human experience through magical worlds. It allows authors and readers to engage with universal themes such as good versus evil, identity, and personal growth in ways that transcend the limitations of the real world. Through fantastical settings, characters, and plots, English fantasy fiction invites a deeper understanding of society, culture, and individual challenges, offering a form of escapism while simultaneously confronting complex issues. Ultimately, fantasy is more than just an entertainment genre; it is a lens through which we can view our world, challenge our assumptions, and broaden our perspectives.

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RAYMOND CHANDLER DETEKTIV ASARLARI POETIK TAHLILI. "THE BIG SLEEP" ASARI MISOLIDA

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Adabiyotshunoslik zamonaviy adabiy yuksalish yo'nalishida qiyin bosqichlarni bosib o'tadi. Badiiy adabiyotda detektiv janrining rivojlanish foni shular jumlasidandir. Jahon adabiyotida ilk bor detektiv janrining dastlabki tushunchalari 19-asr boshlarida paydo bo'lgan. Amerika Uyg'onish davrining noyob kashfiyotlari hisoblangan detektiv hikoyalar detektiv, havaskor yoki professional politsiyachi tomonidan jinoyat yoki jinoyatlar ketma-ketligini buzishni ko'rsatadigan fantastik asarlardir. Detektiv roman shubhali, jinoyatga javoblari noma'lum bo'lgan jumboq bo'lishi kerak. Detektiv adabiyot - mantiqiy murakkab tergov yordamida jinoyat ishi bilan bog'liq bo'lgan sirni ochishga qaratilgan yozuvlar to'plami. Ushbu janrda nashr etilgan romanlar, qissalar va romanlarda jinoyatni hal qilishning o'ziga xos xususiyatlari ishonchli va qiziqarli tarzda muhokama qilinadi. Ko'p personajlar jinoyatining sub'ektiv elementlaridan – ortda qolgan eng kichik izlardan kelib chiqib, taxmin qilish, ijodkorlik va mantiqiy tahlil qilish o'quvchiga jinoyat manbasini topishga va har qanday bog'langan tugunni yechishga yordam beradi. Ushbu janrning o'quvchilari har doim o'zining ta'sirchanligi, sirli va intrigasi tufayli o'ziga jalb qiladi. Odatda xatoga yo'l qo'ygan politsiyachilar, detektiv romanlar yaxshi o'ylangan jinoyat, yolg'on ayblov va unga qarshi dalillar bilan belgilanadi, lekin juda yorqin va kuzatuvchan tergovchi va uning odatda aqlga sig'maydigan ma'lumotlari oxirida kutilmagan odamni jinoyatchi sifatida aniqlaydi. "Uch olma", "Serendipning uch malikasi" ("Ming bir kecha" turkumidan) ertaklarida janrning bir qancha unsurlari aks etgan. Kichkina detektivni bir marta o'qigan odamning o'qishga qiziqishi va ishtiyoqi ortadi. Ingliz adabiyotidagi birinchi zamonaviy detektiv qissasi hisoblangan Edgar Allan Poning 1841-yilda yozgan "Morgue ko'chasidagi qotillik" asari "o'ziga xos, haqiqiy va harakatchan uslub va xarakter" sifatida baholanadi[1]. Parij ko'chalaridan birida yashovchi ayol va bolaning daxshatli o'ldirilishini g'ayrioddiy taqlidchi tomonidan fosh etgan S.Ogyust Dyupinga boy tasavvur va sinchkovlik bilan mushohada yuritish hikoyada katta o'rin tutish imkonini beradi. Ushbu aniq ishda qotillik, uning intensivligidan qat'iy nazar, odamlarning har qanday manfaatlari to'qnashuvi uchun amalga oshirilmaydi. Biroq, janrning ko'plab keyingi holatlarida, qotilliklar o'zlarining jirkanch orzularini ro'yobga chiqarish uchun qullik nomi bilan sodir etilgan jinoyatlar haqidadir. 1865 yilda Charlz Feliks taxallusi ostida yozilgan bu turdagi ikkinchi va eng yirik asar "Notting Hill siri" romanidir. Uilki Kollinzning 1868 yilda chop etilgan "Oy toshi" kitobi ingliz adabiyotidagi detektiv janrning yana bir namunasidir. "Politsiya jinoyatlarni ochishda sud-tibbiyot va mantiqiy deduksiyadan ko'proq foydalanishni ta'kidlagan birinchi romanlardan biri" deb hisoblangan. Bu detektiv janrining

[1] George Lippard, "Prose Romances of Poe", 1843. https://www.eapoe.org/papers/misc1827/cs430726.htm

g’ayrioddiy mashhurligini tushuntiradi. Bugungi kunda kitob do’konlari javonlari detektivning ko’plab namunalari bilan to’la. Ulardan ba’zilari shubhali zamonaviy mualliflar nomi bilan nashr etiladi, ular foyda ko’rish uchun yiliga o’nlab kitoblarni nashr etadilar, boshqalari janr klassikasiga tegishli. Bu tanlov ko’pincha o’quvchini chalg’itadi. Haqiqiy adabiyotni tabloid fantastikadan qanday ajratish mumkin?

Detektivning vazifasi nima – o’quvchining zamonaviy hayot ritmidan zo’riqqan aql-zakovatiga dam berishmi yoki aksincha, miyani detektiv jumboq yechimini izlab ishlashga majburlashmi? Ushbu masalalarning dolzarbligi ushbu maqola mavzusining dolzarbligini ta’kidlaydi. Jahon adabiyoti - qadimiydan hozirgi kungacha - topishmoqni syujet uchun asos sifatida faol ishlatgan. Ko’pgina detektiv hikoyalarda, o’quvchiga ushbu tenglamani unga taqdim etilgan ma’lumotlardan foydalangan holda mustaqil ravishda hal qilish imkoniyati beriladi, bu aqliy mehnatni talab qiladi. Shunday qilib, detektiv asar o’qish qiyin arifmetik muammolarni hal qilishga o’xshaydi.

Chandlerning bu boradagi markaziy o’rni haqida shunday deydi: “Men hech qanday amerikalik yozuvchining Chandlerdan ta’sirlanmaganini tasavvur qila olmayman, hech bo’lmaganda bilvosita... Oddiy qilib aytganda, Chandler standarti o’rnatildi, va boshqa barcha narsalar bundan og’ishishdir”. Uning biografiaridan biri yozganidek:”Chandlerning ahamiyati nihoyat tan olinadi, faqatgina uslubni yozuvchilar tomonidan XX asr amerika adabiyotida yuqori ahamiyatga ko’tarilishi umumiy tan olinadi. Uslubchi sifatida Chandler allaqachon ellik yil davomida sinovdan o’tdi, va keying o’n yil ichida ham xuddi shu darajada yangilik va hayratlanarli bo’lib qolishi mumkin. Twain, Falkner yoki Xeminguey kabi, u yozish texnikasini rivojlantirgan yozuvchi... Barcha keyingi yozuvchilar uning asarlarini o’qib, uning qilgan ishlarini o’zlashtirishlari kerak" (Marling, 1986, 152-153-bet).

Raymond Chandlerning **"The Big Sleep"** asari faqat detektiv roman emas, balki inson tabiatini, ijtimoiy tizimni va jinoyatni tahlil qiluvchi chuqur adabiy asar sifatida ham ahamiyatlidir. Chandler ozining oziga xos uslubi, metaforalari va personajlari orqali detektiv janrni yangi darajaga kotaradi. Roman, ayniqsa, **moral dilemmalar**, **jinoyatning ijtimoiy olchamlari** va **qahramonning ichki kurashlari** bilan ozining o’ziga xos poetikasini yaratadi.**”The Big Sleep”** (1939) — Raymond Chandlerning eng mashhur va muhim detektiv romanlaridan biri bolib, uning asarlarida “hard-boiled” janrining klassik namunasi sifatida tanilgan. Bu asar, birinchi navbatda, jamiyat, inson tabiatining qorong’u tomonlari va mushtarak murakkabliklarni o‘rganishga yo‘naltirilgan.

Personajlar va ularning psixologiyasi. Marlowe — **detektiv** bolish bilan birga, shaxsiy ehtiroslarni, adolatni, va jinoyatchilikni yengib otishga intiladigan shaxsdir. Uning vazifasi, kopincha, tizimning ozi tomonidan toliq tushunilmaydi. Bu, asarning chuqur **poetikasiga** ham tasir qiladi, chunki Marlowe har bir jinoyatni hal qilishda faqat voqealarni ochib berishdan tashqari, jinoyatchilarni, jamiyatni va ozini tushunishga harakat qiladi.

Til va uslub. Chandlerning uslubi va tili "hard-boiled" janrining oziga xos xususiyatlarini aks ettiradi. U qisqa, oqlar va tezkor jumlalar bilan hikoya qiladi. Chandlerning ishlatgan **metaforalari** va **sarkazmlari** asarga oziga xos, ozgacha rang bagishlaydi. Masalan, uning ayollarga nisbatan yozilgan tavsiflari va tasvirlari juda keskin va tez-tez sarkazmga asoslanadi. Chandler “hard-boiled” janrining asosiy jihatlarini oz uslubida mukammal tarzda uygunlashtirgan. Roman davomida sinfiy

farqlar, ijtimoiy adolatsizliklar, va **qiyinchiliklar** haqida so‘z boradi, bu esa Chandlerning o‘ziga xos stilini yaratadi.

Jamiyatning tasviri. Roman Los-Anjelesda ozining qorongu va bezovta qiluvchi muhitida yuz beradi. Chandler bu shaharni faqat jismoniy joy sifatida emas, balki shaxsiyatlarni oziga jalb qiladigan murakkab, qorongu bir hayot sifatida tasvirlaydi. Marlowe bu shaharni faqat tashqi korinishda kormaydi, balki uning ichki tabiati va murakkab ijtimoiy masalalarini tushunishga intiladi. Chandler Los-Anjelesni, ozining sozlari bilan, bir vaqtda tajovuzkor va shovqinli, ammo qaygu va iztirobni ozida mujassamlashtiradigan joy sifatida tasvirlaydi.

Qahramon va jinoyat. “The Big Sleep”da jinoyat kopincha tizimning ozida joylashgan. Asar orqali Chandler jinoyatning songgi nuqtasiga — jinoyatchilarning shaxsiy, jamiyatdagi va ijtimoiy holatdagi qiyinchiliklarini korsatadi. Roman jinoyatni faqat jismoniy holat sifatida emas, balki ijtimoiy va psixologik holat sifatida korib chiqadi. Marlowe, asar davomida, jamiyatning boshqa tomonlarini, ayniqsa boy va kuchli sinfni ham ochib beradi.

Asarda **oziga xos simvolizm** ham mavjud. “The Big Sleep” nomi, bir tomondan, oxirgi va abadiy uyquni anglatadi, boshqa tomondan esa, bu “yashirin” jinoyatlarni va tuzoqlarni yashirishni anglatadi. Roman davomida jinoyatlar ortasidagi aloqalar va maqsadlar asta-sekin ochiladi, lekin ular bir vaqtning o‘zida murakkab va noaniq bo‘lib qoladi.

Chandlerning "hard-boiled" janriga qoshgan hissasi. Chandler "hard-boiled" janrini oziga xos tarzda rivojlantirdi. Asarda jinoyatchilik va axloqiy dilemmalar ortasidagi noaniq chiziq takidlanadi. Marlowe kabi qahramonlar kopincha jiddiy bolishadi, lekin ular jamiyatdagi adolatsizliklarni ozgartira olishlari yoki unga qarshi turishlari mumkin emas. Bu, nafaqat detektiv janrining, balki toliq bir ijtimoiy tahlilni oz ichiga olgan poetikaning namunasidir.

Philip Marlowe – Chandlerning asarlarida tez-tez uchraydigan detektiv, bu safar “The Big Sleep” da ham asosiy qahramon hisoblanadi. Marlowe – bu noaniq moral qiymatlarni olib yurgan, ba’zan murakkab va ikkilamchi bo‘lgan shaxs. U o‘zining to‘griligi va axloqi bilan ajralib turadi, lekin shu bilan birga, tez-tez tizimning nohaqliklariga qarshi kurashish uchun ozini tahlika ostiga qoyadi. Marlowenin maqsadi – murakkab jinoyatni yechishdan tashqari, oziga xos bir nazar bilan atrofdagi olamni ko‘rishdir. U ijtimoiy tizimga va uning axloqiy muammolariga qarshi turgan, lekin buni amalga oshirishda u ko‘pincha o‘zining shaxsiy qadr-qimmatini yo‘qotmaydi.

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IMAGERY AND SYMBOLISM IN FANTASY LITERATURE REGARDING THE WORKS OF J.K.ROWLING AND C.S.LEWIS

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ABSTRACT

This article delves into the intricate use of imagery and symbolism in the fantasy works of renowned authors J.K. Rowling and C.S.Lewis, investigating how both writers craft detailed, immersive worlds that captivate readers across generations. By examining the distinct narrative styles, themes, and motifs present in their respective works, the analysis sheds light on the individual techniques each author employs to convey deeper meanings and emotional resonance within their stories. Through a comparative approach, it explores how Rowling's modern, magical realms and Lewis's allegorical landscapes offer unique reflections on human nature, morality, and the supernatural. Furthermore, the article highlights how their literary choices contribute to the broader landscape of fantasy literature, influencing the genre's development and its ability to address universal themes, from good versus evil to personal growth and redemption. The study ultimately reveals the lasting impact of their work, not only in shaping the fantasy genre but also in engaging readers with timeless, thought-provoking narratives that continue to resonate.

Keywords: Fantasy literature, Imagery, symbolism, magical realms, allegorical landscapes, morality, fantasy genre

INTRODUCTION

Fantasy literature frequently draws upon vivid imagery and powerful symbolism to craft richly detailed worlds and convey profound ideas. These literary devices help transport readers into imaginative realms, making the stories more immersive and thought-provoking. Among the most influential authors in this genre, J.K. Rowling and C.S. Lewis stand out for their masterful use of these techniques. Through evocative descriptions, metaphorical elements, and symbolic motifs, they bring their fictional universes to life, making them both enchanting and meaningful. This article aims to explore and compare the ways in which Rowling and Lewis incorporate imagery and symbolism in their works. By analyzing their approaches, we can gain insight into how these elements shape the atmosphere, deepen character arcs, and reinforce key themes. [1:3] Their storytelling methods not only enhance the reader's experience but also offer layers of meaning that resonate beyond the surface narrative. Examining these aspects will reveal how both authors use fantasy not just for entertainment but as a vehicle for deeper philosophical and moral explorations.

METHODS

This study utilizes a qualitative comparative analysis methodology, focusing on the works of J.K. Rowling and C.S. Lewis. The primary texts examined include

Rowling's Harry Potter series and Lewis's The Chronicles of Narnia. A close reading of key passages is conducted to identify and analyze specific instances of imagery and symbolism, exploring their impact on word-building, character development, and thematic depth. In addition to textual analysis, this study incorporates an intertextual approach, comparing the ways both authors draw from literary traditions, mythology, and religious symbolism. Furthermore, secondary literature is reviewed to contextualize findings within the broader landscape of fantasy literature, ensuring a well-rounded understanding of how these elements function across different narratives. By combining close reading with comparative and intertextual methods, this study provides a comprehensive examination of imagery and symbolism in these iconic works.

RESULTS

The analysis highlights both notable similarities and key differences in how J.K. Rowling and C.S. Lewis incorporate imagery and symbolism into their narratives. Rather than serving as mere decorative elements, these literary devices play a fundamental role in shaping the plot, enriching character development, and reinforcing deeper themes. Rowling employs modern imagery that makes her magical world feel relatable and accessible to contemporary readers. Symbols such as the lightning bolt scar carry multiple meanings, representing personal history, the weight of destiny, and the lingering effects of past struggles. Similarly, the Sorting Hat serves as a metaphor for individual identity and the power of choice. These symbolic elements are seamlessly integrated into the story, helping readers engage with broader themes like belonging, courage, and self-discovery in ways that feel relevant to modern life.[2:5] Conversely, Lewis relies on classical imagery and Christian symbolism to construct narratives that explore profound moral and spiritual themes. His portrayal of Aslan, for instance, extends beyond that of a mere character—he embodies sacrifice, redemption, and hope. Throughout The Chronicles of Narnia, Lewis employs allegorical creatures and mythic landscapes to reinforce the battle between good and evil, the significance of faith, and the transformative nature of selfless love. This approach results in a narrative that feels both timeless and deeply rooted in tradition, encouraging readers to engage with its moral and philosophical layers.Despite their stylistic differences—Rowling's stories blending modern realism with fantasy, while Lewis's lean toward allegory and mythology—both authors use imagery and symbolism to heighten emotional impact. Their narratives ensure that these symbolic elements are not just embellishments but essential to the thematic depth of their works. The moral and emotional complexity in both series emerges from how these symbols interact with characters' personal struggles and the larger societal challenges they face. Through their skillful use of imagery and symbolism, Rowling and Lewis invite readers to look beyond the surface of their stories and reflect on deeper existential themes. Their works illustrate how fantasy literature serves as a lens through which human experiences can be examined, using fantastical elements to explore real-world concepts such as identity, fate, sacrifice, and redemption.

DISCUSSION

Rowling's rich and expressive imagery fosters a sense of wonder and accessibility, drawing readers—particularly children and young adults—into a

magical world that still feels relatable. Her use of symbols, such as the lightning bolt scar and the Sorting Hat, does more than enhance the fantastical elements of her stories; these motifs embody deeper themes of identity, destiny, and personal development. By incorporating these symbolic elements into familiar settings like a school or train station, Rowling seamlessly blends the magical with the everyday, ensuring that her fantasy world remains both extraordinary and grounded in reality, making it highly engaging for contemporary audiences. On the other hand, Lewis takes a more allegorical and symbolic approach, using his imagery to reinforce the philosophical and moral dimensions of his narratives. His work is deeply infused with Christian symbolism, mythological references, and vast, timeless landscapes, creating a setting where spiritual and ethical questions take center stage. Figures like Aslan are not just central characters within The Chronicles of Narnia but also powerful representations of theological and philosophical ideals, encouraging readers of all ages to reflect on concepts such as faith, redemption, and the battle between good and evil.[5:78] Lewis's storytelling appeals not only to those who enjoy fantasy and adventure but also to readers seeking deeper moral and spiritual meaning in literature. This study emphasizes that while both Rowling and Lewis excel at building captivating fantasy worlds, their distinct use of imagery and symbolism reflects their unique cultural backgrounds and ideological influences. Rowling's narratives align with contemporary values, emphasizing individuality, free will, and social struggles in ways that resonate with modern audiences. In contrast, Lewis draws upon classical literary traditions, using allegory to explore enduring moral and religious questions. These differences highlight the diverse functions of fantasy literature—not only as a means of escapism and entertainment but also as a medium for introspection, personal growth, and philosophical exploration.

CONCLUSION

The comparative study of imagery and symbolism in the works of J.K. Rowling and C.S. Lewis showcases the depth and significance of their contributions to fantasy literature. Both authors masterfully create immersive fictional worlds that engage readers while embedding meaningful themes within their narratives. Their distinct literary approaches provide unique storytelling experiences, appealing to a diverse range of audiences and perspectives. Rowling's style, characterized by its modern and accessible imagery, allows readers to form a strong personal connection with the magical realm of Harry Potter.[6:15] Her use of symbolism reinforces key themes such as identity, personal choice, and resilience, making her work particularly impactful for younger audiences navigating their own paths of self-discovery. By placing her fantasy elements within familiar settings, she effectively bridges the real and the fantastical, ensuring that her world remains both enchanting and relatable.In contrast, Lewis takes a more traditional and allegorical approach, incorporating classical and religious symbolism to explore deep moral and spiritual themes. His work, especially The Chronicles of Narnia, is rich with mythological and theological elements that provide a foundation for broader philosophical and ethical discussions. Through symbolic figures and landscapes, he prompts readers to reflect on profound concepts such as faith, sacrifice, and the eternal struggle between good and evil. Understanding these differences allows readers to develop a greater appreciation for the literary artistry of both authors. Their unique storytelling techniques not only enhance the fantasy genre but also contribute to the lasting influence of their works

in literature. Their use of imagery and symbolism adds layers of depth to their narratives, ensuring their stories continue to inspire, challenge, and resonate across generations.

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ZAMONAVIY O'ZBEK VA NEMIS SHE'RIYATIDA QISH OBRAZINING POETIK TALQINI: RAMZIY MA'NOLAR VA FALSAFIY MUSHOHADALAR

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ANNOTATSIYA

Mazkur maqolada zamonaviy o'zbek va nemis she'riyatida qish obrazi qanday talqin etilishi, uning ramziy va poetik ma'nosi tahlil qilinadi. O'zbek shoirlari Sirojiddin Sayyid, Iqbol Mirzo, Zebo Mirzo va Xosiyat Rustamova ijodida qish fasli inson ruhiyati, taqdir sinovlari, sabr va yangilanish ramzi sifatida namoyon bo'lsa, nemis shoirlari Anya Kampmann, Jan Vagner, Nora Gomringer va Monika Rink asarlarida qish falsafiy mushohada, ruhiy poklanish va vaqt bilan bog'liq ichki anglash jarayoni sifatida tasvirlanadi. Har ikki adabiy maktabda qish obrazining musaffoligi, sokinligi va sirli mohiyati poetik mahorat bilan yoritilgan.

Kalit so'zlar: qish obrazi, zamonaviy she'riyat, ramz, ruhiy mushohada, o'zbek va nemis adabiyoti, poetik tasvir

O'zbek zamonaviy she'riyatida qish obrazi musaffolik, tabiatning qahraton qiyofasi va inson ruhiyatiga o'ziga xos ta'sirli ramziy ma'no kasb etadi. Shoirlar qish faslining sovuq tabiati orqali insonning ichki kurashlari, sabr va bardosh motivlarini yoritishda mahoratli talqinlar yaratadilar.

Qishlar bunda oq dasturxon tuzatgaydir,
Qismat yana ne o'yinlar ko'rsatgaydir?[1]

Sirojiddin Sayyidning ushbu misralarida qish obrazi ikki qarama-qarshi ma'noda talqin etiladi: "oq dasturxon" qishning musaffoligi, yangilanish ramzi bo'lsa, "qismat yana ne o'yinlar ko'rsatgaydir?" satri faslning kutilmagan sinov va hayratlarga boyligini ifodalaydi. Oq tinchlik va poklik timsoli sifatida, qish esa hayotning o'zgaruvchanligi, vaqt sayin inson taqdirining noaniqligini ifodalovchi omil sifatida tasvirlangan. Shoir qishning osoyishtaligi va sirli mohiyatini go'zal poetik uyg'unlikda ochib beradi.

Iqbol Mirzo ijodida misralarida qish faslini sukunatini shunday tasvirlaydi:

Qor bosdi chinorlar oxiri dovur
Chinorlar-qorlarning soyasi.[2]

Qor bosgan chinorlar tabiatga inson xislatinni berib, qorning chinorlarga o'rmalab kelishiga o'xshatilgan. "Oxiri dovur" iborasi faqat qishning emas, balki

[1] Сайид С. "Уйингдаги бешиклар". Тошкент: Ёзувчи нашриёти., 1996. - Б. 3
[2] Мирзо И.Танланган шеърлар.- Тошкент: Ғафур Ғулом номидаги Адабиёт ва санъат нашриёти., 2002. – Б. 28

umr va zamonning tugashini ham eslatadi. Chinor bardavomlik va hayot ramzi bo‘lsa, uni qoplagan qor sukunat va o‘tkinchilik timsolidir. "Chinorlar – qorlarning soyasi" misrasi esa kuchli poetik metaforaga asoslangan. Chinorlar o‘z asliyatida emas, balki faqat qorlar ichida yo‘q bo‘lib, soyaga aylangandek tasvirlanadi. Qisqa va jarangdor ifodalar bilan shoir qishning sokinligi va tabiatga hukmronligi yorqin poetik ta’sir bilan yoritgan.

Zebo Mirzo ijodida qish obrazi sovuqlik, insonga ta’sir etuvchi haroratli quvvati tasvirlanadi. Jumladan, uning quyidagi misralarida uning ikki xil tabiati yorqin aks ettirilgan:

Yuzlarimga qish qahrin sepib
Eshik zulfin o‘ynardi shamol...[3]

Ilk misrada qattiq sovuq ta’siri inson yuragiga singganday tasvirlanadi. "Eshik zulfin o‘ynardi shamol" satri esa shamolni jonlantirib, uni shunchaki tabiat hodisasi emas, balki jonli aksi bilan gavdalantiradi. Bu tasvir orqali shoir qishning ham sovuq va og‘ir, ham o‘ziga xos jadal va sirli tomonlarini ochib beradi. Shoir lo‘nda, ammo kuchli metaforik iboralar bilan qishning ruhiyatga ta’sirini, uning go‘zalligi va beayovligining o‘zaro uyg‘unlikda ta’sirli aks ettirgan. Bu, albatta, uning poetik mahoratini, so‘z orqali tasvir yaratishdagi nozik sezgisini namoyon etadi.

Xosiyat Rustamova qish faslini shiddatli va hukmron kuch sifatida tasvirlaydi:

Sovuq kunlar ochdi bag‘rini,
Qahr bilan qish keldi kirib.
Bog’lar inon-ixtiyorini
Qarg’alarga qo’ydi topshirib.[4]

"Sovuq kunlar ochdi bag‘rini" iborasi qishning chekinmas ta’sirini, keyingi satr esa uning shafqatsizligini ta’sirli darajada tasvirlaydi. Qish inson kabi butun tabiatga hukmronligi ifodalangan. "Bog‘lar inon-ixtiyorini qarg‘alarga qo‘ydi topshirib" satri esa tabiatning sokinlashishini ramziy aks ettiradi. Xosiyat Rustamovaning so‘zi va obrazlari qishning sovuq bo’lsa-da, his-tuyg‘ularga ta’sir qiluvchi jilolarini ham ochib beradi. Bu esa uning she’riyatida fasllarning inson qalbi bilan uyg‘un tasvirlanishidan dalolat.

Zamonaviy nemis she’riyatida qish obrazi nafaqat tabiatning sukunatga cho‘mgan davri, balki inson tuyg‘ulari va teran mulohazalarini yorituvchi universal ramz sifatida namoyon bo‘ladi. Shoirlar qishning sovug‘i, yorug‘likning kamayishi va tabiatning zohiran mustahkam, ammo botinan murakkab qiyofasini jonli va ramziy tarzda tasvirlab, uning inson ruhiyati bilan uzviy bog‘liqligini o‘ziga xos poetik uslublarda aks ettiradilar.

Anya Kampmann qish faslini o‘tmishning abadiylik o‘rtasidagi uzviy munosabatni ko‘rsatuvchi ramz sifatida tasvirlaydi:

[3] Мирзо З. Ишқ... . – Тошкент: Академнашр, 2011. – Б. 39
[4] Рустамова Х. Девор. – Тошкент: Ғафур Ғулом номидаги нашриёт-матбаа ижодий уйи, 2006. Б. 101

all die gewundenen alten geschichten
zeichnen sich in den himmel
nur als umriss nur als linie des winters
der schweigt.[5]

Qadim chigal tarix- hikoyalarning
chiziladi samo sahnida aksi
Go'yo ko'rinadi ular soyasi
faqat sokin qishki chizgilar kabi. (Tarjima bizniki – M.A.)

Tarix osmon yuzasida chizgilar kabi namoyon bo'lish ifodasi vaqt izlarini anglatadi. Qish sukunati vaqtning tinch, ammo chuqur o'yga chorlovchi pallasini aks ettiradi, ya'ni u faqat sovuq fasl emas, balki xotiralar va hayotning so'ngsiz oqimi aks etadigan, sokinlikda teran falsafiy mushohadaga chorlaydigan ramzdir. Shoira o'ziga xos minimalistik uslub bilan qish sukunatida abadiylik aksini ifodalab, hissiyot va tafakkurni uyg'otuvchi poetik tasvir yaratadi.

Yan Vagner ham qishni insonning o'z- o'zini anglash pallasi va introspektiv vaqt sifatida tasvirlaydi:

ein grübeln, grübeln;
im winter die erleuchtung
als scheibe von eis.[6]

O'y suramiz, o'ylar suramiz;
Qishning shaffof havosi poklar
uni muzning bo'lagi kabi.
(Tarjima bizniki – M.A.)

"Ein grübeln, grübeln" (O'y suramiz, o'ylar suramiz) takrori tafakkur, ichki mulohaza jarayonini teran ifodalaydi. "Im Winter die Erleuchtung" iborasi qish faslini ruhiy oydinlashuv, insonning ichki mushohadalari ortidan keladigan anglash onlari bilan bog'laydi. Muzning shaffofligi kabi qish ham insonni ma'nan poklaydi, fikrlarini tiniqlashtiradi, biroq u sovuq, ehtimol, bu degani- u og'riqli bo'lishi ham mumkin. Shoir qish obrazini minimalistik, lekin kuchli poetik ramz sifatida yoritib, inson tafakkurini ichki sokinligini teran aks ettiradi.

Nora Gomringer qishni uning vizual ta'sirchanligi va hissiy ziddiyatlari orqali o'ziga xos tarzda tasvirlaydi:

Alles ist weiß
der See voller Eis.
Der Schnee ist kalt,
der Frühling kommt bald.[7]

Atrof- oppoq tus
Ko'l- to'la muz
Qor- qahraton
Ko'klam kelar on.

(Tarjima bizniki – M.A.)

[5] Kampmann A. Proben von Stein und Licht.- München: Carl Hanser Verlag, 2016. – S. 86
[6] Wagner J. Regentonnenvarationen. Hanser Berlin im Carl Hanser Verlag München 2014.- S 230
[7] Gomringer N. Wortsegel. - KG Dillingen/Saar. Krüger Druck+Verlag GmbH & Co., 2013. – S. 14

Atrofning oppoq manzarasi qishning sof havosi, uning vizual qiyofasini ifoda etib, uning yangi sahifasini ochadi. Shoira muz bilan qoplangan ko'l tasviri orqali qishning sovuq hukmronligiga, lekin bu fasl umidli iliq haroratni yetaklashiga ishora qiladi. She'rdagi "weiß" va "Eis" kabi so'zlarning ritmik uyg'unligi qish tasvirining musiqiylik va ohangdorligini oshiradi. Shoira qishni ham sovuqlik va sukunat fasli, ham yangilanish va orzu-umidlar davri sifatida talqin qiladi.

Monika Rink qish faslini kuchli hissiy taassurotlar davri sifatida tasvirlaydi:

Ich krieche. Romantik. Überwältigung, die ich begrüßen kann.
Es ist schon spät, es wird schon kalt. Wald. Wald...[8]

Sudralib boraman, hayajon ichra qarshi olar meni sukunat.
Hammayoq zimiston, qish qahratoni. O'rmon bag'rida...
(Tarjima bizniki – M.A.)

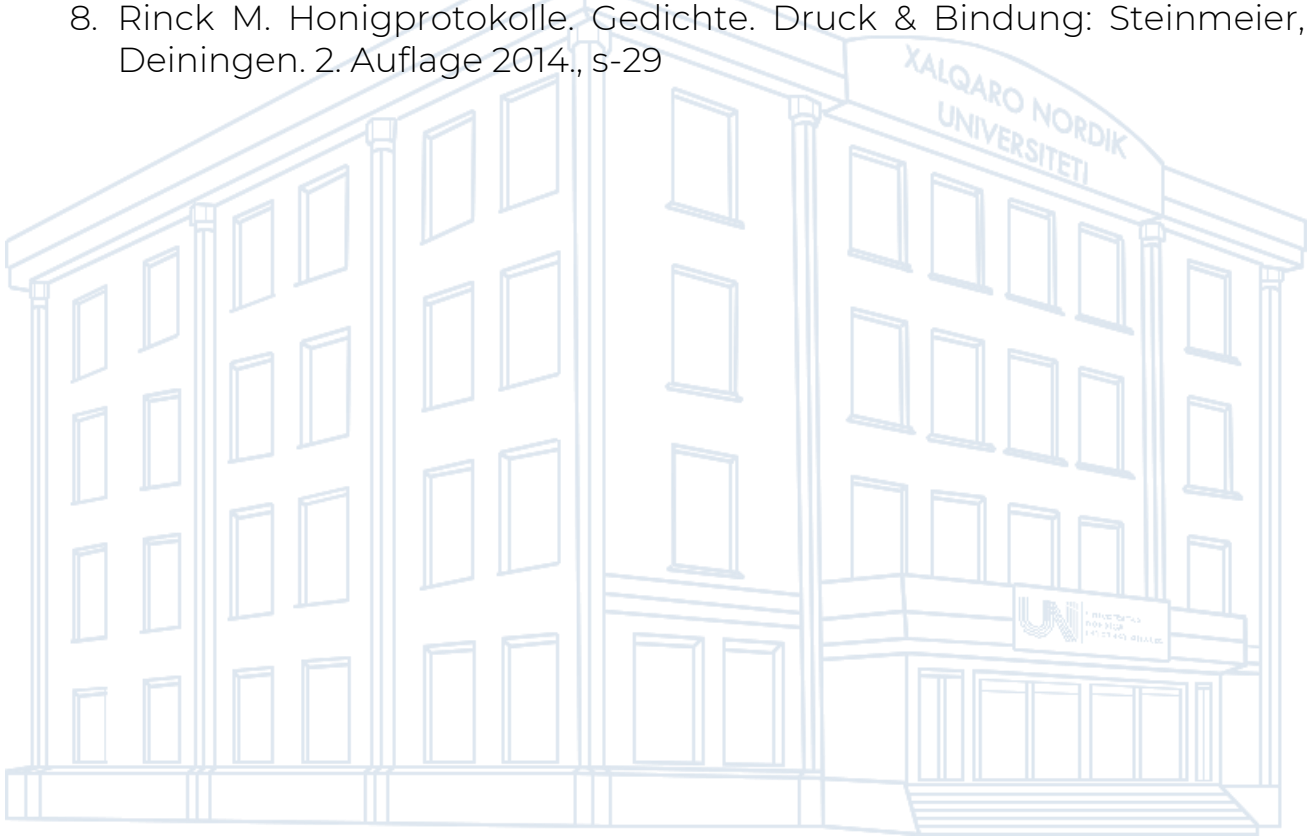
"Ich krieche" (Sudralib boraman) iborasi qishning keskin harorati oldida o'zini ojiz his qilishi bilan bog'liq. "Romantik. Überwältigung" so'zlari esa ruhni zabt etuvchi hayratli ta'sirini ochib beradi. O'rmon qahraton qishda ham mavjud, inson esa u bilan uyg'unlashishga majbur. Shoira qishni hissiyotlar, tabiat va ongni o'rab oluvchi hislar davri sifatida tasvirlab, uning sirli va ta'sirchan jihatlarini kuchli badiiy ifodalar orqali yoritadi.

O'zbek va nemis zamonaviy she'riyatida qish obrazi inson va tabiat o'rtasidagi uzviy bog'liqlikni ma'naviy va hissiy jihatdan yuksak darajada aks ettirsa-da, umumiy va farqli talqinlarga ega. O'zbek she'riyatida qish hayot sinovlari, bardosh va qismat ramzi sifatida tasvirlanib, Sirojiddin Sayyid uni yangilanish va sirli mo'jiza fasli sifatida, Iqbol Mirzo va Zebo Mirzo esa sukunat va ichki tahlil timsoli sifatida talqin qiladi. Xosiyat Rustamova esa qishning qahraton va hukmron kuchini ta'kidlab, uni tabiat va inson ruhiyatini jilovlovchi omil sifatida yoritadi. Umuman olganda, o'zbek she'riyatida qish sinovli, lekin poklovchi va yangilovchi fasl sifatida tasvirlanadi. Nemis she'riyatida esa qish falsafiy anglash va ichki mushohada fasli bo'lib, Anya Kampmann uni tarix va abadiyat timsoli, Yan Vagner insonning ichki anglash jarayoni bilan bog'laydi. Nora Gomringer qishning vizual go'zalligiga urg'u berib, uni kelajak umidi bilan uyg'unlashtirsa, Monika Rink qishni inson va tabiatning uyg'unligi ramzi sifatida tasvirlaydi. Har ikkala adabiyotda ham qish o'tkinchilik va chuqur mushohada fasli sifatida namoyon bo'ladi, biroq o'zbek she'riyatida u bardosh va hayotiy tajriba timsoli sifatida ramziy hamda istioraviy ifoda etilsa, nemis she'riyatida esa inson ruhiyatining falsafiy izlanish maydoni sifatida talqin qilinadi.

FOYDALANILGAN ADABIYOTLAR RO'YXATI

[8] Rinck M. Honigprotokolle. Gedichte. Druck & Bindung: Steinmeier, Deiningen. 2. Auflage 2014., s-29

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THE INFLUENCE OF ORIENTAL LITERATURE ON ENGLISH POETRY AND PROSE

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ABSTRACT

The English Romantic period embraced the exotic, mysterious, and sublime, drawing inspiration from Eastern literature, including works from Persia, Arabia, India, and China. This article explores how key Romantic poets, such as Coleridge, Byron, and Shelley, incorporated Eastern motifs - mysticism, exotic landscapes, and the "Other" - into their poetry and prose.

Keywords: English Romanticism, Exoticism, Eastern Literature, Orientalism, Cross-Cultural Influence, 19th Century Poetry

The English Romantic period, spanning the late 18th and early 19th centuries, was characterized by an intense fascination with the exotic, the mysterious, and the sublime. As Romantic poets sought to transcend the rationalism of the Enlightenment, they turned to the East, both real and imagined, as a source of inspiration. The encounter with Oriental literature and culture, mediated through translations, travelogues, and colonial expansion, led to a unique appropriation of Eastern motifs in English poetry. Writers such as Samuel Taylor Coleridge, Lord Byron, and Percy Bysshe Shelley infused their works with elements drawn from Persian, Arabian, Indian, and Chinese literary traditions, constructing an imaginative vision of the East that was at once alluring and enigmatic.

The concept of Orientalism, as later defined by Edward Said, highlights how Western representations of the East often relied on stereotypes and romanticized depictions. However, for Romantic poets, the East was more than a mere backdrop - it became a vehicle for exploring themes of mysticism, escapism, and the limits of human knowledge [3]. The fascination with the exotic landscapes of the Orient - deserts, opulent palaces, and lush gardens provided a dramatic contrast to the industrialization and social upheaval of early 19th-century Britain. These landscapes served as metaphors for both spiritual transcendence and moral decay, illustrating the complexities of human nature.

Mysticism and spirituality played a crucial role in shaping Romantic Orientalism. Poets often portrayed Eastern wisdom as ancient and profound, aligning it with their own critiques of Western materialism. Coleridge's *Kubla Khan*, for instance, constructs a dreamlike vision of Xanadu, blending Eastern imagery with supernatural elements to evoke a sense of the sublime. Similarly, Byron's *The Giaour* and *The Corsair* present the East as a space of passion, danger, and fatalism, reinforcing the Romantic preoccupation with fate and the supernatural [4]. These

works reflect an ambivalent attitude toward the East - both as a site of poetic inspiration and as an emblem of decadence and otherness.

Furthermore, the Romantic engagement with the figure of the “Other” is evident in the depiction of Eastern characters. Byronic heroes, often modeled after Oriental figures, embody a blend of nobility and doom, challenging conventional moral binaries. This portrayal of the East, while shaped by Western imagination, reveals a deeper Romantic interest in exploring identity, power, and rebellion. Shelley, for instance, in *The Revolt of Islam*, reinterprets Eastern themes to advocate for revolutionary ideals, illustrating how Romantic poets used Orientalist imagery to critique their own societies.

Eastern literature often depicted lush, fantastical landscapes that captivated Romantic writers. Coleridge's *Kubla Khan* is a prime example, drawing inspiration from the descriptions of Xanadu in Chinese and Mongolian legends [2]. The poem's vivid imagery of "gardens bright with sinuous rills" and "caverns measureless to man" reflects the Romantic fascination with the exotic and the sublime.

The influence of Eastern literature on English Romanticism can be analyzed through several key dimensions: thematic borrowing, stylistic adaptation, and philosophical engagement. This section expands on these aspects with deeper analytical and comparative insights, highlighting how Romantic writers reinterpreted Eastern motifs to suit their artistic and ideological goals.

Coleridge’s poem is deeply indebted to the descriptions of Xanadu found in *The Travels of Marco Polo* and other Oriental sources [1]. The poem’s opening lines, "In Xanadu did Kubla Khan / A stately pleasure-dome decree," evoke a sense of grandeur and otherworldliness. However, Coleridge transforms these Eastern elements into a meditation on the creative process and the fragility of artistic inspiration. The "sacred river" Alph and the "caverns measureless to man" symbolize the subconscious mind, blending Eastern exoticism with Romantic introspection.

Byron’s fascination with the Ottoman Empire is evident in this poem, which is set in Turkey and explores themes of love, revenge, and cultural conflict. The Giaour, a non-Muslim outsider, embodies the Romantic hero as a figure of alienation and defiance. Byron’s use of Eastern settings and characters allows him to critique Western imperialism while exploring the complexities of identity and belonging.

Shelley’s epic poem draws heavily on Persian and Indian spiritual traditions, particularly the idea of universal love and resistance to tyranny. The character Laon, a revolutionary leader, is reminiscent of Sufi mystics who sought union with the divine. Shelley’s adaptation of Eastern spirituality reflects his belief in the transformative power of love and imagination.

Romantic writers not only borrowed themes but also adapted Eastern narrative techniques and poetic forms.

The use of framed storytelling, a hallmark of *The Arabian Nights*, influenced Romantic works such as Walter Scott’s *The Talisman* [3]. The incorporation of Eastern poetic forms, such as the ghazal, further enriched English poetry with new rhythmic and thematic variations. Byron’s *The Bride of Abydos* is another prime example, structured in a way that mirrors Persian and Ottoman literary forms.

Fragmentation and Nonlinearity: The structure of *The Arabian Nights*, with its nested stories and digressions, influenced Romantic writers like Coleridge and Byron. *Kubla Khan*’s fragmented form mirrors the dreamlike quality of Oriental tales,

while *The Giaour* employs a mosaic of voices and perspectives, reflecting the polyphonic nature of Eastern storytelling.

Lyricism and Imagery: Persian poetry, particularly the works of Hafez and Rumi, inspired Romantic poets with its rich imagery and emotional intensity. Shelley's *Ode to the West Wind* and *To a Skylark* echo the ecstatic lyricism of Sufi poetry, blending natural imagery with spiritual longing.

The Romantic imagination was captivated by Eastern symbols, such as the nightingale in Persian poetry (a metaphor for longing and divine love), which appeared in works by poets like John Keats (*Ode to a Nightingale*). Additionally, Coleridge's *Kubla Khan* incorporates imagery of sacred rivers and celestial visions, evoking themes found in Eastern philosophical and poetic traditions.

Eastern literature provided Romantic writers with alternative philosophical frameworks that challenged Western rationalism and materialism.

Romantic poetry frequently incorporated Eastern philosophical concepts, such as Sufi mysticism and Hindu transcendentalism. Shelley's *Alastor* echoes themes of solitude and the search for divine inspiration, reminiscent of Persian and Indian poetic traditions. Keats' *Endymion* demonstrates an Oriental sensibility, with its mythic and dreamy atmosphere reminiscent of Eastern storytelling traditions [7].

The Sufi concept of *fana* (annihilation of the self in the divine) resonated with Romantic ideas of transcendence and the infinite. Coleridge's *Kubla Khan* and Shelley's *Hymn to Intellectual Beauty* explore the tension between the finite and the infinite, drawing on Eastern mystical traditions.

Romantic poets often depicted the East as a land of mystery and spiritual wisdom. Coleridge's *Kubla Khan* presents an imaginative vision of the Mongol ruler's palace, inspired by travel narratives and Eastern mythology. Similarly, Byron's *The Giaour* reflects Persian storytelling traditions in its fragmented, nonlinear structure. Furthermore, Thomas Moore's *Lalla Rookh* is an extensive poetic romance deeply embedded with Persian and Indian imagery, portraying the exotic splendor of Eastern settings.

Romantic writers often used Eastern settings and characters to critique Western imperialism and cultural arrogance. Byron's *The Giaour* and *The Corsair* depict the East as a site of cultural richness and complexity, challenging stereotypes of Oriental despotism and backwardness [1]. Similarly, Shelley's *The Revolt of Islam* critiques the exploitation of Eastern lands and peoples by Western powers.

To better understand the cross-cultural exchange between Eastern literature and English Romanticism, a comparative analysis is essential. This graph shows the percentage of Eastern themes (e.g., mysticism, exoticism, spirituality) in selected Romantic works.

Graph 1: Comparative Influence of Eastern Themes in Romantic Works

Aspect	Eastern Literature	English Romanticism
Themes	Mysticism, exoticism, spiritual union	Sublime, imagination, individualism
Narrative Style	Nested stories, digressions, polyphony	Fragmentation, lyrical intensity
Philosophy	Unity of existence, transcendence	Critique of rationalism, idealism

A closer examination of *Kubla Khan* reveals striking parallels with Persian poetry. The poem's imagery of the "sacred river" and the "sunny pleasure-dome" echoes the Persian poetic tradition of using natural elements as symbols of divine beauty [5]. Coleridge's emphasis on the creative process and the fleeting nature of inspiration mirrors the Sufi concept of *ishq* (divine love) as a transformative force.

The influence of Eastern literature on English Romanticism was profound, contributing to its themes, narrative structures, and philosophical depth. By incorporating Eastern mysticism, narrative complexity, and symbolic richness, Romantic poets expanded their literary horizons and created works of enduring beauty. Future research could explore further interdisciplinary connections between Eastern philosophy and Western literary movements.

The role of Eastern literature in English Romanticism is a testament to the power of cross-cultural exchange in shaping artistic and intellectual movements. By integrating Eastern themes, styles, and philosophies, Romantic writers expanded the horizons of their imagination and challenged the limitations of Western thought.

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UILYAM BLEYKNING "MA`SUMLIK QO`SHIQLARI" VA "TAJRIBA QO`SHIQLARI" ASARLARIDAGI RAMZIY OBRAZLARINING POETIK IFODASI

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ANNOTATSIYA

Uilyam Bleyk g`arb mistik adabiyotining eng yorqin namoyondalaridan biri bo`lib, uning ijodini o`rgzanish hali hamon davom etmoqda. Sharqda tasavvuf adabiyoti aynan shu ramziylik va ilohiylik aspekti boyligi bilan ajralib turganidek, G`arb mistik adabiyoti ham o`zining ma`naviy – axloqiy va ayniqsa, inosniylik g`oyalari bilan to`lib toshkani bilan alohida o`rin tutadi. Quyidagi ilmiy maqola ham shunday ilmiy izlanishlar natijalaridan biri bo`lib, unda shoirning "Ma`sumlik va Tajriba qo`shiqlari" asaridagi mistik obrazlarning ramziylik aspketi o`rganiladi. Shuningdek, maqola ramziy obrazlar she`riy parchalarda misolida tahlil etilib, ularning genesizi va ma`naviy g`oyaviyligi ovhib beriladi.

Kalit so'zlar: tafakkur, gumanizm, mistik adabiyot, ramz, ruhiyat, ilohiy ishq, beg`uborlik

KIRISH

"Ma`sumlik qo`shiqlari" Uilyam Bleyk ijodining cho'qqisidir. Keyinchalik asarning davomi va mazmuniy to`ldiruvchi qismi sifatida "Tajriba qo`shiqlari" birga nashr qilina boshlandi. Chunki har ikki to`plamdagi obrazlar bir birini taqozo etadi. "Ma`sumlik qo`shiqlari" da quyida 6ta yirik she`rlar mavjud: Ona qo'shig'i (*Introduction*), " Qo`zichoq" (*The Lamb*), Tashlandiq bola (*The Little Black Boy*), Enaga qo`shig`I (*The Nurse's Song*), Mo`ri tozalovchi bola (*The Chimney Sweeper*), Bola (*Infant Joy*). "Tajriba qo`shiqlari" esa Yo'lbars (*The Tyger*), Xasta Atirgul (*The Sick Rose*), Qorong'ulik (*London*), Bozordagi bola (Tajriba) (*The Chimney Sweeper*), Qari enaga (Tajriba) (*The Nurse's Song*), Bola (*Infant Sorrow*) she`rlarini o`z ichiga oladi. «Ma`sumlik qo`shiqlari» an'anaviy diniy syujet asosidagi oddiy she`rlar shaklida bo'lsada, undagi gumanizm mag'zini real dunyodagi insonlar hayoti tashkil etadi. Bleyk asarda insoniyat tarixining turli davrlarida yashagan kishilarning murakkab falsafiy qarashlariga munosabatini bildiradi [2].

"Ma`sumlik qoshiqlari" va "Tajriba qo`shiqlari" 2ta qismdan iborat to`liq bir to`plam bo`lib, unda jahonning buyuk donishmandlari va tarixiy shaxslari Iso Masih, Jon Lok, Isak Nyuton, John Milton tilga olinagan. Asar badiiy yuksak bo'lishi bilan birga, kishilik jamiyati taraqqiyotida yig'ilgan bilimlarning boy xazinasidir. Bir qarashda anglanishi oddiy she`rlar bo`lgani bilan aslida asardagi ramziy o`zining yuksak cho`qqisiga chiqadi va shubhasiz asar Sharq

va G‘arb tafakkuri va falsafasi mevalarini omuxta etgan deya olamiz. Dante asarlari jahon xalqlarining ko‘pgina tillariga tarjima qilingan. “Ma`sumlik qo`shiqlari” 2019 yilda shoir va tarjimon Muhammad Ali tomonida o`zbekchaga tarjima qilingan.

Asarning muqaddima qismi asardagi ilk ramziy obraz - bola obrazi bilan boshlanadi.

Yovvoyi vodiylar bo‘ylab nay chalib,
Xushnud kuylarni yangratib,
Bulut uzra bir bolani ko‘rdim,
Kulib menga shunday dedi:
“Nay chal, Qo‘zichoq haqida!”
Men quvonch bilan chalib berdim.
“Naychi, yana chal o‘sha kuy,”
Men chaldim, u esa yig‘ladi.

Shoir “bola”ni bulut uzra yuksaklikdagi shaxs sifatida tavsiflar ekan, uni avval bulut uzra turib, qo`zichoq haqida nay chalishini so`raydi. Bunda, bola farishta, qo`zichoq esa Iso timsollarini yashirib keladi. She`r songida bolaning yig`lashi Isoni deb xatto falak ham yig`laganini tasvirlaydi. Bola obrazi butun to`plamda bir necha marta takrorlanadi, amma barchasi bir xil ma`no bermaydi. Masalan, "The Little Black Boy" (Kichkina qora bola) she’ri **irq, ruhiy ma’naviyat va ilohiy muhabbat** mavzularini o‘z ichiga olgan. Unda bola o‘zining **tashqi qiyofasi bilan ichki dunyosi o‘rtasidagi tafovutni** anglaydi va **oq va qora tanli insonlarning ruhiy tengligi** haqida mulohaza yuritadi. She`rdagi **Qora bola – irqiy adolatsizlik va ijtimoiy ajratish bilan kurashayotgan insonlarning ramzi.** “The Chimney Sweeper” (Mo`ri tozalovchi bola) she`rida bola obrazi orqali shunchalik katta ma`no va mazmun ifodalangan ediki, O`rta asrlar Angliyasidagi butun bolalar, ayniqsa kambag`al oilalar bolalarining taqdiri va qismatini ochib bergan achinarli obrazlardan biridir [5]. Ushbu she`rga hech bir o`quvchi shunchaki ko`z yugirtira olmaydi. Bleykning mahorati ham aynan shu kabi obrazlardan ustalik bilan foydalanganida namoyon bo`ladi. Uning holati **bolalar ekspluatatsiyasining timsoli** bo‘lib, Angliyadagi sanoat davri bolalar mehnatini fosh qiladi.

The night was dark, no father was there;
The child was wet with dew;
The mire was deep, & the child did weep,
And away the vapour flew.

tarjimasi:

Tun qorong‘i edi, ota yo‘q edi;
Bola shudringdan ho‘l bo‘lib ketgan edi;
Botqoq chuqur edi, va bola yig‘lardi,
Va bug‘ havoga uchib ketdi.

She’rning tub mohiyati shundan iboratki, **qiyinchilik va zulmga duchor bo‘lgan begunoh bolalar umid va e’tiqod orqali o‘zlariga tasalli berishadi, lekin aslida bu passiv itoat ijtimoiy zulmni davom ettirishga xizmat qiladi.**

Asardagi keyin o`rinda uchragan ammo eng birlamchi o`rindagi va eng uchraydigan obraz bu qo`zichoq obrazidir. “Ma`sumlik qo`shiqlari”dagi e`tibor markazidagi she`r va undagi asosiy obraz bo`lgan qo`zi obraziga to`xtalsak, butun to`plamda ushbu obraz 19 marta uchraydi va qo`zichoq she`rlarda asosan bir xil ma`noda uchraydi. Avvalambor, “Qo`zi” she`rining o`zida **beg‘uborlik, mehribonlik hamda ilohiy yaratuvchining inoyatini** aks ettiradi.

For he hears the lamb's innocent call,
And he hears the ewe's tender reply;
tarjimasi:
Chunki u eshitar qo‘zining beg‘ubor nolalarini,
Va tinglar u ona qo‘yning mayin javobini.

Asardagi qo`zichoq obraziga bog`liq obraz bu Cho`pon obrazi bo`lib, **"The Shepherd"** she’rida **Cho‘pon – donishmand, mehribon rahbar, qo‘ylar – itoatkor va beg‘ubor mavjudotlar, tong va kech esa hayotning turli bosqichlarini** ifodalaydi. Quyidagi she`rdan parchada bu yaqqol anglash mumkin:

Qanday shirin cho‘ponning baxti,
Tongdan to kechgacha kezadi.
U kun bo‘yi qo‘ylarini ergashtirar,
Va tilidan shukrona tushmas.

Bunda she’rning asosiy g‘oyasi **inson va tabiat o‘rtasidagi uyg‘unlik, tinchlik va ilohiy himoya** haqida. Diniy nuqtai nazardan, she’r **Masih va mo‘minlar o‘rtasidagi munosabatni** ham ifodalashi mumkin [6].

Ham tasavvuf ham mistik adabiyotning eng ma`noga boy ramziy obrazlaridan biri – “Gul” obrazi bo`lib, ular turli kontektslarda turli ma`nolarda kelsada, har ikki adabiyotda o`xshash ramziy ma`no tashishi bilan alohida o`rinda turadi. Uilyam Bleykning **“The Blossom” (“Gul”)** she’ri **tabiat, beg‘uborlik, sevgi va hayotning turli tajribalari** mavzularini yoritadi. She’rda ikki xil qush—**chumchuq (Sparrow)** va **qizilqarg‘a (Robin)** hamda gulning obrazlari orqali **hayotning quvonchli va qayg‘uli tomonlari** aks ettiriladi.

“The Blossom” she’ri **hayotning ikki tomonini** ko‘rsatadi: **chumchuq – quvonch, yoshlik va energiya, qizilqarg‘a esa – qayg‘u, hayotning og‘ir tomonlari.**

Merry merry sparrow
Under leaves so green,
A happy blossom
Sees you, swift as arrow,
Seek your cradle narrow
Near my bosom.
Tarjimasi
Quvnoq, quvnoq chumchuq,
Yashil barglar ostida,
Baxtli bir gul

Seni ko‘radi, o‘qdek shiddat bilan,
Tor beshiging sari
Intilar tinmasdan ko‘ksim sari.

Quvnoq chumchuq (erkin hayot) yashil bargalar ostida (sokinlikda) baxtli gulni (mehribon va samimiy insonni) ko`radi. Shiddatli xarakat qilib tinchlik hukmronlik qilgan joyga intiladi. Bu she’r o‘zida **tabiat va insoniy iliqlikning uyg‘unligini** aks ettiradi. Chumchuqning harakati va uning beshik sari intilishi **ona mehriga intilayotgan bola** yoki **seviklisiga intilayotgan inson** ramzi bo‘lishi mumkin. Tabiat va inson qalbi o‘rtasidagi bog‘liqlik shu yo‘l bilan ifodalangan. “Gul” obrazi orqali shoir “mehribon insonni” ta`riflaydi.

“Ma`sumlik qo`shiqlari” da eng mashxur she`r “The Lamb” va undagi eng yorqin obraz qo`zichoq obrazi bo`lganidek, “Tajriba qo`shiqlari” ning markazi obrazi “Tyger” she`ridagi yo`lbars obrazidir [4]. Biroq yo`lbars obrazi faqat “Tyger” she`rida emas, boshqa namziy parchalarda ham bir necha marta ishlatilgan va har biri alohida ramziy ma`nolarni ifodalaydi.

Tiger, tiger burning bright
In the forests of the night,
What immortal hand or eye
Could frame thy fearful symmetry?

Bu she’r tovusday chiroyli, lekin qo‘rqinchli mavjudot – yo‘lbars haqida. She’rning asosiy savoli: *kim shunday mukammal, lekin xavfli jonzotni yaratdi ?*

“Tiger, tiger burning bright”- Yo‘lbarsning ranglari va o‘tkir nigohi yaltirab yonayotganga o‘xshaydi. Bu unga qudrat va ilohiy joziba beradi. “In the forests of the night”- Tun sirli va noma’lum kuchlar bilan bog‘liq bo‘lishi mumkin. Yo‘lbars faqat jismonan emas, balki ruhan ham kuchli, sirli va xavfli timsolga aylanadi. “What immortal hand or eye**”** - Bu misra yo‘lbarsni kim yaratganini so‘raydi. “O‘lmas qo‘l yoki ko‘z” degan ibora Xudo, taqdir yoki ilohiy kuchlarni anglatishi mumkin. “Could frame thy fearful symmetry?” Qo‘rqinchli uyg‘unlik tushunchasi yo‘lbarsning go‘zalligi va xavfini birlashtiradi. U san’at asari kabi mukammal, lekin o‘ta haybatli va dahshatli mavjudot. Bleyk bu misra orqali tabiatdagi go‘zallik va vahshiylikning uyg‘unligini aks ettirgan.

Keyinchalik “Fearful Symmetry” iborasi boshqa asarlarda ham ishlatilgan, masalan, Nortrop Fray 1947-yilda Bleykning ijodi haqida *"Fearful Symmetry: A Study of William Blake"* nomli kitob yozgan. Fray *"The Tyger"* she’rini **Bleykning dualistik dunyoqarashi** bilan bog‘laydi va undagi yo‘lbars obrazini bir nechta nuqtai nazardan tahlil qiladi [2]. Bunda yo`lbars **Xudoning inqilobiy yaratuvchilik kuchi** bo‘lib, dunyoda **faqat go‘zallik emas, balki halokat va o‘zgarishlar ham mavjud ekanini** anglatadi.

Xulosa qilib aytkanda, “Ma’sumlik va Tajriba qo‘shiqlari” Bleykning eng mashhur asarlaridan biri bo‘lib, undagi obrazlar inson ruhiyati va jamiyatdagi qarama-qarshiliklarni ifodalaydi. Bu asardagi obrazlar, xususan, qo‘zichoq, bolalar va bog‘bon, inson tabiatining sof va ezgu tomonlarini ramziy ifodalab, yo‘lbars, yetim bolalar va zulmkor ruhoniylar kabi obrazlar orqali insoniyatning murakkab haqiqatlarini yoritadi.

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UILYAM BLEYK POEZIYASIDA ILOHIY- FANTASTIK OBRAZLAR INTERPRETATSIYASI

Muallif: Mannonova Feruzabonu Sherali qizi [1]
Affiliyatsiya: katta o`qituvchi, Ingliz tili 3-fakulteti, O`zbekiston davlat jahon tillari universiteti [1]
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ANNOTATSIYA

Ushbu maqola Uilyam Bleyk ijodidagi ilohiy fantastik obrazlarning badiiy tahliliga qaratilgan bo`lib, unda mistik adabiyotda eng ko`p uchraydigan ilohiy va fantastik obrazlar tavsifi she`rlardan parchalar misolida o`rgaligan. Bu obrazlar har bir insonning ichki dunyosi va ruhiy sayohatini tasvirlash uchun muhim vosita hisoblanadi. "Songs of Innocence and Experience" esa inson hayotining murakkabligi va tajribalar orqali shakllanishini ochib beradi. Bu obrazlar insoniy tafakkurni yoritish va ruhiy kamolot sari yetaklashga xizmat qiladi.

Kalit so'zlar: fantastik obrazlar, ramz, ilohiy haqiqat, ruhiy sahoyat, mistik ta`limot, yo`lboshchi

Uilyam Bleyk poeziyasida ilohiy-fantastik obrazlar markaziy o'rin tutadi. U o'z asarlarida Injil, mistik ilhom va gnostik qarashlarni birlashtirgan holda abadiy haqiqat va insonning ruhiy sayohatini aks ettiradi. "*Songs of Innocence and Experience*" kabi to'plamlarida Xudo, farishtalar, Iso, Shayton, Behemot, Leviatan va Iblis kabi obrazlar orqali yaxshilik va yomonlik, gunoh va poklanish o'rtasidagi kurashni tasvirlaydi.

Professor Xu Jian-gangning firkiga ko`ra, "The Marriage of Heaven and Hell" asarida Shayton norasmiy hikmat sohibi sifatida ko'rsatiladi[1]. Biroq tadqiqotimizning obyekti hisoblangan, "Ma`sumlik va tajriba qo`shiqlari"dagi she`rlarda masalan, "The Lamb" va "The Tyger" she'rlarida Xudoning ikki qutbli – rahmdil va qo'rqinchli tabiatini aks ettiruvchi ramzlar mavjud. Blake fantastik obrazlar orqali inson ruhining cheksiz imkoniyatlarini va ilohiy haqiqatni anglash yo'lidagi sinovlarni ifodalaydi. Quyida "Ma`sumlik va Tajriba qo`shiqlari" to`plamidagi ilohiy fantastik obrazlarni tahliliy tarzda ko`rib chiqamiz.

"Ma`sumlik va Tajriba qo`shiqlari" da Xudo, Ota va Yaratuvchi (Maker) tushunchalari orqali ifodalanadi. Uilyam Bleykning *"The Chimney Sweeper"* (*Songs of Innocence*) she'ridan olingan parchada Xudo obrazi diniy va ijtimoiy kontekstda tahlil qilinishi mumkin.

And the angel told Tom if he'd be a good boy,
He'd have God for his father and never want joy.

Misralarda Xudo "ota" sifatida tasvirlanadi: *"He'd have God for his father and never want joy."* Bu tasvir an'anaviy xristian e'tiqodiga asoslanib, Xudoning bolalar va begunoh insonlar haqida g'amxo'rlik qilishiga urg'u beradi. Tom tushida farishtadan

[1] XU Jian-gang, Imagination and Emotion in William Blake's Poems. Journal of Literature and Art Studies, January 2016, Vol. 6, No. 1, 17-22

shunday so‘zlarni eshitadi va bu unga taskin beradi. Bu nuqtai nazardan, Xudo mehribon va najot beruvchi sifatida gavdalanadi.

Uilyam Bleykning *“The Divine Image”* (“Ilohiy tasvir”)she’ridan olingan quyidagi mirsalarda ham Xudo obraziga murojaat etiladi.

Where mercy, love, and pity dwell,
There God is dwelling too.
tarjimasi
Qayerda mehr, sevgi va rahm-shafqat bo‘lsa,
O‘sha yerda Xudo ham yashaydi.

Bu she’rda Bleyk Xudoni an’anaviy diniy- ilohiy tasvirlardan farqli ravishda taqdim etadi. She’rda quyidagi fikr ilgari suriladi: agar insonlar mehr, sevgi va rahm-shafqat ko‘rsatsa, demak, Xudo ham ularning qalbida yashaydi. Bu fikr xristianlikdagi an’anaviy “Xudo osmonda” degan tasavvurni emas, balki Xudoning insoniy xulq-atvorda mujassamligini aks ettiradi.

Farishta obraz har qanday mistik adabiyotda markaziy ilohiy- fantastik obrazlar siraga kirib, ular ilohiy va insoniy olam o‘rtasidagi vositachi sifatida tasvirlanadi. Turli mistik ta’limotlarda farishtalar turlicha talqin qilinadi, lekin ularning asosiy vazifasi Xudoning amrlarini yetkazish, himoya qilish va ilohiy haqiqatlarni oshkor qilish bilan bog‘liq. Uilyam Bleyk o`z to`plamida farishtalar obraziga 12 o`rinlarda murojaat etgan ha ularda turli ma`nolar yuklangan.

And by came an angel who had a bright key,
And he open'd the coffins and set them all free
tarjimasi
Va yonimizdan bir farishta o‘tdi, qo‘lida yorqin kalit,
U tobutlarni ochdi va ularni ozod qildi.

“The Chimney sweeper” (“Mo`ri tozalovchi bola”) she`rida farishta ozodlik va najot ramzi sifatida tasvirlangan. Misralar orqali Uilyam Bleyk “farishta qul bo‘lib ishlayotgan va azob chekayotgan bolalarni ozod qiladi” deb farisha obrazini vositachi emas, yordamchi va qutqaruvchi kuch sifatida ta`riflaydi.

Soon my angel came again:
I was arm'd, he came in vain;
For the time of youth was fled,
And grey hairs were on my head.
tarjimasi
Tez orada farishtam yana keldi,
Ammo men qurollangandim, u behuda keldi;
Chunki yoshlik vaqti o‘tib ketgan edi,
Mening sochlarimga oq tushgan edi.

Uilyam Bleykning “The Angel” (“Farishta”) she’ridan olingan ushbu parchada farishta ilohiy ilhom va ma’naviy yo`lboshchi sifatida tasvirlanadi. She’r boshida farishta yosh yigitga keladi, bu esa ilohiy ilhom va ma’naviy poklikning yosh davrda mavjud bo‘lishi bilan bog‘liq. Ammo, vaqt o‘tib inson farishtani qabul qilishga tayyor bo‘lmaydi, ya’ni hayotning materialistik va ehtiroslarga to‘la bosqichi ma’naviyatdan uzoqlashishga sabab bo‘ladi. Farishta yana qaytib kelganda, inson hayotining oxirgi bosqichiga yetib kelgan bo‘ladi, ammo endi kech bo‘lgan. Bu misralar insonning yoshlik davrida ruhiy haqiqatni qabul qilishga tayyor bo‘lishi, lekin hayotning o‘tkinchi zavqlari tufayli undan uzoqlashishi va ma’naviyatga qaytganda kech bo‘lishi haqida falsafiy fikr beradi.

Hech bir mistik asar yoqki unda farishta obraziga yondosh ravishda Shayton obrazi berilmasa. Biroq Uilyam Bleyk shayton obraziga o`z asarida umuman teskari tus beradi.

And God like a Father rejoicing to see
His children as pleasant and happy as He,
Would have no more quarrel with the devil or the barrel,
But kiss him and give him both drink and apparel. (yuqorida tarjimasi berilgan)

"The Little Vaganbond" she`rida Shayton obrazi kelgan yagona misra hisoblanib, Uilyam Bleyk an'anaviy xristian ta'limotidan farqli ravishda Shaytonni faqat mutlaq yovuz kuch emas, balki murakkab, ba'zan esa insoniy xususiyatlarga ega mavjudot sifatida tasvirlaydi. Bleykning she'rlarida Shayton ba'zida inson ongi va erkin fikrlash timsoli, ba'zida esa Xudoning mehribonligi qarshisida kechirilishi mumkin bo'lgan mavjudot sifatida tasvirlanadi. An'anaviy dinlarda Shayton Xudoga qarshi turuvchi mutlaq yovuz kuch sifatida tasvirlanadi. Ammo Bleykning bu misralarida Xudo Shayton bilan jang qilish o'rniga uni kechiradi, unga ichimlik va kiyim beradi. Shayton bu yerda insonning noto'g'ri yo'l tutgan qismiga o'xshaydi – agar Xudo uni kechirsa, u ham to'g'ri yo'lga qaytishi mumkin.

Yuqoridagi fikrlardan kelib chiqib shuni xulosa qilish mumkinki, Mahmud Shabistariy ham Uilyam Bleyk ham Shaytonni jazolanishga mahkum yovuz kuch emas, balki inson ongi va ilohiy haqiqatni tushunish yo'lidagi bir qism deb ko'rsatadi.

Uilyam Bleykning mahorati ilohiy -fantastik obrazlarni mohirlik bilan so`zlar ortiga yarishganida edi. Aynan "Bibliya"da keltirilgan fantastik mahluqlar Leviatan va Behemot obrazlari aynan metaforik metonimik vostilar orqali misralarga ko`chiradi. Leviatan – tartibsizlik, nafsiy kurash yoki dengiz yirtqichi (shaytoniy kuch yoki sinov ramzi). Behemot – yer qudrati, hayvoniy kuch yoki jismoniy istaklar (moddiy dunyo bilan bog'liq). Blake har ikkisi insonning ichki kurashi va ruhiy taraqqiyotini aks ettiradi.[2] "The little girl lost" ("Yo`qolgan qizcha") she`ridagi ushbu misralar aynan shunga yaqqol misol bo`la oladi.

Sleeping Lyca lay: While the beasts of prey,
Come from caverns deep, View'd the maid asleep.
tarjimasi
Uyqudagi Lika yotardi,
Maxluqlar esa,
Chuqur g'orlardan chiqib,
Qizning uyquda yotganini kuzatardi.

Uilyam Bleykning yirtqich hayvonlari ham bunday sinovlarni aks ettirishi mumkin – ular insonni hayotiy tajribalar orqali shakllantiradi.

XULOSA

Uilyam Bleykning *"Songs of Innocence and Experience"* asarlarida ilohiy fantastik obrazlar inson hayotining ikki bosqichini – begunohlik va tajriba orqali yetuklikka erishish jarayonini aks ettiradi. Farishtalar – ba'zan himoya qiluvchi, ba'zan esa sinov beruvchi kuch sifatida tasvirlanadi. Shaytoniy obrazlar (Shayton, Leviatan, Behemot) – begunohlikning yo'qolishi, insonning dunyoviy vasvasalarga duch kelishi bilan bog'liq ramzlar. Xudo va Ota obrazi – goh mehribon, goh qattiqqo'l hukmdor sifatida tasvirlanib, ilohiy adolat va insonning sinovlari orasidagi bog'liqlikni ko'rsatadi.

[2] Yasser. K. Aman. Uilyam Bleykning *The Tyger* va U.B. Yeytsning *The Second Coming* asarlarida Mahshariy Hayvon obrazi. Tanqidiy tadqiqotlar. 2021. 54- bet.

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LUIZA ERDRIKNING "ANTILOPA AYOL" ROMANIDA MO'JIZAVIY REALIZM ELEMETLARINING AKS ETISHI

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ANNOTATSIYA

Mazkur maqola Amerika hindu adibasi Luiza Erdrikning "Antilopa ayol" romanida uchraydigan mo'jizaviy realizm elementlarini tahlil qiladi. Yozuvchi romanda Amerika hindularining Ojibve qabilasi afsonalariga asoslangan holda yangi avlod uchun o'tmishning ahamiyati haqida so'z yuritadi. Asarda Ojibve miflari qahramonlari xususiyatlarida mo'jizaviy realizm elementlarining yangi shakllari yaratiladi.

Kalit so'zlar: mif, hindu qabilalari, antilopa, ayol, element, xususiyat, roman, janr

Amerika hindular adabiyotida mo'jizaviy realizm mo'jizaviy va oddiy hayotni uyg'unlashtira oladigan ijodiy metod bo'lib, unda ma'naviy va moddiy olam bir-biri bilan chambarchas bog'liq bo'lgan mahalliy xalq dunyoqarashini aks ettiradi. G'arb adabiy an'analarida afsona va haqiqat ko'pincha bir-biridan ajratilgan bo'lsa, Amerika hindular adabiyotida roviylik an'anasi o'tmish va hozirgi zamon, inson va hayvon, tush va real hayot o'rtasidagi chegaralarni buzib yuboradi va shu bilan birga ularni o'zaro bog'laydi ham. Bu yondashuv Amerika hindu ijodkorlariga shaxsiyat, milliy uyg'onish va madaniyat mavzularini o'rganish imkonini berib, xalq og'zaki an'analar va ajdodlarning adabiy merosiga hurmat bajo keltirishni ifodalaydi. [1:45] O'z asarlariga tashqi ko'rinishini o'zgartira oladigan mavjudotlar, bashoratli tushlar va inson hayotiga ta'sir qiluvchi ruhlar kabi g'ayritabiiy elementlarni singdirish orqali yozuvchilar tarix va afsona mavjud bol'gan adabiy makonni yaratadilar. Taniqli Amerika hindu yozuvchi Luiza Erdrik (1954-yilda tug'ilgan) "Antilopa ayol" (1998) romanida mo'jizaviy realizmdan foydalangan holda Ojibve mifologiyasi va ramzlarda hindu qabilalarining qonli ot'mishini zamonaviy hikoya uslubida ifodalaydi.

Luiza Erdrikning "Antilopa ayol" romanida mojizaviy realizm elementlari ma'naviy va moddiy olam o'rtasida bog'lovchi ip vazifasini o'taydi. [2:89] Mazkur yozndashuv adibaga inson shaxsi, taqdiri va o'tmishi hozirgi zamonni anglashda naqadar muhim ekanligini tushunishga imkon beradi. Mazkur maqola Luiza Erdrikning "Antilopa ayol" romanida mo'jizaviy realizm elementlarining Amerika hindulari o'tmishini tasvirlashdagi ifodasini e'tibor qaratadi.

Adibaning romanda qo'llagan mojizaviy realizm elementalining birinchisi – antilopa ayol bo'lib, u mifologik qahramon sifatida namoyon bo'ladi va asar sarlavhasini ifodalaydi. Romanning asosiy qahramoni – sehrli qobiliyat egasi bolgan Swithart Kaliko. U "antilopa ayol" sifatida tasvirlangan, ya'ni insoniy hamda g'ayritabiiy kuchga ega mavjudotdir. Unga hech bir inson to'liq egalik qilishi ham mumkin emas. U o'zida Ojibve mifologiyasidagi sirli va yovvoyi antilopa qiz obrazini mujassam etadi. [3:79] Ojibve mifologiyasidagi afsonalar Amerika hindularining an'anaviy

hikoyalaridagi kabi, inson va hayvon o‘rtasidagi o‘zgarishlarni ma’naviy ahamiyatga ega bo‘lgan haqiqat sifatida aks ettiradi. Swithart Kaliko’ning oq tanli askar Skranton Roy tomonidan asir olinishi qadimiy rivoyatlarga yodga soladi, bu rivoyatlarda erkaklar hayvonlar yoki ruhlar olamidan kelgan mistik ayollarga uylanadi, ammo ularni tushunish yoki boshqarish qiyin bo‘ladi. Uning antilopa bilan bog‘liqligi tabiat, ozodlik va ruhiy dunyo bilan aloqani bildiradi, bu esa Amerika hindulari hikoyachiligidagi asosiy mavzularidan biridir. [5:83]

Romanda Swithart Kaliko hindular o‘tmishini, madaniy va ma’naviy olamini ifoda etadigan va zamonaviy hindularga ularning kimligini yodga sola oladigan mifologik qahramon sifatida tasvirlanadi. U antilopa bilan bog‘liq bo‘lib, bu muqaddas hayvon yovvoyi va g‘ayritabiiy mavjudot sifatida talqin qilinadi. Uning kelib chiqishi sir-sinoatlarga burkangan bo‘lib, u atrofidagilar, ayniqsa, uni zo‘rlik bilan o‘ziga xotin qilgan Skranton Roy hayotiga katta ta’sir ko‘rsatadi. Hindular mifologiyasidagi qahramonlar kabi, u erkinlik tarafdoridir. Shu bilan birga bu qahramon insoniy va g‘ayritabiiy xususiyatlarni o‘zida birlashtira olgan ayoldir. Uning Ojibve afsonalari bilan bog‘liqligi va oxir-oqibat tabiat qo‘yniga qaytishi uni boshqarib bo‘lmaydigan mavjudot ekanligini ko‘rsatadi.

Yuqorida ta’kidlanganidek, Swithart Kalikoning mifologik kelib chiqishi uni antilopa bilan bog‘liqligini ifodalaydi. U nafaqat inson qiyofasidagi qahramon, balki o‘zida tabiatning yovvoyi va o‘zgaruvchan ruhini mujassam etgan mavjudotdir. Antilopa Amerika hindulari miflarida ko‘pincha ma’naviy erkinlik timsoli sifatida tasvirlanadi va Swithart Kalikoning unga bo‘lgan bog‘liqligi uning mifologik mavjudot ekanligini tasdiqlaydi.

Swithart Kaliko obrazining mifologik ildizlari Amerika hindulari madaniyatdagi “hayvon qiyofasidagi ayol” haqidagi afsonaga asoslanadi. Romanda Skranton Roy Swithart Kalikoni xuddi qadimiy rivoyatlardagi kabi asir qiladi, bu hikoyalarda erkaklar hayvonlar yoki ruhlar olamidan kelgan sirli ayollarga uylanadi. Bunday an’anaviy hikoyalarda, asir qilingan ayolni hech qachon to‘liq egallab bo‘lmaydi, u har doim sir saqlaydi va uy-ro‘zg‘or hayotiga moslashishdan bosh tortadi. Bu Amerika hindulari folklorida tez-tez uchraydigan g‘oyani aks ettiradi, ya’ni g‘ayritabiiy mavjudotlarni inson istaklari orqali boshqarib bo‘lmaydi.

Mifologik qahramon sifatida Swithart Kalikoda g‘ayritabiiy kuch bor. Roman voqealari davomida u atrofdagilarga g‘alati, deyarli sehrli ta’sir o‘tkazadi. U Roy oilasining hayotini izdan chiqaradi. Uning borligi ham sevgi-muhabbatni, ham betartib hayotni olib keladi va mifologik mavjudotlar inson hayotini kutilmagan darajada o‘zgartirishi mumkinligini namoyish etadi. Natijada, Swithart Kaliko hindu ayoli zimmasiga yuklangan vazifalarni bajara olmaydi va hindu ayoli hayot tarziga ham moslasha olmaydi, u o‘z ozodligini, erkin hayotni qumsaydi. Uning oxir-oqibat yovvoyi tabiatga qaytishi ko‘plab afsonalarda uchraydigan mavzuni takrorlaydi, ya’ni g‘ayritabiiy mavjudotlar o‘z haqiqiy olamiga qaytishi kerak. Bu esa uning inson to‘liq tushunib bo‘lmaydigan yoki boshqarib bo‘lmaydigan mifologik qahramon sifatidagi mavqeini aks ettiradi.

Roman doimiy ravishda haqiqat va afsona o‘rtasidagi chegaralarga barham beradi va Amerika hindulari dunyoqarashidagi ma’naviy va moddiy olamning ajralmas ekanligini ifodalaydi. Qahramonlar vahiylar, tushlar va ajdodlarning ovozlari orqali yo‘l-yo‘riq oladilar. Davr bir xil emas, aksincha, o‘tmish va hozirgi zamon bir-biriga aralashib ketmoqda. Ajdodlar va hayvon ruhlari qahramonlarning hayotiga ta’sir o‘tkazadi, mo‘jizaviy itlarning paydo bo‘lishi kabi sirli voqealar sodir bo‘ladi. Luiza

Erdrik hayvonlardan ramz sifatida foydalanadi, ular yo‘l-yo‘riq yoki o‘zgarishning timsoli sifatida tasvirlanadi. Itlar ayniqsa muhim ma’naviy elchilar sifatida talqin qilinadi, masalan, vaqt bo‘ylab sayohat qilib, avlodlarni bog‘lab turuvchi itlar obrazi yaratiladi. Antilopa esa erkinlik, ayol va yovvoyi ruh timsolidir, bu barcha xususiyatlar Swithart Kaliko obrazida mohirona tarzda mujassamlangan.

Luiza Erdrikning hikoya uslubi uning Ojibve qabilasi hikoyachilik an’analariga asoslanadi, roman ichida mo‘jizaviy elementlar paydo bo‘lishiga zamin yaratadi. Roviylik an’anasi romanda muhim rol o‘ynaydi va hikoyalarda sehrli kuch ko‘zga tashlanadi. Qahramonlar hikoyalarni qayta aytib, ularni o‘zgartiradilar, bu esa afsona va haqiqat bir-birini qanday to‘ldirishini namoyon etadi.

XULOSA

Xulosa qilib aytish mumkinki, “Antilopa ayol” romani mo‘jizaviy realizm orqali G‘arb adabiyotidagi haqiqat va davr tushunchalarini inkor etadi. Roman afsona, ajdodlar hayoti va kundalik hayot bir biriga chambarchas bog‘liq ekanligini ko‘rsatadi. L.Erdrik Ojibve folklori va mo‘jizaviy realizm elementlaridan samarali foydalangan holda yaratgan asarida o‘tmishning hozirgi zamon Amerika hindulari uchun katta ahamiyatga ega ekanligini ifodalaydi.

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VIKTORIAN ADABIYOTIDA AYOL XARAKTERI SHAKLLANISH MEZONI

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ANNOTATSIYA

Mazkur maqolada victorian davrining mashhur adiblaridan bo'lgan Charlz Dikkens prozasida ayol xarakterining shakllanish mezoni adib ijodi misolida tahlil qilinadi. Ingliz jamiyatida shakllangan viktorian an'analar ayolning qanchalik cheklanganligini va ayolning o'rni oila bilan chambarchars bog'liqligini ko'rsatadi. Charlz Dikkens asarlarida uchraydigan ayollar ingliz ayolining o'ziga xosligini, uning madaniyatini va oiladagi o'rni qanchalik muhimligini viktorian an'analar bilan ko'rsatadi. Ayolning uy farishtasi sifatida tasvirlanishi hamda uy bekasining turli tipga mansubligi adibning asarlari orqali tahlil etiladi.

Kalit so'zlar: viktorian, ingliz, adabiyot, ayol, xarakter, mezon, roman, xususiyat

KIRISH

Tanqidiy realizm prozasida ijod etgan adiblardan biri Charlz Dikkens jahon adabiyotini durdona asarlar bilan boyishiga munosib xissa qo'shdi.O'z ijodi davomida yozuvchi ingliz xalqiga mansub ayol xarakterini badiiy adabiyotda tasvirlanishi, bu tasvirdagi o'ziga xosliklarni o'rganish, bu xarakterni badiiy yoritishdagi yozuvchi uslubi va mahoratini tahlil etish bir jihatdan xarakter yaratilishiga ko'ra ingliz xalqidagi milliylikni ko'rsatishda o'ziga xos ahamiyatga egadir. U ingliz adabiyotida ijtimoiy roman janrini yaratgan bo'lib, ushbu janrda ijtimoiy masalalarga bag'ishlangan kuchli asarlar yarata oldi. Ushbu asarlarda tasvirlangan ayol xarakteri ko'p qirraligi bilan xarakterlanadi. Uning ijodida ayol xarakterining turli tiplarini ko'rish mumkin. Bunday tiplar viktorian modelining turli ko'rinishlarida o'z aksini topadi. Bunday ayol avalo ona, farishta, yo'lboshlovchi, yalmog'iz kampir, o'lim farishtalari kabi qiyofalarda namoyon bo'ladi. Xar bir tip o'ziga xos xarakterga egaligi bilan ajralib turadi. Xar bir tipdagi ayol xarakterida turli sifatlar mujassam bo'lib, ular xarakterni ochib berishga xizmat qiladi. Ushbu sifatlar shaxslarnig har birida umumiy tipik tomonlar borligini ko'rsatadi. O'sha shaxslardagi barcha xususiy tomonlarni chetga uloqtirib turli kishilardagi xususiyatlarni yagona badiiy yaxlitlik doirasiga birlashtiradi. Shu yo'l orqali chindan ham mavjud xarakterning negizi hisoblanishi mumkin bo'lgan xarakter yaraladi.

Charlz Dikkens ijodida ayol xarakterining tadrijiy belgilari ruhiy qadriyatlar va tashqi muhit zalvori bilan o'lchanadi. Xususan, adib ijodi takomiliga nazar tashlansa, ikki jihatning o'zaro aloqadorligi seziladi. Birinchidan, yozuvchi talqini markazida doimo ayol siymosi turadi. Ikkinchidan, mazkur xarakter asardan asarga teranlashib, murakkablashib hamda mukammallashib boradi. Chunki ilk asarlarda ko'zga tashlanadigan sxematizm, deklarativlik o'rnini kichik janrdagi badiiy psixologizm egallaydi. Binobarin, tasvirning sinkretik holatida qiyofani ochib berishga

yoʻnaltirilgan mohiyat aks etadi. Turfa uslubiy maneralar (portret, tahlil, tavsif) xarakter takomilini belgilaydigan etakchi omillarga aylanadi.

ASOSIY QISM

Har bir adib ijodiy takomiliga nigoh tashlansa adabiy mahorat va oʻzgarishlar hajmi asardan asarga mukammallashib borishi kuzatiladi. Chunki turfa ijodiy tajribalar va badiiy mushohadalar muallif tajribalarini boyitib, rivojlantiradi. Shu ma'noda ijodiy takomil belgilari qahramon ruhiyati murakkabliklarini qamrab oladi. Ch.Dikkens nasrida ayol xarakteri izchil xronologik tarzda murakkablashib, mustahkamlashib boradi. Shu tariqa qahramon ruhiyati va evolyusiyasi goh birinchi planda, goh ikkinchi planda berilishiga qaramay har bir poetiq talqinga yangidan yangi qirralar bilan kirib boraveradi. Fan texnika taraqqiyoti va ong, saviyaning yuksalishi san'atkor psixologik talqinlaridagi yangilanishlar timsolida qahramon ruhiyatiga koʻchadi. Oʻz navbatida personaj tabiatining murakkablashuv jarayoni tashqi muhitning inson faoliyatiga ta'siri bilan belgilanadi. Tipik alomatlar oʻziga xos belgilar orqali ifodalanadi. Kishilarning tiplari esa insoniy xarakterlar vositasida yaratiladi. “Xarakter bu muayyan insonga xos belgi va xususiyatlarni oʻzida mujassamlashtirgan alohidalikdir[1:217]” yoki “xarakter farqlanuvchi xususiyat, belgi, odam, narsa va xodisalarning oʻziga xos koʻrinishga ega, boshqalardan ajralib turadigan tomoni hamda odamning xatti-xarakati va atrof muhitga munosabatida namoyon boʻladigan oʻziga xos xususiyatga ega”[2:126] ligi bilan xarakterlanadi. Realistik asarlarda koʻplab his-tuygʻular, fikrlar ustidan hokimlik qiluvchi kuchli ehtirosli insoniy xarakterlar koʻp qirrali boʻladi. Ingliz ayol xarakteri oʻzida fe'l-atvor, xulq, urf-odat, rasm-rusumlar va turmush tarzini namoyon etadi. Ayniqsa xikoyachi Dikkensning kayfiyat diapazonida kuzatiladigan kulgu, kesatish, xursandchilik, muloyimlik, gʻamginlik, azoblanish, gʻazablanish kabi holatlar xarakter yaratish jarayonida aks etadi. Muallif yaratgan xarakterning individual belgilari ya'ni kiyimlari, detali, imo-ishoralar, hatti-xarakatlari, sevimli soʻzchalar (little creatura, little housekeeper) va iboralar bilan xarakterlanadi. Bu belgilar orqali turli tipdagi xarakter namoyon boʻlgan. Masalan “Sovuq uy (Bleak House) asarida bosh qaxramon Ester Sammerson quyidagicha tasvirlanadi: *She was handsome; like an angel—but she never smiled. She was always grave and strict. She was so very good herself, I thought, that the badness of other people made her frown all.- U guyo farishtasifat ammo, u xech qachon jilmaymasdi. U xar doim qattiqqoʻl va jonsiz edi. U oʻziga nisbatan yaxshi munosabatda boʻlib, meni fikrimcha uni odamlarning badfe'lligi uni hayoti davomida sovuqqon qilib qoʻygan edi*[3:21].

Mazkur asarda tasvirlangan missis Flitt xarakterida shunday fazilat mavjud. Dikkens shunday deb tasvirlaydi: *“The old – young woman with gentility, contributed to the creation of the comic- pathetic little madwoman miss Flitte (Oʻrta yosh boʻlgan bu ayol aqlu-zakovati ila hazilkash va savdoyiroq miss Flittga aylangan edi* [3:48] *”.*

Katta umidlar (Great Expectation)” asaridagi missis Jo Gardjeri “*She was tall and bony, with black hair and eyes, and red face and always wore a coarse apron stuck full of pins and needles” chapter 2.* “*U ozgʻin va baland boʻyli, sochi va koʻzlari qora rangda boʻlib, yuzi qizil edi. U xar doim igna va toʻgʻnogʻichlar qadab qoʻyilgan qoʻpol fartuk taqib yurardi*[4:92]”.

Yuqorida keltirib oʻtilgan uch xil xarakterning oʻziga xosligi ularning fe'l-atvoridan kelib chiqqan holda shakllanganligini koʻrish mumkindir. Birinchi

xarakterda uning sovuqqon ekanligi uning yuzida ham aks etib tursa, ikkinchi ayol xarakterida uning hazilkashligi va shu bilan birga savdoyiroq ekanligi koʻzga tashlansa, uchinchi tipdagi ayol xarakterida missis Jo Gardjerining qoʻpol fartuk taqib yurishi uni boshqalardan ajratib turadigan belgisidir. Boshqacha qilib aytganda, ingliz ayolining bunday fartugi asarda xarakterni ochib berishda detal vazifasini bajaruvchi hamdir. Har bir xarakterning oʻziga xosligi muallif tomonidan mazkur xarakterga xos tipni shakllantirishda xarakterning tabiatidan kelib chiqqan xolda uning shakklanish mezonini ham ochib beradi. Turli xarakter tiplarlaridan biri “Dombi va oʻgʻli” asaridagi missis Chikdir. Missis Chikning qiyin vaziyatlarda ikkiyuzlamachilik qilib suvdan quruq chiqib ketish xususiyati xarakterni yanada yaqqolroq namoyon etishga xizmat qiladi. Bundan tashqari adib insonlarning xarakterini yaratishda ma'naviyatsiz va manfaatli, vijdonsizlikning belgilari sifatida ertak elementlaridan mohirlik bilan foydalanadi. “Dombi va oʻgʻli” asaridagi Florens Zumrad tipidagi xarakterga ikki yalmogʻiz kampir missis Braun va missis Pipchin ya'ni ertakdagi odamxoʻr yalmogʻiz sifatida ifodalangan.

XULOSA

Charlz Dikkens asarlarida ijobiy qahramonlarning fikrlarida yozuvchining oʻz yurak hissiyoti namoyon boʻladi. Qahramonlarning alangali nutqlari muallif fikrlari bilan qoʻshilib ketadi va bu nutqning kuchayishiga sabab boʻladi. Bu esa asarning ta'sirchanligini oshiradi. Asarlar nashrdan chiqqach kitobxonlar tomonidan iliq kutib olindi. Gʻarb tanqidchilari Charlz Dikkens Angliya mamlakatini bitta oila misolida koʻrsatib berganligini ta'kidlashdi. Asarlarda tasvirlangan ayol xarakterining turfa xilligi va ularing oʻziga xos takrorlanmas tiplari muallifning ijodida xuddi poyonsiz oʻtloqda ochilgan turfa gullar singari koʻzga tashlanib turadi. Goʻyo butun mamlakat adib asarlariga koʻchib oʻtgandek edi. Faqat vujudga kelgan muammolar va turli xil vaziyatlar, ingliz xalqining turmush tarzi musavvir Dikkens qalami bilan chizildi.

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THE WORLD OF "EARTHSEA" BY W. C. LE GUIN AS AN EXAMPLE OF A "SECONDARY WORLD"

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ABSTRACT

This report examines the "secondary world" in fantasy literature using the example of the first novel in the Earthsea Cycle by U. K. Le Guin. The semantic content and genesis of the term "secondary world" in the fantasy genre are determined. The ontological and mythological systematicity in the description of the geography, climate, and culture of the world is analyzed.

Keywords: American literature; U. K. Le Guin; The Earthsea Cycle; fantasy genre; secondary world

The American fantasy tradition begins with The Wonderful Wizard of Oz by L. F. Baum (1856–1919; The Wonderful Wizard of Oz, 1900) and Tarzan of the Apes by E. R. Burroughs (1875–1950; Tarzan of the Apes, 1912) [1]. Thanks to R. I. Howard, the author of the Conan the Barbarian series (Robert Ervin Howard, 1906–36; The Phoenix on the Sword, 1932), the fantasy genre gained popularity. There are two main types of fantasy: high and low, depending on the setting. Low fantasy takes place in a world that contains fantastic elements, but magic is rare. High fantasy takes place in fictional worlds whose laws do not obey reality.

According to the essay "On Fairy-Stories" by J. R. R. Tolkien (1892–1973; On Fairy-Stories, 1939), the setting of fictional worlds is divided into a "primary world" and a "secondary world." The "primary world" refers to the real world, in which fantastic elements appear and magic is a kind of "miracle." Examples of fantasy with a "primary world" include such works as American Gods by Neil Gaiman (1960; American Gods, 2001), Watch by S. Lukyanenko (1968; 1998–2015), Rivers of London by Ben Aaronovich (1964; Rivers of London, 2011–present), etc.

Works with a "secondary world" that is not connected to reality, full of magic and mythological heroes include Terry Pratchett's Discworld (1983–2015), Robert Jordan's The Wheel of Time (1990–2013), Andrey Sapkowski's The Witcher Saga (1948), etc.

Nikki Gamble (1983; Exploring Children's Literature, 2008) identifies three forms of coexistence of the real "primary" and fictional "secondary" worlds [2]: 1. the absence of the "primary world", or its insignificance for the plot; 2. the connection between the "primary" and "secondary" worlds only through a portal; 3. the presence of a magical world within the real world (Here and below, the translation from foreign sources is ours – S.D.).

The first two forms, according to N. Gamble, are characteristic of high fantasy, and the third – of low fantasy. Of course, not all examples of the fantasy genre fit this classification. Thus, Tolkien said that the action of his books took place in our world 6000 years ago, and this allows us to classify his works as low fantasy. However, his Middle-earth is such a developed and remote world that it is impossible not to call The Lord of the Rings (1954-55) or The Hobbit (1937) high fantasy. In Harry Potter by J.K. Rowling (1965; Harry Potter, 1997-2007), Harry lives in a “prime world,” but most of the action takes place in a high fantasy world.

Alice's Adventures in Wonderland by Lewis Carol (1832–98) and The Chronicles of Narnia by C. S. Lewis (1898–1963) combine both worlds, but much of the action takes place in the magical world, which allows them to be classified as "portal" high fantasy.

An interesting example is George Raymond Martin's A Song of Ice and Fire (1996–present), which is set in a fictional world (high fantasy), but the minor role of magic in this epic saga is characteristic of low fantasy.

An example of the depiction of a “secondary world” in fantasy is Earthsea from the series A Wizard of Earthsea by W. K. Le Guin (Ursula Kroeber Le Guin, 1929-2018; The Earthsea Cycle, 1968–2001).

The worldbuilding on the map of the Earthsea archipelagos does more than just help the reader navigate the space and watch the heroes' journey with their own eyes. It was with the creation of the map and the world that the creation of the "Earthsea Cycle" began: "I wrote a couple of short stories that took place on islands where wizards and dragons lived. ...> The islands grew, and boom, it’s a whole archipelago, and so I draw a map, name the rivers, mountains, cities...” [1].

Technologically, Earthsea is an early Iron Age society, and bronze is used where iron is scarce. Wood and various hard but easily worked metals are used in the making of weapons.

Earthsea's climate is generally temperate, comparable to the mid-latitudes of the northern hemisphere, but in the southern regions, it is similar to subtropical. The world of Earthsea experiences the same cycle of seasons as Earth. The northern islands, such as Gont and Osskil, have warm summers and cold winters. Earthsea, except the lands of the barbarian hags, whose language is “unlike any language of the Archipelago and the Reaches” [2, p. 12], is a literate society using a script called “Ardic runes.”

Despite the relatively common language of the entire Archipelago, many peoples spoke their own dialects [2, p. 42, p. 104]. “The Ardic language... had its roots... in the True Speech, where all creatures and objects were called by their true names” [2, p. 24].

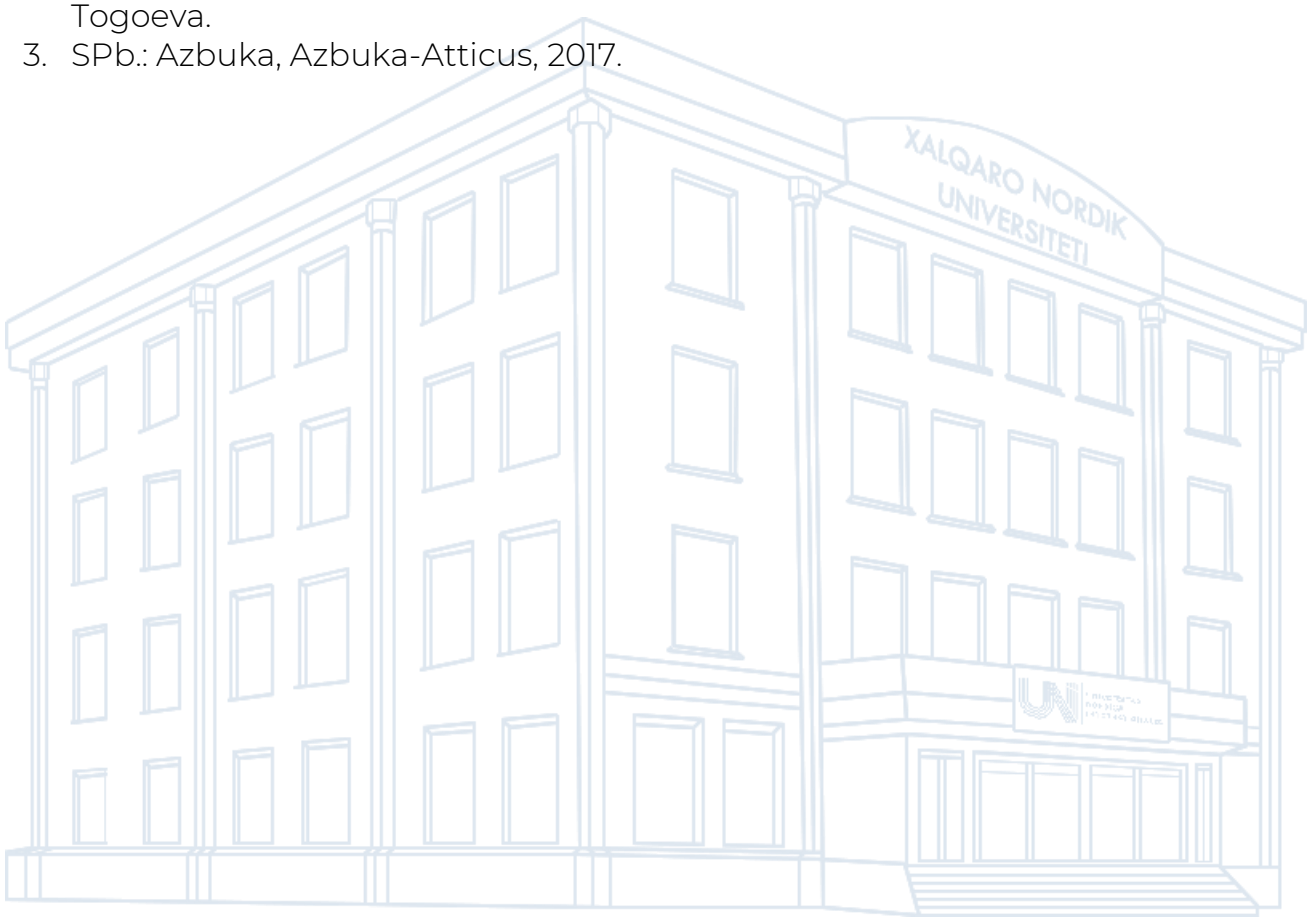
The skin color of the inhabitants of Gont, Havnor, and most of the inhabitants of the central islands is generally "copper-brown" [2, p. 42], like that of the Native Americans. The citizens of Osskil called them Kelub, "red-faced" [2, p. 104]. In the Southern and Eastern Reaches live dark-skinned people with straight black hair [2, p. 42].

In addition to humans, there is another intelligent species of living creatures in Earthsea – dragons. Some dragons are carriers of countless knowledge; others are cruel monsters. Some dragons (Orm Irian and Tenahu from the second trilogy) can transform into humans.

Thus, the world of Earthsea has no direct contact with the "primary" world. It obeys its own laws, has its own language, culture, ethnic groups, and its own cosmogonic myth. The Earthsea trilogy by Ursula K. Le Guin draws a model of an imaginary world and, with the help of a detailed ontological-mythological system, creates one of the most fully formed "secondary" worlds in fantasy literature.

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THE ROLE OF THE DOZENS GENRE IN AFRO-AMERICAN CULTURE

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ABSTRACT

This article explores the origins of the Dozens, its impact on Afro-American culture, and how it continues to influence modern expressions of Black identity, including hip-hop and stand-up comedy. It also delves into the history, structure, social functions, and cultural impact of the Dozens, tracing its roots from African traditions to its role in shaping contemporary Black artistry.

Keywords: dozens, verbal sparring, entertainment, social bonding, psychological resilience, slavery, artistic expression, "yo mama" jokes

INTRODUCTION

The Dozens is a form of verbal sparring that has played a significant role in African American culture for generations. It is a tradition of playful yet sharp-witted insults exchanged between two participants, often in a public setting, with the goal of outwitting and outlasting one's opponent. While it may seem like mere banter, the Dozens carries deep cultural significance, serving as a means of entertainment, social bonding, and even psychological resilience in the Black community.

The Dozens is a unique and influential verbal tradition in African American culture. Often characterized as a battle of wits, it involves two participants exchanging playful yet cutting insults in a rhythmic and entertaining manner, usually in front of an audience. The objective is not just to insult but to showcase verbal agility, humor, and quick thinking.

While on the surface, the Dozens may appear to be simple banter, it carries deep cultural, social, and psychological significance. It has played an important role in building resilience, strengthening communal bonds, and serving as a vehicle for artistic expression. Furthermore, the Dozens has left a lasting imprint on modern Black culture, influencing hip-hop, comedy, and mainstream entertainment.

The Dozens has roots in African linguistic traditions, where verbal skill and wit were highly valued. Many scholars trace the practice back to West African traditions of competitive wordplay and oral storytelling, which were integral to social life and communication.

During the era of American slavery, these linguistic traditions merged with the harsh realities of oppression, giving rise to creative and coded ways of expressing oneself. The Dozens became a form of social and psychological resistance – a way to cope with adversity, develop thick skin, and sharpen one's intellect. Some theories suggest that the term "the Dozens" may originate from the dehumanization of enslaved people who were considered "damaged" or unfit for labor and sold in

groups of twelve (a dozen). Whether true or not, the practice itself evolved as a way to build resilience through verbal skill.

The roots of the Dozens can be traced back to the oral traditions of West Africa, where verbal jousting was a respected skill. African societies often placed great importance on linguistic dexterity, using storytelling, proverbs, and call-and-response techniques as essential tools of communication.

In many West African cultures, insult contests and witty exchanges were common and served both as entertainment and as a means of establishing social hierarchy. These contests, sometimes referred to as *"verbal dueling"* or "ritual insult exchanges," allowed participants to prove their intelligence, composure, and ability to think quickly under pressure.

The Dozens typically follows a back-and-forth exchange format, with each participant delivering a clever, cutting insult. The rules are simple but unwritten:

- the insults must be witty and creative rather than overly cruel.
- the delivery must be confident, with rhythm and humor.
- losing one's temper is a sign of defeat.
- the ultimate goal is to entertain the crowd as much as to win the battle.

A common feature of the Dozens is the *"Yo Mama"* joke, where the opponent's mother becomes the subject of exaggerated and humorous insults. These jokes, such as "Yo mama so fat, when she steps on a scale, it says 'to be continued'", are meant to be lighthearted rather than offensive. However, the Dozens can sometimes escalate if participants take the jabs too personally. More examples include:

"Yo mama so fat, when she steps on the scale, it says 'One at a time, please.'"

"Yo mama so dumb, she stared at a cup of orange juice for hours because it said 'concentrate.'"

While it may seem disrespectful, these jokes are usually understood to be playful rather than genuinely offensive. The goal is not to attack but to showcase one's wit and ability to outmatch an opponent verbally.

The tradition of the Dozens evolved as enslaved Africans were forcibly brought to America. Faced with dehumanization and brutality, African Americans developed ways to use language as a means of survival and self-preservation. Through coded speech, humor, and wit, they resisted oppression and maintained a sense of cultural identity.

Far from being just a game, the Dozens serves an important social function in the Black community. It fosters verbal dexterity, quick thinking, and resilience—qualities that are essential for navigating life's challenges. It also acts as a rite of passage, teaching young people how to handle criticism, maintain composure under pressure, and engage in friendly competition.

Additionally, the Dozens reinforces a sense of camaraderie and belonging. Engaging in the Dozens is a communal activity, and the ability to hold one's own in a verbal battle earns respect and admiration. This tradition mirrors the broader African American experience of using humor as a tool for survival, defiance, and self-expression.

The Dozens is often considered a rite of passage, teaching young people how to handle criticism and navigate verbal confrontations. By engaging in this tradition, individuals develop resilience, learning not to take words personally and to respond with confidence.

In many ways, the Dozens reflects a broader aspect of African American history – using humor and linguistic skill to endure adversity. It acts as a form of psychological conditioning, preparing participants to face challenges in a world where they may encounter verbal and systemic attacks.

While the Dozens involves insults, it is ultimately a communal activity that strengthens relationships. The shared laughter and engagement create a sense of belonging, reinforcing social bonds within the Black community.

Rather than causing division, the Dozens promotes camaraderie, as those who engage in it understand the cultural significance and playfulness behind the words. It is often used among friends, family members, and community members as a way to connect and express mutual respect.

The ability to think quickly, construct witty responses, and entertain an audience requires a high level of linguistic intelligence. The Dozens encourages creativity and sharpens verbal expression, skills that are valuable in many aspects of life, from public speaking to leadership.

This verbal agility has translated into numerous cultural expressions, particularly in the realms of hip-hop, stand-up comedy, and spoken word poetry.

The Dozens laid the foundation for various forms of Black artistic expression, particularly in hip-hop and stand-up comedy. Many hip-hop artists, from early battle rappers to modern MCs, have drawn on the structure and spirit of the Dozens to craft their rhymes and lyrics. Freestyle rap battles, a key element of hip-hop culture, follow a similar call-and-response pattern, where competitors try to outdo each other with clever wordplay and punchlines.

Similarly, stand-up comedians like Richard Pryor, Eddie Murphy, and Dave Chappelle have incorporated the Dozens' style of humor into their routines. Roasting, a comedic art form where individuals humorously insult one another, also stems from the Dozens, as seen in televised roast battles and social media exchanges.

Even outside of Black culture, the Dozens has influenced mainstream entertainment. From schoolyard teasing to comedy roasts on television, the impact of this tradition can be felt across different cultures and communities.

CONCLUSION

The Dozens is more than just a game of insults; it is a deeply rooted cultural practice that reflects the resilience, intelligence, and creativity of African Americans. It has served as a tool for social bonding, intellectual sharpening, and artistic expression, shaping elements of hip-hop, comedy, and popular culture. Though it has evolved over time, the essence of the Dozens remains the same – a testament to the power of words, humor, and community in African American life. As long as wit and wordplay are celebrated, the spirit of the Dozens will continue to thrive, keeping its rich cultural legacy alive for generations to come.

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ТЕМА ИСКУШЕНИЯ И МОРАЛЬНОГО ВЫБОРА В ПРОИЗВЕДЕНИИ «СКОРБЬ САТАНЫ»

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АННОТАЦИЯ

Статья посвящена анализу темы искушения и морального выбора в романе Марии Корелли «Скорбь Сатаны». Рассматривается, как главные герои произведения сталкиваются с соблазнами богатства, власти и самоутверждения, а также как их решения отражают борьбу между добром и злом. Особое внимание уделено образу Лючио Риманца как воплощения дьявольского искушения и Джеффри Темпеста как человека, проходящего через испытание моральных ценностей. Анализируются ключевые сцены, иллюстрирующие внутренний конфликт и духовное перерождение героя, а также связь произведения с викторианской моралью и религиозными идеями конца XIX века.

Ключевые слова: искушение, моральный выбор, викторианская литература, добро и зло, духовное перерождение, аллегория, свободная воля, материализм

ВВЕДЕНИЕ

Публикация мистического романа «Скорбь Сатаны» (1895), написанного английской писательницей Марией Корелли (настоящее имя Мэри Маккей, 1855-1924), совпала с эпохой расцвета декаданса (от французского “decadence” – упадок). Декаданс отличался атмосферой безысходности, тревоги и предчувствия неизбежной общественной катастрофы, что отражало настроения, охватившие общество и литературу конца XIX века. Основу сюжета романа «Скорбь Сатаны» составляют отношения между человеком и дьяволом, а также «падение» и последующее искупление главного героя. История излагается от первого лица – писателя Джеффри Темпеста. С первых строк произведения заметна попытка придать повествованию достоверность: Темпест ретроспективно рассказывает свою историю, намекая, что к моменту ее записи его жизнь уже изменилась. Композиция романа выстроена линейно.

Произведение, ставшее бестселлером своего времени, также исследует природу человеческой души через призму искушения и нравственного выбора. В центре повествования лежит вопрос: способен ли человек противостоять искушению ради высших моральных ценностей?

ОСНОВНАЯ ЧАСТЬ

Искушение в романе «Скорбь Сатаны» представлено как многослойное явление, охватывающее материальные, социальные и духовные аспекты. Джеффри Темпест, начинающий писатель, изначально оказывается в состоянии

крайней бедности, что делает его уязвимым перед соблазнами богатства. Его внутренний монолог в начале романа ярко иллюстрирует эту борьбу: «Зачем такая несправедливость во имя Божие? Зачем недостойный ротозей имеет полные карманы золота, доставшиеся случайно или по наследству, когда я, работая без устали с утра до ночи, едва в состоянии иметь обед?» [1:4]. Здесь Корелли подчеркивает зависть и отчаяние, которые становятся почвой для дьявольского вмешательства.

Появление Лючио Риманца знаменует поворотный момент. Его предложение помощи и богатства – это классический мотив фаустовского договора, переосмысленный в викторианском контексте. Как отмечает Аннет Федерико, Корелли использует Люцифера не просто как антагониста, а как зеркало человеческих слабостей, выявляя скрытые пороки общества [3:45]. Риманец манипулирует Темпестом, предлагая ему богатство, которое тот принимает, не задумываясь о последствиях: «Если это была правда, ведь тогда свет был бы мой! Я был бы королем вместо того, чтобы быть нищим» [1:15]. Этот момент демонстрирует, как искушение властью и роскошью ослепляет героя, уводя его от моральных ориентиров.

Моральный выбор Джеффри Темпеста проходит через несколько стадий. Сначала он поддается соблазну, наслаждаясь богатством и общественным признанием, что отражает викторианскую критику материализма. Однако по мере развития сюжета герой начинает осознавать пустоту своего существования.

Прослеживая развитие сюжета, можно заметить закономерность: все персонажи романа остаются глубоко несчастными. Ни богатство, ни слава не способны утолить духовные потребности героев, особенно главного героя, Джеффри Темпеста. К финалу произведения он осознает, что утратил свою человеческую сущность. Распущенность и алчность превратили его в того самого аристократа, которого он когда-то презирал. Убежденность в том, что он познал высшее чувство – любовь, – оказывается иллюзией, поскольку в Сибилле его привлекала лишь внешняя красота, а не ее внутренний мир. Темпест всем сердцем ненавидел женщин, считая их неспособными к разумному мышлению и созданию гениальных произведений. Стремясь к славе, он публикует книгу, которая, несмотря на похвалы подкупленных критиков, не находит отклика у простых читателей. Неудачи неотступно следуют за Темпестом. Даже Лючио, которого он считал ближайшим другом, начинает открыто выказывать ему презрение.

В кульминации романа Лючио являет Темпесту свой истинный облик. Особенность интерпретации Корелли заключается в том, что на протяжении всего повествования герой не подозревает, что его богатство – результат вмешательства сатаны. Здесь уместно процитировать слова дьявола: «Тебе следовало бы считать меня врагом, потому что тот, кто льстит человеку за его добродетели или потворствует ему в его пороках, есть худший враг того человека, будь то демон или ангел!» [1:489]. Охваченный ужасом, эгоистичный и безбожный Джеффри горько раскаивается в своих поступках и клянется никогда больше не сворачивать с праведного пути Божьего. Роман завершается духовным исцелением писателя Джеффри Темпеста, в то время как князь тьмы Лючио продолжает искушать людей, надеясь, что его отвергнут.

Корелли использует аллегорический образ Люцифера как падшего ангела, который одновременно искушает и страдает, что усложняет традиционное противопоставление добра и зла. Эндрю Сандерс отмечает, что такой подход отражает викторианскую тенденцию к переосмыслению религиозных архетипов в литературе [5:112]. Темпесту предоставляется последний шанс выбора: «Выбирай, и уже не изменяй никогда потом: этот час, эта минута – твой последний искус» [1:496]. Его решение – «Только Бог!» – знаменует отказ от дьявольских даров и возвращение к вере.

Финал романа символизирует духовное очищение героя. Потеряв богатство из-за мошенничества адвокатов, Темпест принимает бедность как возможность начать жизнь заново: «В потере мирского богатства я видел дело милосердного Провидения» [1:504]. Этот поворот перекликается с христианской идеей искупления через страдание, популярной в викторианской Англии. Как отмечает Кэтрин Уилсон, Корелли стремилась донести до читателей мысль о том, что истинное счастье возможно только через отказ от эгоизма и принятие божественной воли [6:78].

Образ Мэвис Клер, чистой и непорочной героини, усиливает эту идею. Ее письмо к Темпесту в конце романа – символ надежды и моральной поддержки: «Оценка вашего труда публикой должна утешить вас в ваших великих потерях» [508]. Через контраст между Мэвис и падшей Сибиллой Корелли подчеркивает последствия разных моральных выборов, предлагая читателю урок о значении добродетели.

ЗАКЛЮЧЕНИЕ

Анализ романа показывает, что перед лицом искушений даже самые благородные намерения могут быть подвергнуты суровому испытанию. Темпест, изначально движимый отчаянием и завистью, поддается иллюзии вседозволенности, принимая дары Лючио Риманца – воплощения дьявольского искушения. Однако его путь обнажает горькую правду: ни богатство, ни слава не способны заполнить духовную пустоту. Корелли мастерски демонстрирует, как соблазны власти и роскоши разрушают душу, если человек не находит в себе силы сделать осознанный выбор в пользу добра. Через образы Темпеста и Риманца автор раскрывает, как легко поддаться обманчивой привлекательности материального успеха и забыть о своей ответственности перед собой и обществом, подчеркивая, что истинная ценность жизни заключается не во внешних достижениях, а в сохранении чистоты души и верности своим идеалам.

Финальное перерождение героя, его отказ от дьявольских благ и возвращение к вере – «Только Бог!» [1:496] – отражают викторианскую веру в возможность искупления через страдание и внутренний труд. Этот поворот сюжета подчеркивает, что искушение – это не только угроза, но и испытание, которое может привести к нравственному росту. Роман не просто аллегория борьбы добра и зла, но и философское размышление о том, какие ориентиры мы выбираем в жизни и насколько готовы пожертвовать ими ради мимолетных удовольствий. Потеряв богатство, Темпест обретает внутреннюю свободу, признавая: «В потере мирского богатства я видел дело милосердного Провидения» [1:504]. Этот момент символизирует победу духовного над

материальным, альтруизма над эгоизмом, что делает произведение особенно созвучным религиозным и моральным исканиям викторианской эпохи.

В конечном счете, «Скорбь Сатаны» утверждает, что подлинное счастье достижимо только через преодоление соблазнов и сохранение человеческой сущности, несмотря на все трудности жизненного пути. Роман остается актуальным и сегодня, напоминая о вечной борьбе между материальным и духовным началом, эгоизмом и стремлением к высшим ценностям. История Темпеста побуждает читателей задуматься о собственных выборах, о том, как мы противостоим искушениям современного мира и сохраняем свою душу перед лицом соблазнов, которые, подобно Лючио, искусно скрываются под маской дружелюбия и обещаний. Произведение Корелли, таким образом, не только предостерегает, но и вдохновляет, предлагая надежду на то, что даже после падения человек способен найти путь к свету через осознанный моральный выбор.

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SOCIAL CRITICISM IN GEORGE ORWELL'S LITERARY WORKS

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ABSTRACT

This thesis explores the social criticism embedded in George Orwell's literary works, particularly in Animal Farm and 1984. Through allegory, satire, and dystopian narratives, Orwell critiques political systems, social inequalities, and the abuse of power. By examining his works through the lens of social criticism, this study highlights Orwell's warnings about the dangers of totalitarianism, the manipulation of truth, and the degradation of individual freedoms. The thesis compares Orwell's socio-political concerns with contemporary issues, demonstrating the enduring relevance of his critique.

Keywords: Social criticism, George Orwell, Totalitarianism, Political systems, Animal Farm ,1984, Allegory, Dystopia

INTRODUCTION

George Orwell, one of the most influential political writers of the 20th century, is renowned for his sharp social criticism and exploration of totalitarianism, corruption, and the abuse of power. His works, particularly Animal Farm (1945) and 1984 (1949), have become seminal texts in the field of political literature, offering both a reflection of the sociopolitical climates of their time and a chilling glimpse into the potential consequences of unchecked political power. Orwell's unique ability to combine literary craft with biting social critique makes his works both powerful and timeless in their relevance.

At the core of Orwell's writings is his relentless critique of totalitarian regimes and the ways in which those in power manipulate language, truth, and society to maintain control. Through the allegorical tale of Animal Farm, Orwell examines the corruption of revolutionary ideals, illustrating how power can distort even the most righteous causes. In *1984*, he creates a dystopian world where the state exercises absolute control over both the public and private lives of its citizens, raising alarms about the dangers of surveillance, propaganda, and the destruction of personal freedoms.

This thesis will analyze the social criticism embedded within Orwell's literary works, particularly focusing on the themes of power, oppression, and the manipulation of truth. By examining his use of allegory, satire, and dystopian settings, the study will highlight how Orwell critiques the political and social dynamics of his time while offering enduring lessons on the nature of power and its potential to corrupt. The analysis will also explore the

relevance of Orwell's warnings in contemporary society, as his works continue to resonate in a world where issues of surveillance, political manipulation, and the distortion of truth remain pressing concerns. Through this exploration, the thesis will demonstrate how Orwell's literary genius goes beyond storytelling, serving as a powerful tool for social and political critique.

LITERATURE REVIEW

Numerous scholars have analyzed George Orwell's works through various lenses. In Animal Farm, Orwell critiques the perversion of socialist ideals following the Russian Revolution, showing how revolutionary movements can be co-opted by those in power. As noted by Kinna (2004), Orwell uses the farm animals as metaphors for the betrayal of the proletariat by Stalin and his regime. In *1984*, Orwell's exploration of totalitarianism, surveillance, and the manipulation of truth resonates with modern concerns about government control, as highlighted by Gray (2000) and Roberts (2007). These works are often compared to historical events, such as World War II, the rise of fascism, and the Cold War, which provided Orwell with the backdrop for his criticism of authoritarian rule and mass conformity.

Orwell's concern with the manipulation of language and truth is central to his critique, particularly in 1984 where Newspeak, the controlled language, symbolizes how language can be used as a tool of oppression. Through his nuanced social critique, Orwell's works challenge readers to confront the consequences of political systems that prioritize control over individual rights and freedoms.

METHODOLOGY

This thesis adopts a qualitative literary analysis methodology, focusing on thematic and symbolic elements within Orwell's works. The following steps are undertaken: Textual Analysis:

Detailed readings of Animal Farm and 1984 are conducted, focusing on Orwell's use of allegory, satire, and dystopian themes. Specific attention is given to character development, symbolism, and the portrayal of political regimes. Comparative Approach: The study compares Orwell's depiction of political systems and social issues in both works. Key themes such as the abuse of power, social inequality, and the manipulation of truth are examined in the context of historical and modern-day political systems. Historical Contextualization: The political climate of Orwell's time, including the rise of totalitarian regimes in Europe and Asia, is explored to understand the influences behind his works. Additionally, the contemporary relevance of his criticism is discussed in relation to modern political and social issues.

DISCUSSION AND RESULTS

1. Allegory and Satire in Animal Farm

Animal Farm is an allegory of the Russian Revolution and the subsequent corruption of socialist ideals under Stalin's rule. Orwell's depiction of the farm animals reflects the disillusionment of the proletariat as their revolutionary hopes are crushed by a new tyranny. The pigs, who represent the ruling class, initially promise equality but gradually adopt the same oppressive practices as the humans they replaced. The famous line "All animals are equal, but some animals are more equal than others" encapsulates Orwell's criticism of political hypocrisy and the betrayal of revolutionary ideals.

2. Totalitarianism in 1984

In 1984, Orwell presents a dystopian future dominated by the Party, led by Big Brother, where individual freedoms are suppressed, and the truth is manipulated. The concept of "doublethink," the ability to hold two contradictory beliefs at once, symbolizes the regime's power to control reality and rewrite history. Orwell critiques the dangers of surveillance, state control, and the use of propaganda to manipulate public perception. *1984* serves as a powerful warning against the erosion of civil liberties and the dangers of unchecked government power.

3. The Role of Language in Control

Both Animal Farm and 1984 highlight the manipulation of language as a tool for control. In 1984, Orwell introduces Newspeak, a language designed to limit the expression of dissenting thoughts, showing how language can be manipulated to restrict freedom of thought. Similarly, in Animal Farm, the distortion of language is used to justify the pigs' increasing privileges and the repression of other animals.

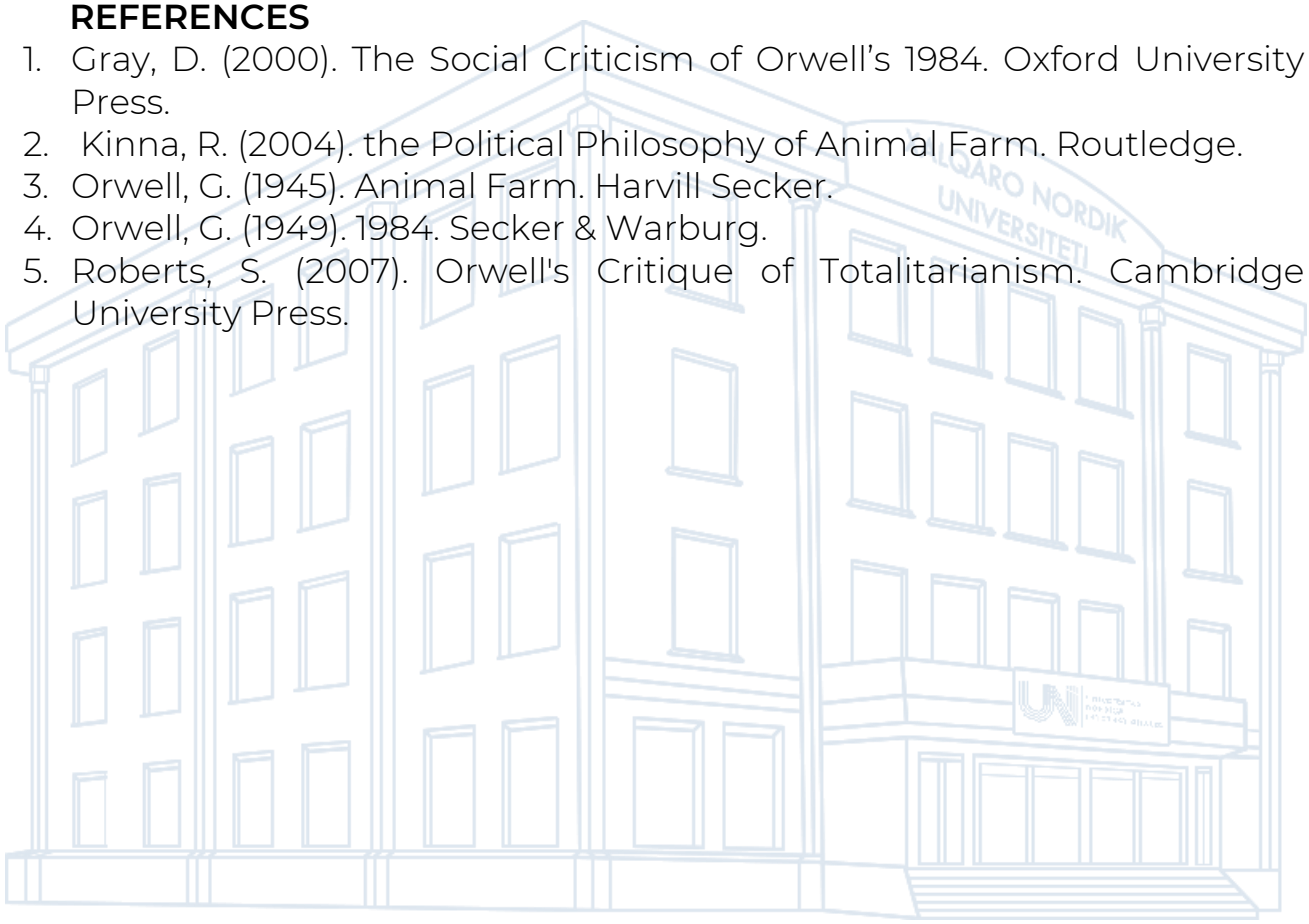
CONCLUSION

George Orwell's works, particularly Animal Farm and 1984, are seminal pieces of literature that offer incisive social criticism. Through the use of allegory, satire, and dystopian narrative, Orwell critiques the dangers of totalitarianism, the manipulation of truth, and the betrayal of revolutionary ideals. In Animal Farm, Orwell exposes how political power can corrupt even the most noble of causes, illustrating the ways in which the ruling class can exploit the masses. The famous line, "All animals are equal, but some animals are more equal than others," serves as a powerful reminder of how political leaders manipulate language and ideals to maintain their control. In 1984, Orwell's portrayal of a society under constant surveillance and strict control of information serves as a chilling reminder of the potential consequences of unchecked government power. His concept of "doublethink" and the manipulation of language through Newspeak underscore the dangers of a society where truth is distorted, and individual freedoms are systematically eroded. Both works warn of the risks associated with the concentration of power, the use of propaganda, and the suppression of dissent. Orwell's social

criticism, though rooted in the political climate of his time, remains remarkably relevant in the contemporary world. The themes of governmental overreach, the distortion of truth, and the manipulation of language continue to resonate in modern-day political discourse. Orwell's cautionary tales remind us of the importance of vigilance, free expression, and the preservation of individual rights in the face of authoritarianism. Orwell's literary legacy lies in his ability to provide readers with timeless insights into the workings of political systems and the effects of power on society. His works challenge us to critically examine our own political realities and to resist the forces that seek to control and manipulate our thoughts and actions.

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BADIIY TASVIRIY VOSITALARNING FENTEZI JANRIDAGI ROLI

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ANNOTATSIYA

Mazkur maqolada fentezi janrining badiiy adabiyotdagi o'rni va ahamiyati tahlil qilingan. Asosiy e'tibor badiiy tasviriy vositalarning fentezi asarlaridagi roli va ularning obraz yaratish, syujet rivojlantirish va o'quvchiga ta'sir qilishdagi o'rniga qaratilgan. Misollar va ilmiy manbalarga tayangan holda, fentezi janrining poetik xususiyatlari yoritilgan.

Kalit so'zlar: fentezi janri, badiiy tasviriy vositalar, metafora, epitet, jonlantirish, poetik uslub

Fentezi janri bugungi kunda jahon adabiyotida muhim o'rin tutadi. Bu janr o'quvchini real hayotdan ajratib, g'ayrioddiy dunyolar, sehrli hodisalar va fantastik obrazlar bilan tanishtiradi. Fentezi asarlarining muvaffaqiyati ko'p jihatdan badiiy tasviriy vositalardan foydalanishga bog'liq. Badiiy tasviriy vositalar asarning badiiy-estetik qimmatini oshirib, obrazlarning jonli va ishonarli bo'lishiga yordam beradi. Ushbu maqolada fentezi janridagi badiiy tasviriy vositalarning roli va ularning badiiy matnni shakllantirishdagi ahamiyati tahlil qilinadi.

1.Fentezi janrining xususiyatlari

Fentezi janri olimlar tomonidan turli nuqtai nazarlardan o'rganilgan bo'lib, uning kelib chiqishi, xususiyatlari va boshqa janrlardan farqlari haqida qimmatli fikrlar bildirilgan. Masalan, Nozima Axrorovna Saidovaning "Garri Potter" asarida fantastik obrazlar tahlili" nomli maqolasida fentezi janriga ta'rif berilib, uning turlari va mashhur namunalari qayd etilgan. Shuningdek, butun dunyo yozuvchilarining fentezi janri haqidagi fikrlari aks ettirilgan. Bundan tashqari, "Fentezi: mifologik personajlar va fantastika: umumiylik va kontrast" nomli maqolada fentezi janri fantastikaning bir turi sifatida talqin qilinib, unda mifologik va ertak personajlari ishtirok etishi ta'kidlangan.[5] Zamonaviy G'arb adabiyotidagi fentezi asarlarida elf, gnom, ajdaho, dev, pari, jodugar kabi mavjudotlar uchrashi qayd etilgan. Shuningdek, "Fentezi genezisi va uning ilmiy talqini" nomli maqolada fentezi yo'nalishining shakllanishida mif, ertak va ritsarlik romanlari kabi tarkibiy qismlarining o'rni ilmiy-nazariy jihatdan tadqiq qilingan. Muallif xorijiy olimlarning ilmiy qarashlariga tayanib, o'zining nazariy yondashuvini asoslab bergan. Ushbu tadqiqotlar fentezi janrining boy va rang-barang ekanligini, uning boshqa janrlardan o'ziga xos farqlari va o'ziga xos xususiyatlarini yoritib beradi. Fentezi janri real hayot qoidalaridan chetga chiqadigan, g'ayrioddiy dunyolarni tasvirlash bilan ajralib turadi. K. Imomovning ta'kidlashicha, "Fentezi asarlarida mavjudlik qoidalari boshqa dunyo qonunlariga asoslanadi va bu dunyolar muallifning tasavvuri mahsulidir" [1]. Ushbu janrda mifologik obrazlar, sehr-jodu, afsonaviy jonzotlar keng qo'llaniladi. A. Nurmatovning ta'kidlashicha, "Fentezi janrining asosiy xususiyati – muallifning

tasavvurini cheksiz tasvirlash imkoniyatidadir" [2]. Bu janrda mualliflar haqiqatni buzmagan holda, yangi dunyolarni yaratib, o‘quvchini sehrli olamga olib kiradi. Misol uchun, Jorj Martinning “Taxtlar o‘yini” asarida sehrli elementlar bilan bir qatorda kuchli dramatik voqealar ham tasvirlanadi. Muallifning poetik uslubi va badiiy tasviriy vositalardan foydalangani asarning jozibasini oshiradi.

2.Badiiy tasviriy vositalarning fentezi janridagi roli

Badiiy tasviriy vositalar — bu adabiyotda ma'lum bir obraz yoki voqeani tasvirlash, o'quvchini hissiy va aqliy jihatdan ta'sirlantirish uchun ishlatiladigan usullar va elementlardir. Badiiy tasviriy vositalar, masalan, metafora, epitet, personifikatsiya, taqqoslash va boshqalar, badiiy matnning asosiy tarkibiy qismlaridir. Olimlar badiiy tasviriy vositalar haqida turli nuqtai nazarlardan fikr yuritganlar.

Baxhtin badiiy tasviriy vositalar haqida shunday fikr bildiradi: "Badiiy tasvir adabiy tilni faqat formal jihatdan emas, balki uning ijtimoiy, tarixiy va madaniy kontekstini ifodalovchi vosita sifatida ham ishlatadi."[14]. Bakhtin badiiy tasvirni nafaqat badiiy ifodalash vositasi, balki o'quvchining ruhiy, hissiy va aqliy holatini o'zgartirishga qodir kuch sifatida ko'radi. Yarkho badiiy tasvirni "ko'z o'ngida yashaydigan tasavvurlar va obrazlarning kombinatsiyasi"[15] sifatida tavsiflaydi. U badiiy tasvirlarni tilning estetik kuchi deb hisoblaydi va ularning yordamida yozuvchi yoki shoir voqeani faqat voqea sifatida emas, balki o'quvchi tasavvurida jonlanadigan obraz sifatida taqdim etadi. Yarkho uchun badiiy tasvir — bu ta'sirchan tasavvurlarni yaratish jarayonidir. Komissarov badiiy tasvirni "tilning o'ziga xos ijtimoiy va estetik kuchi" deb ataydi. U badiiy tasviriy vositalar yordamida o‘quvchi yoki tinglovchida chuqur hissiyotlar uyg‘otishni va estetik qoniqishni ta’minlashni nazarda tutadi. Komissarovning fikricha, badiiy tasvir voqelikni faqat aks ettirib qolmay, balki uni chuqurroq, hissiy jihatdan anglash imkoniyatini yaratadi. Gasparov badiiy tasvirning tilga, so'zga bog'liqligini ta'kidlaydi. U badiiy tasvirning til tizimiga kiritgan "oraliq so'zlar" (yoki uslubiy xususiyatlar) orqali tasvirning kuchini oshirishini ta'kidlaydi. Gasparov badiiy tasvirni qator so‘zlarni va figurativ ifodalarni birlashtirishda, o‘z-o‘zini anglash jarayoniga olib keluvchi vosita sifatida ko‘radi. Badiiy tasviriy vositalar, asosan, tilni estetik va hissiy jihatdan boyitadigan, voqealarni o'quvchiga ko'rsatuvchi va uni tasavvur qilishga undovchi vositalar sifatida qaraladi. Olimlar fikriga ko'ra, badiiy tasvir — bu so'zlarning maxsus tartibi va mazmuni orqali insonning ichki dunyosini, hissiyotlarini va dunyoqarashini ta’sirchan ifodalovchi kuchdir. Fentezi janrida badiiy tasviriy vositalar, xususan metafora, epitet va jonlantirish usullari muhim ahamiyatga ega. Bu vositalar orqali muallif tasvirlayotgan dunyoni yanada real va hissiyotli qilib ko‘rsatadi. Metafora – bu bir narsani boshqasi bilan taqqoslab, o‘quvchining tasavvurini boyituvchi vosita. Masalan, “Tong charog‘onligi qurol yaltirog‘i kabi nur sochardi” iborasi yordamida fentezi olamidagi jang maydonining hayajonli tasviri beriladi. Metafora asarni jonlantirish va tasvirni kuchaytirishda muhimdir. Masalan, "Tong charog‘onligi qurol yaltirog‘i kabi nur sochardi" iborasi jang maydonining hayajonini ifodalaydi. J. K. Roulingning "Garri Potter" asarida Voldemortning qiyofasi "o‘lim soyasi" sifatida tasvirlanadi, bu uning yovuz tabiatini yanada keskinroq ochib beradi. Epitet – obrazlarni yorqinroq ko‘rsatish uchun ishlatiladi. “Sehrli qasr” yoki “nozik ovozli elflar” kabi tasvirlar fentezi asarlarining tipik badiiy vositalaridir. Epitet obrazlarni aniq va tasirchan tasvirlashga yordam beradi. Masalan, "sehrli qasr" yoki "nozik ovozli elflar" kabi ifodalar fentezi janriga xosdir. Garri Potter haqidagi asarda "sirli xonalar" va "qorong‘i o‘rmon" kabi epitetlar muhitni yanada sirli qiladi. Jonlantirish – jonsiz narsalarga insoniy sifatlar berish orqali tasvirni yanada jonli

qiluvchi uslubdir. Masalan, “Shamol g‘azab bilan chinqirdi” kabi jumlalar orqali muhitning dinamikasi va hissiyotlar kuchaytiriladi. Jonlantirish orqali jonsiz narsalar insoniy xususiyatlarga ega bo‘ladi. Masalan, "Shamol g‘azab bilan chinqirdi" tasviri muhitni dinamik qiladi. Garri Potter asarida "Qichqiruvchi kulba"ning o‘zidan-o‘zi shovqin qilish qobiliyati ushbu vositaga yaqqol misol bo‘la oladi. [4]

3.Fentezi asarlarida badiiy tasviriy vositalar orqali obraz yaratish

Badiiy tasviriy vositalar fentezi asarlarida nafaqat syujet rivojiga, balki qahramonlarning xarakterini ochib berishga xizmat qiladi. Masalan, Jorj Martinning asarida “Qor qiroli” obrazi sovuq va sirli qiyofada tasvirlanadi: “Uning ko‘zlari muzdek edi, ular hayotni emas, o‘limni ifodalar edi” [3]. Shuningdek, K. Imomov o‘zining “O‘zbek xalq sehrli ertaklari” tadqiqotida badiiy tasviriy vositalarning epik obrazlarni yaratishdagi roliga alohida urg‘u beradi [1]. Fentezi janrida badiiy tasviriy vositalar asarning mazmuni va estetik jozibasini boyitishda muhim rol o‘ynaydi. Metafora, epitet va jonlantirish kabi vositalar orqali mualliflar g‘ayrioddiy dunyolarni real va jonli qilib tasvirlaydilar. Jorj Martin va boshqa fentezi mualliflarining asarlarida bu vositalarning samarali qo‘llanishi o‘quvchi tasavvurini kengaytirib, asarga yanada chuqurroq sho‘ng‘ishga imkon beradi.

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THE ROLE OF STORYTELLING IN SHAPING IDENTITY AND SOCIAL BONDS IN STEPHEN KING'S "IT"

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ABSTRACT

This article examines the novel "IT" by one of the famous American writers Stephen King. Stephen King's novel "IT" is one of his popular works that analyses fear and childhood trauma. The plot centres on a group of children living in the town of Derry. They fight against a mysterious and evil creature – a clown named "Pennywise"[1]. The work explores human fear and its nature, while also highlighting themes of friendship and courage. Stephen King with his unique style and psychological depth, both frightens and amazes the reader. In conclusion it is mentioned that this novel is one of the most prominent examples of the horror genre and is also widely known to the public through film and TV series adaptations.

Keywords: Horror, Pennywise, losers club, Stephen King, IT, red balloon, fear, trauma, friendship

This novel is one of Stephen King's largest novels, consisting of 5 parts, 23 chapters and 1,138 pages. The author wrote this novel over a period of approximately 4 years from 1981to 1985. The novel is in English and was published by Viking Press on September 15, 1986. Stephen King was inspired by stories about the town of Derri in Meyn, USA. This town appears not only in this novel by Stephen King, but also in his works "Bag of Bones" "Dreamcatcher". Obviously, this book is terrible when it comes to its genre. At the present time, this is not seen as surprising or new, as the number of frightening and terrifying centuries that can compete with it has increased in the current era. However, in the 1980s, this work was not taken lightly. This novel pioneered new ways of experiencing horror because it had several remarkable characteristics:

1) The story is very long and complex, focusing on one character and one family at a time.

2) The plot is non-liner and changes over time, which means that the reader has to pay close attention to the timeline of the story. At the same time, there is a big difference between the book and the film adaptation. The work seems to be written in a chaotic manner in the book, because in the book their childhood and adulthood are brought together. The past and present are compared. This requires the reader to be attentive and perceptive to the time and events, as well as it is like a puzzle. Nevertheless, in the film, these events are divided into parts, that is, the first part is

[1] Pennywise - Pennywise is a villain and terrifying clown from Stephen King's novel "IT" (1986) but is actually a terrifying shapeshifting character.

filmed based on the events of childhood and the second part is filmed based on the events of adulthood.

3) All the main characters are children. The book takes place in two parallel time periods: 1. 1957-1958s when the Losers club members encounter Pennywise as children. 2. 1984-1985s when they grow up and learn that Pennywise has returned, they team up to destroy him again.

4) As this terrifying character, he introduces a new costume, meaning that no one has attempted to make a terrifying and scary character out of a clown before this century.

This novel is also one of his longest works. Most of Stephen King's works last from two hundred to four hundred to a thousand pages. He dedicated this book to his wife Naomi Rachel King and two children – Owen Phillip King and Joseph Hillstrom King. He also dedicated many of his books to his family. King always uses clear and simple language in his works and often affirms the English language. He never uses vulgar language in his works and all the places cities in his works are based on reality (real cities, streets or real-life examples) The book has a lot of direct speech. Here are some examples of the language King uses:

"Stanley? Stanley? St —"

She looked at the tub with its blue shower curtain bunched at the far end of the stainless steel rod and forgot how to finish her husband's name. She simply stared at the tub, her face as solemn as the face of a child on her first day at school.

(Stephen King, 1986, 57)

Here, in line three, is one example of King's indirect style of language. Instead of saying "she forgot his name" the author expresses it in more curious manner. In forth line, he uses a simile, which is original one instead of using a cliché such as:

"She was white as a sheet.".

"Who was it, Don?" Harold Gardener asked softly.

"It was Derry," Don Hagarty said. "It was this town."

"And what did you do then?"

"I ran, you dumb shit," Hagarty said, and burst into tears.

(Stephen King, 1986, 38)

Here is example of two contrasting languages. First and third direct speeches here are spoken by policemen and therefore their language is formal. The second and the last direct speech is said by a man with record of criminal activity and it is displayed by his use of profanities.

Each character uses different languages and children use simple English, unlike adults. The author also attached great importance to these points in his works.

The main plot of the book is about a group of seven children who call themselves the "Losers club"[2]. The main theme of the work is fear and its power, the advantages of friendship and unity in such a situation, as well as various traumas and their healing. Three quotes that verify the theme:

1) "We've learned that fear is a thing that cannot be defeated but only mastered." (Fear and its Power)
2) "You are the Losers. You are the ones who can fight it." (Friendship and Unity)

[2] Losers Club – Stephen King's "IT" (1986) In the story, a group of children refer to themselves by this name.

3) ”We’re all gonna die, but some of us are gonna die trying.” (Trauma and Healing).

We can also see the similarities and differences between the two characters in the novel at the same time.

How are they alike?	How are they different?
Both Bill and Ben struggle with self-doubt.	Bill is a natural leader, while Ben is more reserved.
Beverly and Eddie both come from abusive households.	Beverly fights back against her abuser, while Eddie remains passive.
Richie and Eddie rely on humor as a defense mechanism.	Richie is loud and extroverted, while Eddie is nervous and anxious.
Bill and Mike are both deeply curious about Derry’s history.	Mike stays in Derry as the town historian, while Bill leaves to become a writer.
Pennywise manipulates both Henry Bowers and Beverly’s father.	Henry is directly controlled by Pennywise, while Beverly’s father is influenced more subtly.
Both Stan and Eddie fear germs and contamination.	Stan is logical and skeptical, while Eddie is deeply superstitious.
The Losers Club members all experience intense childhood trauma.	They each cope differently—some repress, while others confront their fears.
Both Bill and Pennywise understand the power of belief.	Bill uses belief to empower himself and others, while Pennywise uses it to instill fear.

Figure 1. Similarities and differences between the characters.

However the plot of the story in movie and TV-series adaptations[3] is shown dramatically different. The novel has a broad scope, covering events that took place in the 1950s and 1980s in detail. It deeply explores children’s lives, Pennywise (the main antagonist), and the psychological analysis of fear. While the 2017 and 2019 IT movies (Chapter one and Chapter two) maintain the novel’s main storyline, they shorten or alter many details. For example, some plot lines were removed and modernised in the films. The story spans two time periods – 1958 and 1985. The children’s and adult’s versions are portrayed in parallel. The 2017 movie focuses on the childhood part, shifting the events to 1989, while the 2019 IT Chapter two is dedicated to the adult section. In the novel, each character’s personality, background and inner struggles are deeply explored, detailing their lives and fears. In the film, however, some character stories are shortened and changed. For instance, in the novel, Mike Hanlon serves as the historian, but in the movie, some of his responsibilities are given to Ben Hanscom. The novel explores themes such as the impact of fear and childhood trauma on adulthood, the power of friendship and unity and the persistent nature of evil in great depth. While the movie includes these themes, they are simplified and often replaced with visual effects. Additionally, the novel contains many brutal and controversial scenes, such as Beverly’s ”ritual scene” with the group, the violence between Mike and Henry Bowers and other acts of cruelty. In the film, these aspects are softened. The main difference between the book

[3] Adaptation - a film, television drama, or stage play that has been adapted from a written work.

and the movie is that the novel conveys fear primarily through psychological and philosophical aspects, whereas the film relies more on visual and atmospheric horror.

CONCLUSION

In conclusion Stephen King's novel "IT" is not only a horror story, but also a complex work that explores the darkest corners of the human psyche. The image of IT in it is not a simple evil, but a symbol of fear itself, its infinite forms and the impact it has on the human mind. The work deeply explores the themes of the gap between childhood and adulthood, trauma and overcoming them.

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COMPARATIVE STUDY OF THE CONFLICT, THE PLOT, AND THE CHARACTERS IN WOMEN'S FANTASY FICTION

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ABSTRACT

The article analyzes the typological features of the conflict, plot, and images in the works of women's fantasy. The fundamental difference from classical fantasy samples is the interpretation of female images and the feminine principle, the origins of which go back not only to a myth or a romantic fairy tale but also to a love novel, precisely to the novel "Jane Eyre" by Ch. Bronte. The type of heroine created by Brontë is widely replicated in the «female" fantasy and translates traditional moral values into European culture.

Keywords: fantasy, women's literature, popular literature, Charlotte Brontë

Fantasy literature, which has been extremely popular since the second half of the 20th century, is a phenomenon of very diverse quality: there are both undoubtedly outstanding examples and a huge number of texts related to popular fiction. The former undoubtedly include the works of the founders of fantasy – J. R. R. Tolkien and C. S. Lewis; as for popular culture, fantasy is a widely disseminated phenomenon that has long gone beyond the boundaries of literature itself, stepping into cinema and the entertainment industry (for example, computer games) and becoming the basis for entire subcultures. When we speak of "women's" fantasy, we mean works written by women writers. This work does not have the character of a large-scale study covering all works written in the fantasy style by women authors; rather, these are some reflections on the typology of "women's" fantasy, and these reflections are based on the analysis of two classic examples (these are Ursula K. Le Guin's "A Wizard of Earthsea" series of novels and Maria Semenova's "Volkodav" series of novels), as well as several popular fantasy novels that are more related to mass culture than to high literature and represent various variations of the genre. Since the objective of the work lies in the field of studying the typological features of "women's" fantasy, then turning to popular mass culture examples allows us to identify this typology, since mass culture is built on the replication of typological conflicts, plots, situations and images, being a kind of "formula literature" [4, p. 4]. If we talk about the typology of the plot in fantasy in general, then we are talking, first of all, about the quest as a plot-forming beginning in fantasy: it is the journey of the hero, pursuing a certain goal and going through various trials along the way, that lies at the heart of the plot. And from this point of view, fantasy directly relies not only and not so much on the traditions of the travel novel, widely represented in different literary eras, but, first of all, on myth and heroic epic: "It is myth as the most vivid manifestation of

metaphorical and utopian thinking that lies at the heart of the fantasy genre." [4; p. 10] On the other hand, the goal of the quest in fantasy is (no more and no less) saving the world. In classical fantasy, the basis of the worldview is the idea of a global balance of good and evil, and if this balance is disturbed, the world begins to teeter on the brink of destruction. This is where the hero appears, who must correct the situation and save the world. This super-task that the hero must complete significantly distinguishes the typology of plot-forming conflict in fantasy from the travel novels created in previous literary eras, in which the hero often turns out to be a plaything of fate, accidentally thrown into a remote corner of the world, whose only goal is to return home (for example, as in the English novel of the Enlightenment: Gulliver's Travels by J. Swift or Robinson Crusoe by D. Defoe), and reveals the mythological roots of fantasy.

This exploration illustrates how such narratives reflect a deeper engagement with themes of destiny and the human condition. By analyzing these foundational texts, we can discern the enduring influence of myth on contemporary fantasy literature, shaping the archetypal journeys of modern heroes as they navigate their trials and tribulations.

From the point of view of the typology of space, the world of fantasy literature is "programmatically fantastic" [9, p. 319] and is based, first of all, on the traditions of romantic literature, namely, on the models of romantic duality developed in the romantic fairy tale or romantic novel. In the fantasy – J.ology of space, of course, various options for using spatial models are possible: these options were laid down at the dawn of the genre by the "fathers" of fantasy themselves, the Inklings – Tolkien and Lewis. Moreover, if Lewis used the "classical" two-world model, in which there is the real world of London during the war and post-war years and the fantasy world of Narnia, as well as "doors" between the worlds, then in Tolkien the setting is an independent world – the world of Middle-earth – with its cosmos, its history of creation, and its own closed loci; however, the world of Middle-earth does not correlate with the real world in any way, and, in fact, the two-world model "reality/fantasy" does not arise, but the action can move to separate loci with their own spatio-temporal laws. "Female" fantasy, based on its best examples in the typology of plot, conflict and construction of space, develops in line with the same established trends. Thus, in Le Guin's "A Wizard of Earthsea", space is constructed according to Tolkien's model (i.e., a self-sufficient fantasy world is created that does not intersect with the real one). The conflict is connected with the need to save the world, to restore the world balance, which was disturbed either by the fault of the hero himself or by the fault of someone else; the plot is based on a quest – i.e., a journey. [6] M. Semenova also creates a self-sufficient fantasy space in her cycle of novels about Volkodav, which, however, contains many references to Russian pagan and early medieval culture (that is why Semenova is called the author of "Slavic" fantasy). True, her artistic space is more complex: it opens up passages to other worlds, but these worlds cannot be called analogs of objective reality. The main character, Volkodav, also goes on a quest, but initially, his task is not at all in the area of saving the world; however, when faced with evil and injustice, he cannot pass by and constantly gets involved in conflicts, protecting the weak and the offended and punishing villains and scoundrels, thereby ultimately saving the world. [10] In popular novels, which can belong to different sub-genres of fantasy or related genres, similar plots and spatial models of text organization are also implemented. It would seem

that the main typological components of texts in “female” examples of fantasy develop within the framework of “male” traditions, and no special signs of specifically “female” literature have yet been discovered. However, an analysis of works created by women writers shows that, in addition to relying on mythology, heroic epics, romantic tales, and classic examples of the genre (the works of Tolkien and Lewis), “women’s” fantasy demonstrates a completely different solution, first of all, to the “women’s” theme, which directly affects the plot, the conflict, the characters and the attitude towards the feminine principle in general. This is not surprising, since by the end of the 20th century, as Yu. B. Borev writes, “Women’s literature acquired clearly defined, specifically feminine, emphatically feminine features.” [11, p. 468] These features often include a focus on emotional depth, interpersonal relationships, and the exploration of identity from a female perspective. As a result, "women's" fantasy not only reimagines traditional narratives but also challenges established norms, offering a rich tapestry of experiences that resonate with a diverse range of readers.

First of all, one notices the significant difference in the role played by love intrigue in the “male” and “female” versions of fantasy. In classic examples of the genre, for example, in Tolkien’s “The Hobbit”, love intrigue as such is absent, and female characters are only mentioned episodically (for example, “our hobbit’s mother” [13, p. 6]). In “The Lord of the Rings”, love intrigue (or rather, intrigues) is on the periphery of the novel. Thus, at the end of the epic, Rosie is mentioned, whom Sam marries [12, p. 997]. Arwen also appears at the end, whom Aragorn marries [12, p. 939]. The episode also features the amazingly beautiful story of the relationship between Tom Bombadil and his wife Goldfish, presented in poetic form – as a song [12, p. 136]. The theme of love is central to the inserted ballad of Beren and Lúthien [12, pp. 202–203]. However, these episodes are not plot-forming. Only the love story connected with Éowyn, for whom falling in love with Aragorn becomes an additional incentive to go to war, plays any role in the plot since it is Éowyn who must destroy the Supreme Nazgûl. Lewis’s Chronicles of Narnia also does not have a pronounced love affair, since the main characters are children, teenagers who have not yet reached the age of adult relationships. [7] For female authors, the role of the love story is much more important for the plot. Moreover, in several cases, it is the love collision that drives the plot. Thus, in Le Guin’s A Wizard of Earthsea, it is a woman – the young daughter of Lord Re Albi – who first provokes Ged into a clash with the Shadow, and it is she who then saves Ged, sacrificing herself. In The Tombs of Atuan, a love that is not yet fully realized pushes Tenar to save Ged and determines the outcome of the conflict; in Tehanu, love is revealed to Ged as a new meaning in life when he loses his magical powers [6]. In Semenova’s Wolfhound, the dream of love and home allows Volkodav to retain at least some hope for the future, and the love of Princess Yelena for Volkodav is the basis of the main plotline: after all, it is she who chooses Volkodav as a guardian, and it is for her sake that he sets out on his quest. [10] In popular literature, love stories serve as the basis for the plot-forming collisions of many popular bestsellers written by women: Howl’s Moving Castle by D. W. Jones [2], The Hunger Games by S. Collins [5], Twilight [8], and The Beast by A. Flynn [14]. Along with the dominant role of the love affair in the development of the plot, the specificity of "women's" fantasy is manifested in the interpretation of female images and their role in the artistic structure of the work as a whole. In this context, a very productive step would be to consider the origins of the female character in the "women's" version of fantasy. Here it is necessary to note that these origins do not lie in the romantic fairy

tale and certainly not in the classic examples of the genre but have completely different roots. The reader is accustomed to the fact that in European literature up until the beginning of the 19th century, female images were significantly typified and largely relied on archetypes formed in European culture. The female image can be presented either as the image of the Beautiful Lady, who is saved, protected, loved, and extolled, and for whose sake feats are performed, or the woman is a beautiful flower that is given as a reward for feats. Either the female character embodies the Cinderella archetype – a beautiful but unfortunate victim of fate who, again, needs to be saved, protected, and exalted. Or she is a noble wife and mother of a family, infinitely devoted to her husband (the Penelope archetype). Or, finally, a cunning temptress who, for the sake of power, revenge, or her own pleasure, takes the path of evil, tempts, seduces, and even kills (Circe, Lady Macbeth). It is also important that these roles – psychological and social – are usually separated and are practically not combined in one heroine. Of course, the reader, like Pushkin's Tatyana, can "imagine herself as the heroine" of this or that novel, but it is quite difficult to identify herself completely with this or that female character since the psychology of a woman is much more complex and does not fit into the framework of just one social role or one psychotype.

However, in the 19th century the literary situation changes. And if in the romantic fairy tale, which has its roots in classical fantasy, a woman is usually depicted as a beautiful flower to which the hero aspires and as a reward that he receives for completing his task (as, for example, in Novalis's "Heinrich von Ofterdingen" or Hoffmann's "The Golden Pot"), then in the literature of a later period it turns out that for a woman to be happy, it is not enough to be simply the beautiful lady or the saved Cinderella; it is not enough for her to simply be admired, saved and loved. She needs to be patronized; she needs to be equal to a man in strength of spirit and intelligence; she even needs to be superior to a man in some ways, to pity him and not just be saved but also to save herself. Perhaps the complexity of female psychology is most vividly and convincingly reflected in Charlotte Brontë's novel "Jane Eyre" (1847). Of course, Sh. Brontë relied in many ways on the achievements of her literary predecessors (J. Austen, George Sand, whose novel Consuelo Charlotte "loved very much" [3, p. 7]), but it was Charlotte Brontë who was able to make a real breakthrough in the depiction of a female character because her heroine embodies not just one template of a female image but a whole "set" of character traits, making this image extremely deep and multifaceted. What are these traits? On the one hand, Jane is a kind of Cinderella of the 19th century. She is an orphan who is bullied by her aunt and cousin and who was sent to be brought up in a closed institution with a strict regime. Jane herself forms her character through reading, studying, and working on herself, and this character allows her to find a place in life. Thus, in the novel, we see a clearly expressed idea of women's emancipation. This theme resonates throughout the narrative, as Jane not only seeks independence but also asserts her right to love and happiness on her terms. Her journey reflects the broader struggle for women's rights during a time when societal expectations often confined them to subordinate roles.

Also, Jen embodies the idea of internal, spiritual beauty, as opposed to external - empty and cold (like, for example, Blanche Ingram). But at the same time, Jen unwittingly turns out to be a temptress - it is for her sake that Mr. Rochester is ready to break the law by marrying her while his wife is alive. Jen is a rebel, but at the same time her behavior is based on high moral principles. She cannot make a deal with the

law, or with her conscience, or with her own feelings. She has a sense of self-worth, which causes respect from others. When creating the image of Jane Eyre, Sh. Bronte makes another win-win move: in Jen's behavior we see very curious "games" with self-esteem. Thus, Jen demonstrates low self-esteem, considering herself ugly, not very gifted, and not very smart. It is enough to recall the scene in which Jen, comparing herself with Blanche, paints a disparaging portrait of herself: “The portrait of a governess – a lonely, poor ugly woman” [1, p. 183] or: “Can one really allow him to take this plain, poor plebeian woman seriously?” [1, p. 184] But at the same time, through this low self-esteem, an inner confidence in her intelligence and her exceptionalism breaks through; she seems to repeat all the time: no one understood Mr. Rochester, but I did. And this exceptionalism of the heroine expresses the need to feel special, unique, which is extremely necessary for female psychology. Also, Jen is not just Cinderella, but also the embodiment of a savior; however, she saves Mr. Rochester’s life when she prevents a fire, and in the finale of the novel she leads him out of a deep spiritual crisis.

Thus, Le Guin's main female characters, Tenar and Tehanu, are "social" orphans. Tenar is taken away from her family to serve the gods; in fact, she becomes an orphan, deprived of even the name given to her at birth; Tehanu is also an orphan, whom Tenar saves and takes into care. Tenar is beautiful, but when she leaves the tombs of Atuan to the north, her beauty differs from the beauty of the local women, and Tehanu has been disfigured since childhood: after being raped, she was thrown into a fire, and the girl lives with terrible burns on her body. They are both victims and saviours of the world at the same time, since it is Tenar who saves Ged and helps him find and reunite the halves of the destroyed ring; Tehanu, at a critical moment, calls for help from her true kin – the dragon Kalessin. Tenar also plays the role of a faithful wife and mother (Penelope's psychotype) and ultimately receives personal happiness with Ged as a reward for her path. [6] In Maria Semenova's "Wolfhound", the central female characters are orphans: the princess Elen and Niilit. Both gain the knowledge they need through their own efforts. Both are victims: the princess is hunted, and Niilit is sold into slavery. But at the same time, Niilit, for example, also embodies the "saviour" psychotype: it is she who keeps Wolfhound from dying in the burning castle of the Cannibal; it is she who finds a way out of the castle and helps both Wolfhound and Tilorn to escape; it is she who quickly learns healing and ultimately receives personal happiness with Tilorn. And in the princess Elenima, as in the case of Jen, we observe games with self-esteem: she considers herself not brave enough, comparing herself with the image of a warrior mother. In "Wolfhound", Kenderat's mother is also mentioned many times – the woman who taught Wolfhound to fight. For Semenova, Kenderat's mother is the embodiment of a woman healer, saviour and guru all rolled into one. It is her life principle – "Love rules the world" – that guideline on which Wolfhound tries to rely, but which remains unattainable for him. [10] In popular novels, we see the same features characteristic of women's novels, which have already acquired the character of clichés: in "Howl's Moving Castle", "The Hunger Games", "Twilight", and "The Beast", the main characters are either orphans or girls from single-parent families. They make their way in life on their own. They constantly voice low self-esteem and do not consider themselves beauties, possessing inferiority complexes, although in the eyes of others, they look quite attractive, so their games with self-esteem are perceived as a kind of coquetry.

All of them are victims, objects of the hunt, but they also save the world (on different scales) and are rewarded with personal happiness in the finale.

"Female" fantasy treats male heroes with unfeminine severity, which is typical of a female romance novel. Let's remember Mr Rochester: he combines strength and a certain wild beauty, different from the antique ideal; brutal attractiveness; a difficult character; and love for our smaller brothers – those traits that cause admiration in women. But at the same time, it is not enough for a woman to simply admire; to love, a woman must also pity her chosen one, which is why Mr Rochester's family treated him so unfairly, marrying him to a madwoman; therefore, no one except Jane sees true suffering in him, and in the finale of the novel, Charlotte Brontë had to cripple her hero: trying to save his mad wife from a fire, he loses fingers on his hand and goes blind. And it is to this Mr Rochester that Jen returns: I love you both strong and weak at the same time, the former handsome man and today's cripple; I will give you strength and believe in you, and with me you will become a hero again – here it is, the message of the savior psycho type, and here it is, the male image that evokes both compassion and admiration.

This type of hero and similar plot points are widely replicated in "women's" fantasy. Thus, Le Guin's Ged is an orphan; Wolfhound is also an orphan (he sees the entire Grey Dog clan being killed before his eyes); Howl in Howl's Moving Castle is an orphan, and Kyle Kingsbury in The Beast is also a kind of orphan (first abandoned by his mother, then betrayed by his father). Female authors like to cripple their male heroes: Ged has a scar on his face after a collision with the Shadow; Wolfhound too – in fact, he doesn't have any living meta on him at all, because he was repeatedly beaten with a whip in the mines of the Gem Mountains; in The Hunger Games, Peeta loses a leg, and Gabe is beaten with a whip at the pillory, and even children's fantasy cannot escape this cliche: J. Rowling's Harry Potter is also an orphan with a scar on his forehead. In addition, all these characters' love nature: the heroes' companions are a lemming – Ged, a bat – Wolfhound, an owl – Harry and even the unbearable Kyle Kingsbury grows roses. At the same time, all the hardships of life and the abuse they endured only harden the characters: they quickly get back on their feet (often not without the help of the ladies) and are ready to perform further feats. Why do female writers need this? All these clichés "work" for the "saviour" psychotype because this is the kind of man that female readers want to see next to them: strong and weak at the same time; worthy of admiration and pity. In addition, love for such a man allows a woman to believe in her own exceptionalism: no one sees his true beauty in him, but she – special – sees it. Also, the attitude of "female" fantasy to the feminine principle in general plays a crucial role. A man must simultaneously love, deify, pity, and protect a woman but at the same time recognize her as his equal and even worship her as his beloved and as a mother, and a crime against a woman is unthinkable and therefore cruelly punishable. This is the ideology of "women's" fantasy broadcasts in their various variants. Thus, "women's" fantasy literature, replicating the clichés and templates characteristic of women's novels, does not ideologically express the ideas of "extremist" feminism but rather reinforces a complex, often contradictory vision of femininity that both elevates and confines women within traditional roles. This duality serves to both celebrate and critique societal expectations, ultimately reflecting the ongoing struggle for genuine equality amidst romantic idealization. but rather represents a certain mix of traditional family values, birchy [11, p. 468], and the idea of emancipation.

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ALEKSANDR SERGEYEVICH PUSHKIN ERTAKLARI VA O'ZBEK XALQ OG'ZAKI IJODI

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ANNOTATSIYA

Ushbu maqolada A.S.Pushkinning "Baliqchi va baliq haqida ertak" hamda "Shoh Saltan haqida ertak" asarlarining o'zbek xalq og'zaki ijodi namunalariga o'xshash va mushtarak jihatlari tahlilga tortilgan. Shuningdek, mazkur maqolada sayyor syujet, folklorizm, fantastik detallar kabi nazariy tushunchalar haqida tahlillar berilgan. Xalq og'zaki ijodining barcha xalqlar tarixiy taraqqiyotida muhimligi, ayni shu nuqtayi nazardan turli xalqlar og'zaki ijodida o'xshash fabulali asarlarning mavjud bo'lishi haiqda ilmiy farazlar bayon etilgan.

Kalit so'zlar: xalq og'zaki ijodi, ertak, sayyor syujet, folklorizm, sehrli-fantastik tasvir, an'ana va novatorlik

Pushkin qisqa umri davomida kattalar uchun ham, bolalar uchun ham ulkan lirik va epik meros qoldira olgan olamshumul ahamiyatga ega adiblar sirasidandir. "Baliqchi va baliq haqida ertak" (1833) dostonida shoir pok muhabbat mangu bo'lishini orzu qiladi. Boylik, mansab deb o'tgan kunni unutmaslikni istaydi. Bundan tashqari, kimki halol peshona ter to'kib boylik orttirsa, birovlar hisobiga boyiydigan bo'lsa, bu boylik hech qachon yuqmasligini, birovniki birovnikiligicha qolib ketishini kampir qismati bilan chog'ishtirib hikoya qiladi. Yer yuzi, butun olam hukmroni bo'lib olgan kampir cholni mensimaganligi uchun ochko'z va badbaxtligicha qolib ketaveradi.

Baliq Sharq xalqlari adabiyotida ham, jahon adabiyotida ham erk va qudrat, do'st va sadoqat ramzi sifatida qalamga olingan. O'zbek xalqida ham oltin baliq motivi yetakchilik qilgan. Qadimiy odamlar baliqni ham muqaddas bilib, unga sig'ingan. Shu bois baliq ertak qahramoniga aylangan. "Qalandar bilan Samandar", "Sohibjon bilan Ahmadjon", "Suhrob bilan Muzrob", "Sehrli baliq" ertaklari "Oltin baliq" motivi asosidagi ertaklarning variantlaridir. Oltin baliq mazkur ertaklarda bosh qahramonga yo'ldosh va ko'makdosh bo'lib, syujet chizig'ida mavjud epizodlar harakatini ta'minlaydi, yechimda hal qiluvchi vazifani bajaradi. U "Oltin baliq" ertagi va uning variantlarida baliqchining o'g'li tomonidan tutiladi va qo'yib yuboriladi.

Pushkinning bu ertagi rus folklori ta'sirida yaratilgan bo'lib, fantastik voqea-hodisalarni o'z ichiga oladi. Ertak baliqchi cholning oltin baliqni tutib olish voqeasi bilan boshlanadi:

Chol dengizga to'r solsa bir gal,
Baqa yaproq ilindi yolg'iz.
To'r solganda chol ikkinchi gal

Ilindi-ku dengiz o‘lani.
To‘r solganda chol uchinchi gal,
To‘rga tushdi bir kichik baliq...

Ushbu tasvirdan ko’rishimiz mumkinki, ertakda xalq og‘zaki ijodi motivlari yetakchilik qiladi. Xalq ertaklarida ham uch, yetti, to’qqiz, qirq kabi raqamlar muqaddas hisoblanib, ayni shu raqamlar orqali qahramonning sarguzashtlari hikoya qilinadi. Yuqoridagi tasvirda ham baliqchi chol uch marta to’r solganda, uchinchi martasida oltin baliq ilinadi. Shu tariqda oltin baliqqa bosqichma-bosqich tarzda talablar, shartlar qo’yila boshlanadi. Umuman, “Baliqchi va baliq haqida ertak” insoniyat ehtiyojlarining chek-chegara bilmasligi haqida hikoya qiluvchi asardir.

Ammo shu jihatga ham e’tibor qaratish lozimki, ertakda chol sofdil, samimiy, ochiqko’ngil bir inson sifatida tasvirlangan bo’lsa, uning turmush o’rtog‘i esa, aksincha, ochko’z, xudbin va modiiy manfaatlarni har qanday ma’naviy fazilatdan ustun qo’yadigan inson timsolidir. Chol ilk bor oltin baliqqa duch kelganida uni hech bir shartlarsiz, dengizga qo’yib yuboradi:

“Oltin baliq, tangri yor bo‘lsin,
Kerak emas menga to‘loving,
Mayli, tushgil moviy dengizga,
Erkin-erkin o‘ynab yuraver!”

Cholning bu gaplarini eshitgan kampirning fig‘oni falakka chiqadi va shu syujet chizig‘idan boshlab baliqdan bir-biridan ulkan to’lovlar talab qila boshlaydi. Ayni shu tasvirlarda cholning ham, kampirning ham ma’naviy qiyofasi namoyon bo’lib borar ekan, asarni o’qiyotgan o’quvchi cholga qanchalik achinib, hamdard bo’lsa, kampirning kurakda turmas qiliqlaridan shu qadar g‘azablanadi. Shoir o’quvchini o’zining mohir poetik tili, so’zlarning o’z o’rnida qo’llangani va tasvirning haqqoniyligi bilan ertakka jalb qilib oladi. Bu ertakni har birimiz bolaligimzda o’qiganmiz va o’zimizga yarasha xulosa olganmiz. Yosh o’quvchilar mazkur ertak bilan tanishar ekanlar, ochko’zlik insonni halokatga yetaklaydigan muqarrar qusur ekanini anglaydilar. Ertak so’ngida kampirning yana hech narsasiz qolishi unga berilgan eng oliy jazodir, aslida. Chunki dunyoni faqat moddiy boyliklar bilan qarichlaydigan insonlar boyliksiz qolishni eng oliy jazo deb biladilar.

Bitta so‘z ham demadi baliq,
Suvga urib dumini faqat,
G‘oyib bo‘ldi dengiz tagiga.
Javob kutib turdi sho‘rlik chol,
Uzoq qolib dengiz bo‘yida.
Qaytdi kampir yoniga axir,
Ko‘rsa: tag‘in o‘sha yerto‘la,
Bo‘sag‘ada o‘tirar kampir,
Qarshisida teshik tog‘ora.

Ushbu xotima kampirning so’nggi istagi – dengiz ostida hukmronlik qilish xohishi oltin baliqning-da sabr kosasini to’ldiradi. Va yuqoridagi tasvirda berilganidek, kampirni eski holatida qoldirish qaroriga keladi. Bunday xotima o’quvchini

sergaklikka, uyg‘oqlikka chaqiradi. Umuman olganda, “Baliqchi va baliq haqida ertak” xalq og‘zaki ijodining motivlaridan ozuqa olgan holatda Pushkinning iste’dodi natijasi o’laroq dunyoga kelgan yirik adabiy hodisadir. “Baliqchi va baliq haqida ertak” o’zbek shoiri Mirtemir tarjimasida o’zbek kitobxonlarining ham sevimli asariga aylanib ulgurgan.

“Shoh Saltan haqida ertak”ning bolalar dunyoqarashi rivojidagi o‘rni. Bu ertakning to’liq nomi “Shoh Saltan, uning ulug‘vor va qudratli o‘g‘li shahzoda Gvidon Saltanovich va go‘zal oqqush malika haqidagi ertak” bo’lib, bu asarda Pushkin insonlarning yomonliklari ham, yaxshiliklari ham ularning o’ziga bir kuni, albatta qaytadi degan g‘oyani ilgari surgan.

Asar yosh qizlarning sof orzularini bir-birlariga aytib berish sahnasi bilan boshlanadi. Shu o’rinda muallif so’zning tengsiz qudratga egaligi, u aytildimi, albatta, ro’yobga chiqishga mahkumligiga ishora qiladi. Chunki har uchala opa-singil o’zlari aytgan orzulariga erishadilar. Uch opa-singil agar ular malika bo’lib qolsa, nimalar qilishi haqida bahslashar ekan, kattasi tikuvchi, o’rtnachasi oshpaz bo’lishini bayon qiladi. Kenja qiz esa:

Men malika bo’lsaydim,
Shohimizga pahlavon,
Tug‘ib berardim o’g‘lon.[1]

deya orzu qiladi va pirovardida maqsadiga ham erishadi. Ayni shu o’rinda muallif har qanday pokiza niyat, u boshqalarga xalal bermagan taqdirda amalga oshishi mumkin degan fikrga ishora qilgan. Asarda Shoh Saltan fe’li keng, saxiy bir inson timsolida gavdalangan. Malika ham har tomondan podshohga munosib, aqlli, ziyrak, samimiy. Ammo uning ikki opasi singlisining baxtini ko’ra olmaydigan darajada hasadgo’y. Shu bois podshoh safardaligida unga yolg‘onlarga to’la maktub yozishadi va podshohning javob maktubini ham qalbakilashtirishadi. Xuddi shu syujet o’zbek xalq og‘zaki ijodining yetuk namunalaridan biri bo’lgan “Rustamxon” dostonida ham uchraydi. Bu dostonda ham Sultonxon ismli podshoh uzoq safarda vaqtida uning vazirlari malika Huroyimga qarshi yolg‘on-yashiqqa to’la maktub yozadi. Bu xususiyat safar va bo’htonli maktub voqeasini sayyor syujet sifatida baholashimizga asos bo’ladi.

Sayyor syujet – bu xalq og‘zaki ijodi yoki yozma adabiyotdagi badiiy asarlarda doimo uchraydigan, ko’chib yuradigan syujet turidir. Masalan, farzandsiz ota, o’gay ona, uzoq safar, safardagi turli qiyinchiliklar va shunga o’xshash syujetlar sayyor bo’lib, bir qancha badiiy asar tarkibida kelishi mumkin.

Yuqorida tilga olganimiz uzoq safardagi insonga bo’htonli maktub yuborish syujeti “Rustamxon” dostonida ham, “Shoh Saltan haqida ertak”da ham kelmoqda. Yana bir e’tiborli jihati har ikki asardagi hukmdorning nomlaridagi o’xshashlikdir. Saltan – Sulton. Aytilishi, undoshlari bir xil bo’lgan bu ismlar tasodfan o’xshash emas, albatta. Chunki Pushkin xalq og‘zaki ijodini chuqur o’rgangan, Sharq va G‘arb xalqlari folkloridagi mushtaraklik ham tasodifiy emas. Shu bois biz ushbu ertakni “Rustamxon” dostoni bilan parallel ravishda qiyosiy tahlil qilsak, masala yana ham oydinlashadi.

[1] Pushkin S.A. Shoh saltan haqida ertak. – Toshkent: Yoshlar nashriyot uyi, 2019. – 5-bet.

“Shoh Saltan haqida ertak”dagi – mulohazali va o’ylab ish qiladigan shaxs. Shu bois u yolg‘onchi opalar maktubini olarkan, safardan qaytgandan so’ng bir qaror qabul qilishini aytib javob xati bitadi:

Osmoq bo’lar choparni;
Lekin rahm etar bu gal:
“O’zim borib qilgum hal,
Kutsin, - der, - qaytishimni,
Va hukm aytishimni”.[2]

Ammo ichiqora opalar bu xatni o’zgartirib, Malika va uning o’g‘li shahzoda Gvidonni bochkaga solib dengizga uloqtirishadi. “Rustamxon” dostonida bu tasvir sal boshqacharoq: dushmanlari Huroyim va o’g‘li shahzoda Rustamxonni tulup (tuya terisidan qilingan qop) ga joylab, sahroga tashlashadi. Sahroga, yoki suvga tashlanish syujeti ham turli xalqlarda turlicha holatda uchraydi.

Bochkadan eson-omon qutulib olgan ona-bola kambag‘al, ammo baxtli holatda hayot kechira boshlashadi. Shahzoda gvidon bir oqqushni kalxatdan qutqarib qoladi. Oqqush esa undan minnatdor holatda shunday deydi:

Ey mening xaloskorim,
Azamat, jig‘adorim,
Qayg‘urma mening uchun,
Och qolaman deb uch kun.
...Yaxshiliging bilaman,
Keyin xizmat qilaman...[3]

Alqissa, sehrlangan Oqqush Malika tomonidan Shahzoda Gvidonga ulkan sovg‘akar beriladi. Qizni qutqarish sahnasi “Rustamxon” dostinida ham mavjud. Unda Oftoboy ismli qizni ajdarho yemoqchi bo’lganda, Rustamxon ajdarni o’ldirib, qizni qutqaradi. Har ikki asarda ham qizning hayotini qutqarish sahnasi mavjudki, bu ajdodlarimizning doimo ojizlarga yordam berishga intilganidan dalolatdir.

“Shoh Saltan haqida ertak”da shahzoda Gvidonning boshdan kechirganlari o’quvchini kitobga mixlaydi, badiiy tasvirlar, ertakdagi kutilmagan burilishlar yozuvchining naqadar mahoratli bo’lganiga dalildir. Bu asarning tarbiyaviy ahamiyati ham juda keng ko’lamli bo’lib, o’quvchilar qalbida ezgulikka havas va muhabbatni, yozuvlikka nafratni uyg‘otadi. Bu ertak bilan tanishgan har bor bola bu dunyoda insonning o’ziga qiladigan eng katta yaxshiligi, aslida boshqalarga qilgan yaxshiligi ekanligini anglaydi.

Hazrat Alisher Navoiyning quyidagi baytlari bu boradagi fikrimizga dalildir:

Naf’ing agar elga beshakdurur,
Bilki, bu naf’ o’zingga ko’prakdurur.

Ya’ni, sen odamlarga naf keltiradigan ishlarni bajarar ekansan, aslida bu naf, bu foyda sening o’zingga ko’proq bo’lib qaytadi.

Pushkinning yuqoridagi ertagi ham ayni shu fikrlarga hamohang tarzdagi xulosalarni har bir o’quvchiga taqdim eta oladi.

[2] Pushkin S.A. Shoh saltan haqida ertak. – Toshkent: Yoshlar nashriyot uyi, 2019. – 6-bet.
[3] Pushkin S.A. Shoh saltan haqida ertak. – Toshkent: Yoshlar nashriyot uyi, 2019. – 11-bet.

«Pop va uning xizmatkori Balda haqida ertak»dagi (1831) Pop obrazini shoir juda mahorat bilan ko‘rsatib berdi. Tekinxo‘r, ochko‘z, o‘zgalar hisobiga umr kechiradigan pop, aslida pastkash kimsa ekanligini keskin ochib tashlaydi. Unga qarama-qarshi obraz – oddiy va halol, mehnatkash va bahodir yigit Balda obrazini ijod cho‘qqisiga ko‘taradi.

A.S.Pushkin bolalarning ona Vatanga, tabiatga, odamlarga mehr-muhabbatini oshiradigan ko‘plab she’rlar yozdi. “Qish ertasi”, “Dengizcha”, “Men yana keldim”, “Enagamga”, “Bulut”, “Anchar”, “Tutqun” kabi she’rlar shular jumlasidandir. Pushkinning ertaklari bolalar tasavvurini kengaytirishga, tafakkuridagi turli bo’shliqlarni to’ldirishga yordam bersa, uning she’rlari tuyg‘ularning sof va rost holatda saqlab qolish uchun muhim ko’makchi vazifasini bajaradi.

Xulosa shuki, Aleksandr Sergeyevich Pushkin o’zining serko’lam ijodi bilan nafaqat, rus xalqi adabiyotida, balki, jahon adabiyotida ham o’z o’rniga ega bo’lgan serqirra ijodkordir. Uning kattalar uchun yozgan asarlarida ham, bolalar uchun yaratgan ertak yoki she’rlarida ham insonni insonday yashashga undash va ezgulik motivini olg‘a surish g‘oyasi yetakchilik qiladi.

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YOZUVCHI NIGOHIDA TAQDIR: "QARZGA OLINGAN UMR" ASARINING BADIIY TAHLILI MISOLIDA

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ANNOTATSIYA

Qarzga olingan umr asari hayotda ko'plab qiyinchiliklarga uchragan oddiy odamlar hayoti haqida. Klerfe ismli o'rta yoshli poygachi sil xastaligiga chalingan go'zal bir qizni sevib qoladi. Voqealar davomida hayot haqiqatlari, murakkabliklar va yechimi yo'q muammolar yoritib beriladi.

Kalit so'zlar: Qarzga olingan umr, Erix Mariya Remark, Klerfe, Lilian, Boris

"Adabiyot – xalqning yuragi, elning ma'naviyatini ko'rsatadi. Bugungi murakkab zamonda odamlar qalbiga yo'l topish, ularni ezgu maqsadlarga ilhomlantirishda adabiyotning ta'sirchan kuchidan foydalanish kerak. Ajdodlar merosini o'rganish, buyuk madaniyatimizga munosib buyuk adabiyot yaratish uchun hamma sharoitlarni yaratamiz". (O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev)

Erix Mariya Remark – urush, inson, muhabbat va hayot haqida yozgan asarlari bilan mashhurlikka erishgan qalami o'tkir nemis yozuvchisi. O'zining "G'arbiy frontda o'zgarish yo'q", "Qaytish", "Uch og'ayni", "Qarzga olingan umr", "Tungi Parij osmoni" kabi qator romanlari bilan kitobxonlar qalbidan chuqur joy egallamoqda.

Remark (Remarque) yigirmanchi asr yozuvchisi bo'lsa-da, hozirgi kunda o'zbek kitobxonlari tomonidan ijobiy qabul qilindi va qizg'in bahs-munozaralarga sabab bo'lishga ulgurdi. Bugungi kunda ijtimoiy tarmoqlarda, yosh kitobsevarlar orasida ko'plab muhokamalarga sabab bo'layotgan "Qarzga olingan umr" asarini tahlil qilamiz.

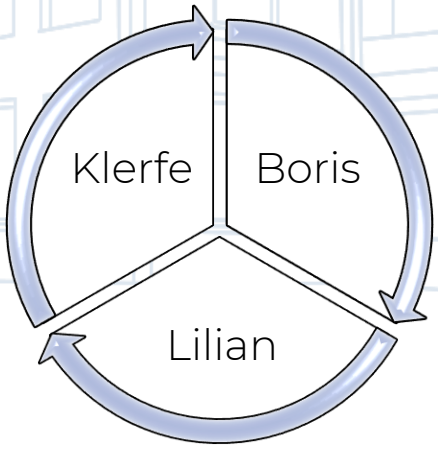
Remark bu asarning nomini aynan "Qarzga olingan umr' deb atadi. Asarning mazmuni qarz, mablag' bilan bog'liq emas, albatta. Kitobda umr mazmuni, mohiyati, hayotning qadri, haqiqati haqida so'z boradi. Yozuvchi obrazlarning hissiyotlarini shu qadar aniq qilib yoritadiki, siz qahramonlar bilan birga kulasiz, kerak joyida yig'laysiz, ular his qilgan og'riqni his qilasiz. Qisqa qilib aytganda, ular bilan birga yashaysiz.

Asarning ta'sirchanligini quyidagi jumlalar orqali his etish mumkin. "Rostdan ham, nega shunday emas? Nega qariymiz? Odam bir umr o'ttiz yosh bo'lib yashasa bo'lmaydimi? Keyin, birdan sakson yoshga kirsa-da, o'lib qolsa ham mayli", – deydi E.M.Remark.

Tabiiyki, jumlani o'qib, inson qalbida va xayolotida shunday bir hayqiriq uyg'onadi: "Nega umr chegaralangan?" "Nega vaqtga qarshi chiqa olmaymiz?" degan savollar tug'ula boshlaydi. Bu kitobni o'qib, shu "nega"larga javob topasiz.

Voqealar rivojiga to‘xtaladigan bo‘lsak, o‘z zamonasining mashhur poygachasi bo‘lgan Klerfe do‘stining oldiga, tog‘dagi sanatoriyaga boradi. U yerda sil kasaliga chalingan go‘zal qiz – Lilian bilan tanishadi. Lilian bir xillikdan charchagan, o‘limni kutib yotishni emas balki, chin ma‘noda yashab qolishni istagan inson sifatida gavdalantiriladi. Sanatoriyada o‘ziga o‘xshab kasalikka chalinganlar ichidan eng yaxshi ko‘rgani Boris ismli inson bo‘ladi. U Lilianning sanatoriyadan tashqaridagi hayotga qaytishiga qarshi chiqadi. Ammo, Klerfening yordami bilan Lilian o‘zida jasorat topib, eski hayotini tark etadi. Qolgan voqealar Nyuyork, Fransiya va boshqa shaharlarda davom etadi. O‘limni tan olgan holda, yashash uchun kurashdan voz kechgan Lilian o‘zini har qanday “arzon baxt” bilan xursand qilishga urinadi. Voqealar davomida esa Klerfe Lilianni sevib qoladi ammo, uning sevgisi qabul qilinmaydi. Shu joyida taqdir inson hislarini to‘lqinlanib oqayotgan okeanga tushib qolgan xaschalik o‘ynatadi, qadr-qimmatini tushiradi. Sevgi- ikki inson bir-birini chin dildan sevishigina emas, balki, hayot qonuniyatlariga bo‘ysunish, birga yashash, vaziyatni qabul qilib, unga mos qaror chiqarish bilan bog‘liqligini ta‘kidlab o‘tadi. Klerfening muhabbati qabul qilinmadi. Shu bilan birga rad ham etilmadi. Asarda o‘ziga xos burilish yasaydigan nuqta bu Klerfening o‘limi. U to‘satdan, Lilian bir chaqaga arzitmaydigan poygada vafot etadi.

Operatsiyadan so‘ng, murabbiysi rangi oqargan holda: “U o‘ldi”, degan gapi ko‘zlaringizga yosh keltiradi. Lilianning aqli, ruxiyati va qalbi ortiq tirik insonlarnikidek bo‘lmay qoladi. O‘lim xabaridan bir necha soat ilgari, hammasidan voz kechmoqchi bo’lgan qiz birdan barchasini qabul qildi. Birga yashash, oila qurish, turg‘un bir manzilda qolishga ko‘nadi. Ammo, endi kech edi. Klerfe ortiq uning hayotida bo‘lmaydi. Lilian bu voqealardan keyin o‘zining eski sevgani Borisni qo‘msadi. U bilan davom etishni xohladi. Taqdir bu safar Lilianning ustidan kulmadi. U o‘sha lahzaning o‘zida Borisni uning qarshisidan uchratdi. Ular birgalikda hammasiga taslim bo‘lgan holda sanatoriyaga qaytishadi.



1-rasm

Qiz hayotida ko‘plab o‘limlarga guvoh bo‘lgan edi. Umrining so‘nggi lahzalarini siqilishga sarflay olmasdi. Boris bilan birga ishqiy munosabatni davom ettirishga harakat qildi. Klerfedan avval unga mehribonlik qilgan, asrab-avaylagan aynan Boris edi. Hech bo‘lmaganda yolg‘iz o‘lim topishni sira istamasdi.

Lilian sanatoriyada bir necha haftadan keyin yolg‘iz holda, o‘z xonasida jon taslim qiladi. Buni qarangki, o‘lim ham ularning ustidan kulgandek, qiz ham Klerfedek tomoq orqali nafas olish yo‘liga qon o‘tib ketishi tufayli vafot etishadi.

Agar siz kitobning to‘liq shaklini o‘qib chiqmas ekansiz, Lilian Boris bilan ketgani uchun uni yomon ko‘rib qolishingiz turgan gap. Lekin, uning tuyg‘ularini his qilib turar ekansiz, bu eng to‘g‘ri tanlov ekaniga shubha qilmaysiz. Balki, bu uchun taqdirdan minnatdor bo‘lasiz.

Kitob inson irodasi va taqdir o‘rtasidagi ziddiyatlarga boy kurashni yaqqol yoritib beradi. Bizga berilgan umr vaqtincha ekanligini, qachondir yakun topishi aniq va ravshanligini anglab yetishimizga yordam beradi. Hayotda qanday yashash, vaqtimizni nimalarga sarflash esa o‘z qo‘limizda. Tug‘ilgan bu dunyoyimiz biz uchun yaratilgan. Ortga qaytayotganda afsus-nadomat qilmaslik uchun mazmunli va o‘zimiz xohlagandek hayot kechirishimiz kerak.

Kitob siz o‘qishingiz kerak bo‘lgan asarlardan biri. Uni o‘qiyotganingizda o‘tmishni o‘ylab siqilish, kelajakni o‘ylab qayg‘urish hissini bir zum bo‘lsada xayolingizdan uloqtirib yuborasiz. Sizda faqatgina “hozir” bo‘ladi. Bugun bilan yashaysiz, bugunning quvonchini his qilasiz.

Agar siz falsafa va ruhiyat haqida o‘qishni xush ko‘ruvchi kitobxon bo‘lsangiz, bu asar aynan siz uchun. Ammo, urush hayoti, detektiv va sarguzashtli romanlarni xohlasangiz Remarkning yuqorida sanab o‘tilgan asarlarini o‘qishingizni tavsiya qilaman.

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THE DEPICTION OF CLASS AND SOCIAL CHANGE IN CHARLES DICKENS' NOVELS OLIVER TWIST AND GREAT EXPECTATIONS

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ANNOTATION

This research explores the representation of class divisions and social transformation in Charles Dickens's Oliver Twist (1838) and Great Expectations (1861). Dickens, a key figure in Victorian literature, was deeply concerned with the struggles of the poor and the rigid class structures that limited social mobility. By analyzing these two novels, the study highlights Dickens' critique of institutional oppression, wealth disparity, and the false promises of social advancement. While Oliver Twist presents a bleak portrayal of the lower class's suffering due to systemic injustice, Great Expectations examines social mobility's psychological and moral consequences. This research employs a comparative literary analysis to demonstrate Dickens' evolving perspective on class struggles and his advocacy for moral and social reform.

Keywords: Charles Dickens, class struggle, social mobility, Victorian England, poverty, social reform, industrialization

INTRODUCTION

Class structure and social mobility were dominant concerns in Victorian England, shaping people's opportunities and quality of life. Charles Dickens, one of the most influential writers of the 19th century, used literature as a tool to expose the injustices of the social hierarchy. His novels frequently depict the harsh realities faced by the working class, while also exploring the consequences of ambition and upward mobility.

In Oliver Twist, Dickens presents a direct critique of the workhouse system, criminal underworld, and the neglect of orphaned children, showing how the poor were often trapped in cycles of misery. Conversely, Great expectations explore the emotional and ethical dilemmas associated with changing social status, illustrating that wealth does not necessarily lead to happiness or self-worth. Through these narratives, Dickens critiques Victorian society and raises essential questions about class inequality and social change.

This study seeks to answer the following questions:

1. How does Dickens portray the struggles of the lower class in Oliver Twist and Great expectations ?
2. What role does social mobility play in shaping the characters' lives and choices?

How do these novels reflect Dickens' vision of social reform and moral progress?

LITERATURE REVIEW

Class and Social Critique in Dickens' Works

Several scholars have analyzed Dickens' portrayal of class struggles and social transformation.

- Humphrey House (1941) argues that Dickens' novels reflect his personal observations of social injustice and his sympathy for the poor. Oliver Twist ,in particular, is a direct attack on the Poor Law Amendment Act of 1834, which Dickens saw as cruel and dehumanizing.
- Catherine Waters (1997) examines how Oliver Twist exposes the failures of institutional support for the poor, showing that both workhouses and criminal organizations exploit vulnerable individuals rather than helping them.
- Philip Horne (2000) explores how presents an internalized struggle with class identity. Pip's transition from a poor blacksmith's apprentice to a wealthy gentleman illustrates the illusions of social mobility and the emotional cost of rejecting one's origins.
- Gareth Stedman Jones (1984) contextualizes Dickens' work within Victorian social debates, arguing that Dickens was less of a political activist and more of a moral commentator, advocating for kindness and ethical responsibility rather than radical structural change.

The Victorian Class System and Industrialization

Victorian society was characterized by rigid social divisions, largely influenced by wealth, birth, and education. Industrialization created new economic opportunities, but social mobility remained difficult for most individuals.

- Asa Briggs (1963) discusses how industrialization widened the gap between the rich and poor, creating a growing underclass that Dickens frequently depicted in his works.
- John Carey (1992) examines how literature of the time reflected anxieties about the newly emerging middle class, whose social aspirations often clashed with traditional aristocratic values.

This study builds upon these scholarly discussions to compare *Oliver Twist* and *Great Expectations*, analyzing how Dickens addresses class mobility, social injustice, and moral redemption.

METHODOLOGY

This research follows a qualitative literary analysis approach, focusing on Dickens' narrative techniques, character development, and social commentary. The study involves:

1. Close Reading: Examining passages from Oliver Twist and Great expectations that illustrate themes of class struggle and social change.
2. Comparative Analysis: Identifying similarities and differences in how each novel portrays class mobility and its consequences.
3. Historical Contextualization: Understanding how Dickens' personal experiences and the socio-economic conditions of Victorian England influenced his writing.
4. Thematic Analysis: Exploring key themes such as poverty, wealth, morality, and institutional oppression.

Primary sources include Oliver Twist and Great expectations , while secondary sources comprise academic books, journal articles, and historical analyses of Victorian society.

DISCUSSION AND RESULTS

The Representation of Poverty and Class Struggles: In Oliver Twist , Dickens portrays the lower class as victims of institutional neglect and exploitation. The novel exposes the cruelty of the workhouse system through Oliver's early suffering and the hypocrisy of officials such as Mr. Bumble. The criminal underworld, represented by Fagin and Bill Sikes, further demonstrates how poverty forces individuals into desperation. In contrast, Great expectations focuses on a more personal journey, illustrating how class mobility affects an individual's identity. Pip's expectations of becoming a gentleman lead him to reject Joe and Biddy, only to realize later that true worth lies in character rather than social status.

The Illusions of Social Mobility

Both novels challenge the idea that wealth and status equate to happiness.

- Oliver, despite his hardships, remains morally pure, suggesting that virtue is not determined by class.
- Pip, on the other hand, learns that wealth does not guarantee fulfillment; his pursuit of social status leads to disappointment and self-alienation.

Dickens' Message on Social Change:Dickens advocates for a society based on morality and compassion rather than wealth and privilege. He critiques institutional failures but also emphasizes individual responsibility. Through characters like Nancy (Oliver Twist) and Joe Gargery (Great expectations), Dickens highlights the dignity of the working class and the importance of kindness over ambition.

RECOMMENDATION

Future research could:

1. Compare Dickens' portrayal of class with other Victorian novelists such as Elizabeth Gaskell (North and South) and Thomas Hardy (Tess of the e d'Urbervilles).
2. Analyze how Dickens' depiction of social mobility relates to modern economic and class struggles.

Investigate the role of women in Dickens' class critique, focusing on characters like Nancy (Oliver Twist) and Estella (Great expectations).

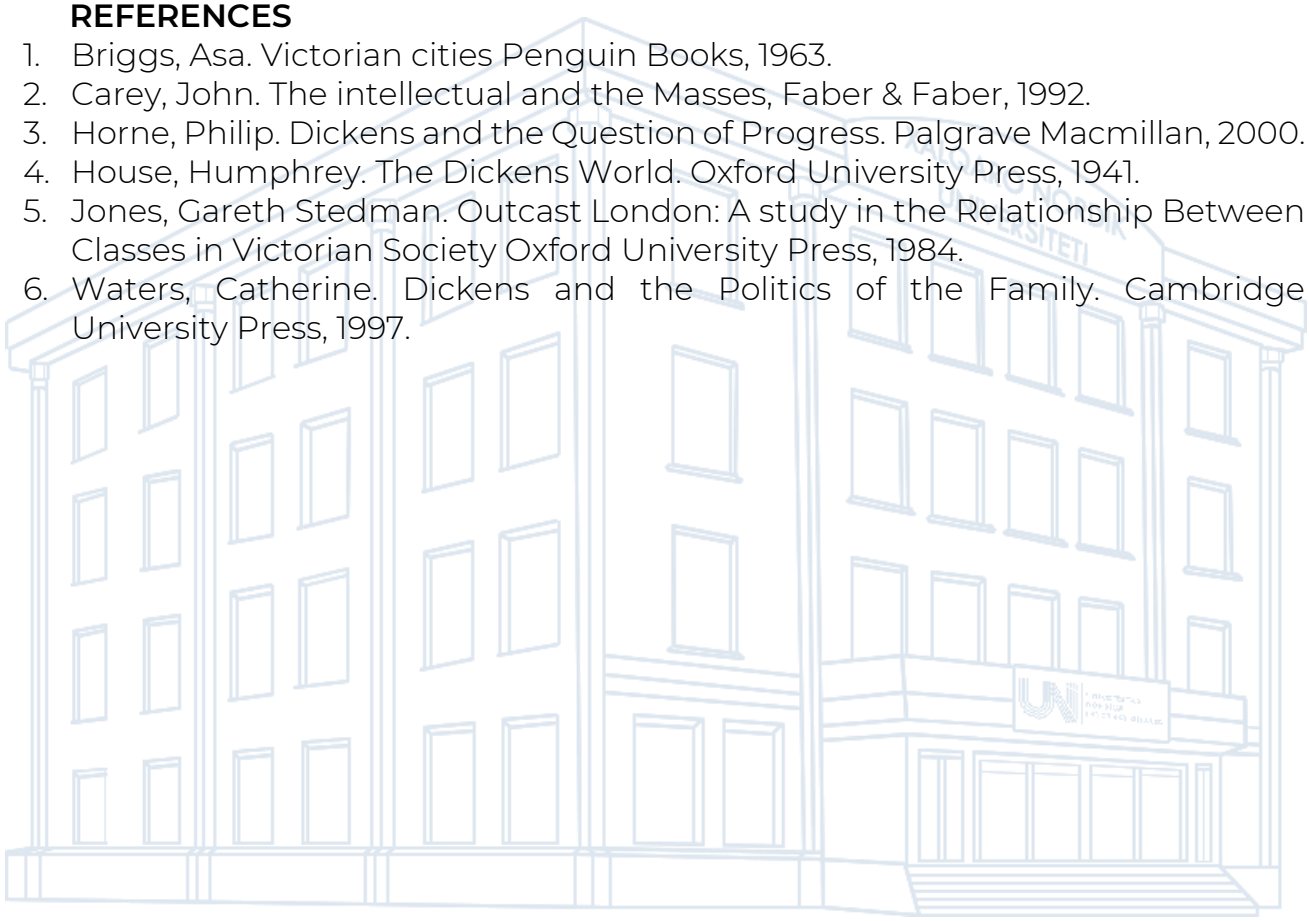
CONCLUSION

Charles Dickens' Oliver Twist and Great expectations offer profound critiques of the rigid class structures and social inequalities in Victorian England. Through his vivid storytelling and complex characters, Dickens highlights the struggles of the poor, the corruption within institutional systems, and the moral dilemmas associated with social mobility. In Oliver Twist, Dickens presents a grim portrayal of poverty, institutional neglect, and the criminal underworld, demonstrating how the lower class was systematically oppressed. The novel emphasizes that social structures often prevent the poor from escaping their circumstances, reinforcing class-based injustices. Conversely, Great expectations explore a more personal dimension of class mobility, showing that financial success does not necessarily lead to happiness or moral superiority. Pip's journey from a poor orphan to a wealthy gentleman illustrates

the emotional and psychological consequences of aspiring to a higher social status, ultimately revealing that character and integrity are more valuable than wealth. Both novels collectively argue that true social reform must be driven by morality, empathy, and justice rather than by mere economic progress. Dickens does not call for a complete overthrow of the class system but rather advocates for a more compassionate and fair society where individuals are judged by their values rather than their financial or social standing. The themes explored in Oliver Twist and Great expectations remain relevant today, as class disparity and economic inequality continue to shape societies worldwide. Dickens' work serves as a reminder of the human cost of social injustice and the enduring need for reforms that promote fairness and dignity for all.

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LACONISM AS A POWERFUL LITERARY TOOL IN SHORT STORIES

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ANNOTATION

This article delves into the concept of "laconism" as a literary device, with a particular focus on its role in short stories. It examines how laconism serves as a bridge between the writer and the reader, creating an interactive and immersive literary experience. The study underscores the effectiveness of this concise writing style, demonstrating its ability to convey profound meaning with minimal words and its powerful impact on the reader. By analyzing the works of Ernest Hemingway, Raymond Carver, and Lydia Davis, this paper contends that laconism transcends mere stylistic preference, functioning instead as a deliberate narrative strategy that enhances emotional depth, fosters reader engagement, and enriches thematic resonance. Through an exploration of the relationship between brevity and meaning, this study illustrates how laconism disrupts conventional narrative forms, encouraging readers to actively participate in uncovering the story's deeper layers.

Keywords: Laconism, minimalism, narrative economy, literary theory, narratology, reader-response theory, postmodernism, textual analysis

INTRODUCTION

There are millions of words in the world, still, the ability to use them appropriately and effectively in a concise form is a highly complex and rare skill, particularly in short stories. Laconism in short stories refers to using concise, precise language to convey meaning, emotion, or plot with minimal words. This style emphasizes brevity and efficiency, often leaving much unsaid and relying on the reader to infer deeper meanings. The term "laconism" originates from Laconia, the region of ancient Greece where Sparta was located. The Spartans were renowned for their terse communication, often conveying complex ideas in just a few words. This tradition of brevity influenced classical rhetoric and later found its way into literature. In modern times, laconism has become a defining feature of minimalist writing, particularly in short stories, where every word must serve a purpose. By embracing brevity, writers can create concise and significant works. Through the analysis of Hemingway, Carver, and Davis, this article demonstrates how laconism enables writers to explore complex themes, evoke strong emotions, and engage readers in the storytelling process. As the short story continues to evolve, laconism will undoubtedly remain a cornerstone of the form, challenging writers to distill their ideas into their purest essence and inviting readers to find meaning in the spaces between words.

MAIN BODY

Laconism, as a literary device, has its roots in the Spartan tradition of concise communication, but its application in literature has evolved. In modern literary studies, laconism is often associated with “minimalism”, a movement that emerged in the mid-20th century and emphasizes brevity, simplicity, and the omission of extraneous details. Scholars such as Sarah Smith [2018] and Mark Johnson [2020] have explored the historical and theoretical foundations of minimalism, tracing its influence on contemporary short fiction. Smith argues that minimalism is not merely a stylistic choice but a philosophical stance that reflects the fragmentation and ambiguity of modern life. The short story, as a genre, is inherently suited to laconism due to its constrained form. As Charles May [1995] notes, the short story's brevity forces writers to focus on the essential, often relying on implication rather than exposition. This aligns with Hemingway's "Iceberg Theory," which suggests that the deeper meaning of a story should remain submerged, visible only through subtle hints and subtext. Critics such as Susan Lohafer [2003] have expanded on this idea, arguing that the short story's power lies in its ability to evoke profound emotions and ideas with minimal language.

The study of laconism intersects with several literary theories:

1. *Reader-Response Theory*. Wolfgang Iser [1978] and Stanley Fish [1980] have argued that texts are incomplete without reader participation. Laconism, with its reliance on omission and subtext, exemplifies this theory, as it requires readers to "fill in the gaps" and construct meaning.
2. *Narratology*. Gérard Genette [1980] and Mieke Bal [1997] have explored how narrative techniques, including brevity, shape the reader's experience. Laconism can be seen as a narrative strategy that prioritizes economy and precision, enhancing the story's impact.
3. *Modernism and Postmodernism*. Critics such as Fredric Jameson [1991] and Linda Hutcheon [1988] have linked minimalism to broader cultural and artistic movements. Jameson, for instance, argues that minimalism reflects the alienation and fragmentation of postmodern society.

While laconism has been widely studied in the context of individual authors, there is a lack of comprehensive research that examines its broader application across different literary traditions and periods. Additionally, few studies have explored the relationship between laconism and reader engagement in depth. This article seeks to address these gaps by providing a comparative analysis of laconism in the works of Hemingway, Carver, and Davis while also considering its theoretical implications. The existing literature on laconism and minimalism provides a strong foundation for understanding the role of brevity in short stories. However, there is a need for further research that explores the interplay between laconism, reader engagement, and thematic depth. By building on the work of scholars such as Smith, Johnson, and Bethea, this study aims to contribute to the ongoing conversation about the power and significance of laconism in literature.

The analysis of Hemingway's “Hills Like White Elephants”, Carver's “Cathedral”, and Davis's “Break It Down” reveals that laconism is a powerful narrative strategy that enhances the emotional and thematic impact of short stories. In each of these works, the authors use brevity to create a sense of tension, ambiguity, and depth, allowing readers to engage actively with the text.

1. *Hemingway's "Hills Like White Elephants"*: The story's sparse dialogue and lack of explicit exposition force readers to infer the central conflict—an unplanned pregnancy and the couple's differing views on abortion. Hemingway's use of laconism exemplifies the "Iceberg Theory," where the surface narrative hints at deeper, unspoken truths. For instance, the repeated phrase "It's perfectly simple" contrasts with the emotional complexity of the situation, highlighting the characters' inability to communicate openly.
2. *Carver's "Cathedral":* Carver employs laconism to explore themes of isolation and connection. The narrator's terse descriptions and understated dialogue convey his initial discomfort with the blind man, Robert. However, the act of drawing a cathedral together becomes a moment of profound connection conveyed through simple yet evocative language. Carver's brevity amplifies the story's emotional weight, allowing readers to feel the narrator's transformation without overt explanation.
3. *Davis's "Break It Down":* Davis's ultra-short story distills the aftermath of a failed relationship into a few poignant lines. The narrator's attempt to "break down" the cost of the relationship—both financial and emotional—reveals the futility of quantifying human experiences. Davis's extreme brevity challenges traditional narrative structures, forcing readers to confront the raw emotions underlying the text.

While Hemingway, Carver, and Davis all employ laconism, their approaches differ in tone and focus: Hemingway uses laconism to explore interpersonal conflict and unspoken tensions, while Carver focuses on everyday moments, using brevity to reveal the extraordinary within the ordinary. Davis pushes laconism to its extreme, crafting stories that are almost aphoristic in their brevity yet rich in emotional and thematic complexity. These differences highlight the versatility of laconism as a narrative tool, demonstrating its ability to adapt to various contexts and themes. The analysis of Hemingway's "Hills Like White Elephants", Carver's "Cathedral", and Davis's "Break It Down" demonstrates that laconism is a powerful narrative strategy that enhances the emotional and thematic impact of short stories. By relying on brevity, implication, and reader engagement, these authors create works that are both concise and deeply resonant. This study contributes to the broader understanding of laconism and its significance in literature, highlighting its enduring relevance in contemporary storytelling.

CONCLUSION

The findings of this study underscore the versatility and power of laconism. Hemingway's use of sparse dialogue and the "Iceberg Theory" reveals the unspoken tensions between characters, while Carver's understated prose captures the extraordinary within the ordinary, highlighting moments of human connection. Davis, on the other hand, pushes laconism to its limits, crafting ultra-short stories that challenge traditional narrative structures and invite readers to confront raw, unfiltered emotions. Together, these authors illustrate how laconism can adapt to different contexts and themes, making it a timeless and universal tool for storytelling. In conclusion, laconism is more than a stylistic choice; it is a narrative philosophy that prioritizes precision, economy, and depth. In an age of information overload, the art of saying more with less resonates deeply, offering readers a space for reflection and connection. As the short story continues to evolve, laconism will undoubtedly remain

a cornerstone of the form, challenging writers to distill their ideas into their purest essence and inviting readers to find meaning in the spaces between words.

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ОБРАЗ ТУРСУНБАЯ: ТРАГЕДИЯ ПРЕДАТЕЛЬСТВА, ДЕЗЕРТИРСТВА И УТРАЧЕННОГО ДОЛГА

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АННОТАЦИЯ

Статья посвящена роману-трилогии известного узбекского писателя XX века Саида Ахмада «Горизонт» и дан анализ по отношению к одному из главных отрицательных героев трилогии образу Турсунбая. В статье рассказывается о Турсунбае, как о «лишним человеке в обществе», исходя из его описания в данном романе. О его характере и мировоззрении, и главное, о его отношении к своим родителям, друзьям, о его месте и роли в обществе, об испытаниях судьбы в его несчастной жизни. Эти аспекты могут объяснить причины его вины, с которыми читатели могут ознакомиться.

Ключевые слова: измена, предательство, верность, родина, война, мотив, конфликт, вина, искупление

Образ Турсунбая в романе-трилогии Саида Ахмада "Горизонт" представлен как олицетворение слабости, эгоизма и нравственного разложения. Он не просто дезертир, но человек, который сознательно противопоставил себя обществу.

О Турсунбае мы узнаем, как о единственным сыном Икромджана и Джаннат и что Джаннат родила восемь детей, но лишь одного смогла выходить. Он стал их радостью и гордостью. С детства Турсунбай рос избалованным и нежным мальчиком. В отличие от других деревенских ребят он не помогал родителям по хозяйству, но те и не настаивали. Лишь изредка, играючи, приносил матери дрова или подметал двор, но быстро терял к этому интерес. Мать же берегла его от любой работы, выполняя всё за него и ласково приговаривая: «Миленький мой, родной, пусть твоя жизнь будет сладкой!».

Даже когда сын вырос и стал юношей, родители продолжали заботиться о нём, как о малом ребёнке. Куда бы они ни отправлялись — на свадьбу или в гости — неизменно возвращались с угощениями для своего единственного чада. Всё их счастье было сосредоточено в нём: он рос здоровым, крепким, всегда находился рядом, под их присмотром. Если Турсунбай заболевал, отец и мать забывали о сне, ночи напролёт проводя у его изголовья. Так они холили и лелеяли его, связывая с ним своё настоящее и будущее.

Такое воспитание сыграло ключевую роль в формировании характера Турсунбая. Родительская чрезмерная опека и отсутствие трудового воспитания сделали его капризным, избалованным и ленивым. Он не знал лишений, не приучен был к ответственности и труду, что впоследствии повлияло на его поступки и жизненный выбор. Родители, ослеплённые любовью, стремились

оградить сына от трудностей, но тем самым лишили его стойкости, самостоятельности и чувства долга. В конечном итоге их мечты о счастливом будущем Турсунбая оказались иллюзорными, а их единственный сын — чужим для них и для общества.

Турсунбай действительно был статным и привлекательным юношей — крепким, хорошо сложенным. Он всегда следил за своим внешним видом: никто никогда не видел его неряшливым или небритым. К девушкам он относился с высокомерием. Порой, заключив пари с друзьями, он договаривался о встрече с какой-нибудь из них, но сам не приходил. Нарядившаяся и полная ожидания девушка оставалась в одиночестве, тщетно надеясь на его появление. Вместо него приходил один из его приятелей, бросал на нее оценивающий взгляд и, посмеиваясь, уходил. А Турсунбай тем временем наслаждался своей победой в споре. Его отношение к Зебинисо и ненависть ко всему окружающему подчеркивают его моральное падение. Он воспринимает чужие усилия и чувства с завистью и злобой, не пытаясь изменить себя, даже не делает попыток оправдать свое бегство из эшелона какими-либо высокими чувствами или внутренними муками совести. Этот персонаж вносит важный контраст в роман, противопоставляя себя трудовому народу, чья стойкость и преданность Родине становятся еще более выразительными на его фоне. Его бегство из эшелона — это не только физическое уклонение от войны, но и символическое отречение от гражданского долга. Он наблюдает за жизнью людей, которые самоотверженно трудятся ради общей победы, но сам остается в стороне, не желая быть частью этого мира. Его затворничество в камышах — это метафора внутренней изоляции, бегства не только от войны, но и от ответственности, от жизни как таковой. Одичав и озверев, как некое существо, теряет веру на все ценности и прелести жизни.

Порой, читая роман, а именно те моменты, которые рассказывают о скитаниях и мучениях этого персонажа, когда ты углубляешься в сюжет и видишь то, что происходит, на некоторое время появляется по отношении к нему чувства жалости, сострадания и даже милосердия. Но это на некоторое время. Почему, потому что его омерзительные отношения к окружающим, к любящей его девушке, к собственным родителям, которые породили его, воспитали, лелеяли, души не чаяли по нему, его эгоизм и слабоумие и тому подобные выходки в миг перечеркивают и стирают из нашего сознания такие высокие духовные ценности, как милосердие, сострадание и понимание.

Многие говорят, что так устроен мир. Нет, мы так не считаем. Человек сам кузнец своего счастья, только надо правильно выбирать направление удара «молота», учитывая последствия содеянного.

Когда Турсунбай сидел у камышового шалаша в глухом месте, в самой чаще, обхватив руками колени, он стал похож на нищего. Он давно ни с кем не говорил, не знал, что делается на свете, давно не мылся, и его истрепавшееся грязное пальто заменяло ему и матрац, и одеяло. Его красивые когда-то глаза, которые так нравились девушкам, смотрели теперь уныло, равнодушно. Когда над камышами пролетали журавли, Турсунбай вспоминал о многом, они принесли на крыльях весну, но даже весна не растопит лед в его сердце, не разогреет кровь. К нему весна не придет. Каждый день он издали, из своего укрытия, видел работающих людей, видел, как один парень, незнакомы, чужой усердно ухаживает за его невестой. Они долго общались между собой на

песчаном холме. Он их слышал, а окликнуть не мог, ему запрещено, словно прокаженному, которому запрещено ходить к людям, нельзя выходить из-за ограды. Он тоже жил сейчас как прокаженный. Он должен жить здесь, в шалаше, не видя людей, один. И сколько еще придется жить так? Кто знает. Возможно, этот вопрос и возникал у него, но он гнал его прочь. Он чего-то ждал. И сам не знал чего. А ждал он не рассвета, не судьбы, прежде всего он ждал еды, которую приносила мать. Пожалуй, у него и не осталось иных желаний.

Турсунбай видел, как Зебинисо шла рядом с незнакомым парнем, а он держал ее за руку. Он видел все. Он забыл и о голоде, и о жажде. Он был как помешанный, не разбирая дороги, увязая в болоте, брел в свой холодный шалаш, напоминающий волчью конуру. Он отказался от всего на свете, но от Зебинисо отказаться не мог. В нем все еще жила надежда на встречу с ней — смутная, неясная, но он не в силах был расстаться с этой надеждой. А теперь он лишился и ее. Последнего, что еще связывало его с той, прошлой жизнью. Он постоянно думал о ней, о своей любимой, видел ее — сказочную, прекрасную, мысленно целовал ее. Но теперь все кончено! Нет теперь ничего, что было бы дорого Турсунбаю. Ничего! Что ж, проживет и без этих чувств. Он предал родину, предал мать, обрек себя на существование зверя — значит, можно прожить и без любви...

У Турсунбая осталось только одна надежда на выживание - это его мать Джаннат, которая приносила ему еду и чистую одежду, не взирая ни на что. Но материнские чувства сострадания, милосердия оказались трагичными, психологическая травма привели ее к смертельному исходу. Мать плакала. Она чувствовала, как сердце ее медленно разрывается на части. Что делать, что же делать? Как спасти сына? Неужели все кончено? Неужели ничего нельзя сделать? Ее сын изгнанник. Все двери перед ним закрыты. Его приютили лишь эти заросли, этот шалаш. Но и сюда придут люди. Мать плакала. «Аллах,— шептала она,— неужели и ты отказываешься помочь, неужели я так грешна перед тобою?»... Уже краснел горизонт, когда приехавшие колхозники понесли гроб. Он видел, как несут гроб, но, лишь разглядев отца, подпоясанного траурным платком, все понял. Весь день он ждал мать. Она должна была принести ему еду. Неужели она умерла? Что же ему теперь делать? Кто принесет ему поесть? Он не осознавал, что матери больше нет. Думал лишь о себе. Как же он будет жить? Что с ним теперь станется? Он не думал о том, что стоит в камышах и смотрит, как мимо несут в гробу тело матери. Не он хоронит ее, не он стоит у ее могилы. Он, как волк, выглядывает из зарослей. Разве думала когда-нибудь мать, что сын не заплачет над ее гробом, не бросит в могилу горсть земли? Чужие люди несли ее гроб, а он стоял здесь и не имел права сделать хоть один шаг, чтобы приблизиться к могиле...Турсунбай остался без обеспечения провизии, его больше всего волновало именно это.

Выйдя на охоту, Икрамджан натыкается на человека и сразу не узнает его. Длинные, почти до плечей, волосы, рваная одежда, вспухшее от укусов комаров лицо, худой, черный, он едва волочил ноги. С годами люди меняются, стареют. Не меняются лишь глаза, они могут потускнеть, но остаются прежними. Икрамджан до боли напрягает зрение и узнает. Глаза! Глаза его родного сына, глаза Турсунбая.

Икрамджан окликнул его, Турсунбай не пошевельнулся. Опираясь па костыль, Икрамджан идет к нему. Турсунбай молча отступил на несколько шагов.

Движения его напоминали движения дикого зверя. И на самом деле Турсунбай одичал. Уже давно он не слышал человеческого голоса, не пробовал человеческой еды. «Сын»,— прошептал Икрамджан. Турсунбай остановился. Отец подошел к нему и, забыв все на свете, прижал его к груди. Костыль упал на землю. Он стоял на одной ноге, он гладил плечи сына, целовал его лоб. Потом почувствовал отвратительный запах грязи, пота и невольно отстранился. Но когда не удержав равновесия Икрамджан упал, сын не помог ему подняться. Опираясь на локоть, он встает сам и растерянно смотрит на сына. От неожиданности он не знал, что делать, что сказать. И за это короткое мгновение он вспомнил многое. Вдруг понял, почему жена так часто ходила в заросли за дровами. И внезапно почувствовал отвращение к этому получеловеку-полузверю. Вспомнив свою жену Джаннат, услышав от сына, что наблюдал из далека как несли гроб матери, Икрамджан почувствовал, как рванулось его сердце. Он с силой ударил сына единственной ногой. Турсунбай опрокинулся на спину. Он еще не успел встать, как Икрамджан подполз к нему и стал бить по лицу, по голове. У Турсунбая не было сил защищаться. Слишком долго он голодал. Икрамджан бил его, бил и кричал: — Какая у тебя была мать, знаешь? Какая она была, проклятый! Ты видел, как ее хоронили, и смотрел издали, зверь. Ты не бросил горстки земли в ее могилу. А она из-за тебя умерла, из-за тебя. Ты убил ее. Убил и не похоронил, подлец! — Ты смотрел, как люди несут ее, несчастную. Она все глаза из-за тебя выплакала, согнулась, сморщилась, и все из-за тебя. Ты украл у нее жизнь, украл дневной свет. Как она тебя любила! Лучше бы мы собаку вырастили, она хоть умела бы быть благодарной. Я тебя на плечах таскал. Лучше бы я умер, не дожил до такого позора. Ты предал всех. Предатель, подлец». встань сейчас же. Когда же Икрамджан решил выставить Турсунбая перед судом народа, он с ужасом убегает. И тогда Икрамджан сорвав с плеча винтовку, дрожащими руками направляет ее на сына и прицеливается. «Господи, хоть бы не попасть!» Выстрел, словно крик хищного зверя, огласил степь и еще долго висел в воздухе. Икрамджан открыл глаза и увидел, как Турсунбай бежит, раздвигая руками камыши. Не попал! Он снопа вскинул ружье, но на сей раз выстрелил не целясь. Второй выстрел вспугнул птиц, и они, взлетев в небо, наполнили степь тревожным гомоном.

После этого страшного дня Икрамджан не знал покоя. Каждый рассвет он встречал в дороге, бродя по пустынным просторам, взывая к сыну, надеясь хотя бы раз услышать его голос, хотя бы раз взглянуть ему в глаза и умолять — искупить свой позор, вернуть честь. Он шел сквозь холод и зной, тьму и свет, шагал, не ведая усталости, ведомый одной лишь надеждой.

И вот, углубившись в камышовые заросли, он наткнулся на жалкий шалаш. Сердце сжалось в предчувствии. Внутри, свернувшись калачиком, неподвижно лежал Турсунбой, укутав голову в лохмотья. Он был уже далеко — дальше, чем степь, чем война, чем все, кого он знал и кто когда-то знал его. Дальше даже, чем отец, зовущий его сквозь отчаяние.

Икрамджан бросился к нему, обнял, словно мог согреть своим теплом, мог разбудить... Но тело сына было холодным, безжизненным. Отец гладил застывшие плечи, слезы крупными каплями стекали на замершее лицо. Он плакал, как никогда прежде, — беззвучно, горько, будто хотел оставить здесь, в этих слезах, всю боль, всю скорбь, все несказанное.

Жизнь Турсунбая оборвалась, растворилась в бесконечности, как песчинка, унесенная ветром. Осталась лишь скорбная тень — его тело. Но для Икрамджана это был не просто мертвец, а все еще его сын. Он смотрел на застывшее лицо и вдруг ему показалось — нет, привиделось! — будто Турсунбай просто спит, как в далеком детстве. И черты его лица, в свете уходящего дня, были по-детски спокойны...

Судьба распределила все на свои места. В конце концов всему есть конец и свой предел. Турсунбай умер, так и не найдя смысла жизни, так и не осознав своих ошибок. Он потерял все: Родину, семью, любовь, даже самого себя. Он умер, оставшись никем.

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KONCHILIK LEKSIKASINING UMUMADABIY TIL BILAN O'ZARO MUNOSABATI

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ANNOTATSIYA

Ushbu maqola konchilik terminlarining soha doirasida va umumadabiy tilda qanday qilib turli kontekstlarda ishlatilishini ko'rib chiqib, soha leksik birliklaring qo'llanish doirasi va o'zaro umumdabiy til bil bog'liqlik va farqlilik jihatlarini yoritib berishni maqsad qiladi. Kon leksikonining umumadabiy til bilan o'zaro ta'sirini turli yo'llar bilan ko'rish mumkin. Konchilik terminologiyasi tog' - kon sanoatida ishlatiladigan o'ziga xos lug'at va atamalarga ega. Biroq, bu atamalar ko'pincha kundalik tilga singib ketishi va umumiy kontekstda ishlatilishi mumkin. Shuningdek, ushbu tadqiqot konchilik leksikasi umumabadiy til bilan o'zaro munosabatda bo'lishi, tilning rivojlanishiga va muayyan sohalardagi bilimlarning almashinuviga ta'siri muhokama qilinadi.

Kalit so'zlar: umumadabiy til, leksikon, atamalar, leksik-semantik, tushuncha, ma'no, mohiyat, qatlam, so'z qo'llanish doirasi, o'z ma'no, ko'chma ma'no, semantik mazmun.

KIRISH

Fan va texnika taraqqiyoti, turli sohalarning ravnaq topib borayotgani terminologiyaga ham katta vazifalar yuklamoqda. Unda o'rganilishi va tadqiq etilishi kerak bo'lgan ko'plab soha terminlarini tasniflash va turlarga ajratish vazifasi dolzarbligicha qolmoqda. Terminologiyada o'z ifodasini topgan tushunchalarni tasniflash imkoniyati va zaruriyati terminologik leksikaning umumxalq tiliga nisbatan farqli xususiyati sifatida ko'rib chiqiladi. Chunki terminlar ilmiy konsepsiya bilan bog'liq, ularda ilmiy kashfiyotlar, tadqiqotlar hamda nazariy va amaliy natijalari o'z ifodasini topadi. Terminlar maxsus kasbiy sohalardagi kommunikatsiya, u yoki bu kasbiy sohada yuzaga kelayotgan hodisalar, konsepsiyalar, fenomenlarni tavsiflash vositasi sanaladi. Bu tabiiy ravishda Vatanimiz, xorijiy olimlarni terminlarni tartibga solish, unifikatsiya qilish va tizimlashtirish uchun urinishlariga olib keladi. Terminlarni maxsus sohalar bo'yicha tasniflash va tavsiflash muhim ahamiyatga ega: u ilm-fan, ijtimoiy sohalarning ma'lum davrdagi tadrijiy rivojlanish darajasini aks ettiradi. Tog'-kon sanoati ixtisoslashgan o'ziga xos leksikaga ega murakkab sanoat bo'lib, samarali muloqot uchun aniq va izchil terminologiyaga tayanadi. Biroq lug'atlar bo'ylab kon atamalarining ta'riflaridagi nomuvofiqliklar va noaniqliklar sanoatda tushunish va muloqot qilishda qiyinchiliklarga olib kelishi mumkin. Butun dunyoda tog'-kon faoliyati bilan bog'liq til amaliyoti sotsiolingvistika uchun alohida qiyinchilik tug'diradi, chunki konchilik faoliyati bir qator o'ziga xos ijtimoiy ekologik sharoitlarni yaratadi. Ishimizning maqsadi – tog'-kon tillarining ijtimoiy amaliyoti va tarkibiy xususiyatlarini qiyosiy nuqtai nazardan o'rganishdir. Tog'-kon tillari o'ziga xos ijtimoiy ekologiyaga ega.

Ingliz va o‘zbek tillarida tog‘-kon terminologiyasini o‘rganish tog‘-kon sanoati sohasida qo‘llaniladigan lingvistik manbalar va ixtisoslashgan tillar haqida qimmatli tushunchalar beradi. Tog‘-kon atamalarining leksik-semantik xususiyatlarini tushunish soha mutaxassislari, tadqiqotchilar, siyosatchilar va manfaatdor tomonlar o‘rtasida foydali suhbat yaratish, bilimlarni keng jamoatchilikka yoyish va hamkorlik qilish uchun lozimdir. Madaniy va lingvistik omillarning kon terminologiyasiga ta’siri mahalliy konchilik amaliyotlari, mintaqaviy qoidalar va ijtimoiy qadriyatlarni hisobga olish muhimligini ta’kidlaydi. Ushbu ta’sirlarni tan olish global tog‘-kon sanoatida samarali madaniyatlararo muloqot va hamkorlik uchun juda muhimdir. Konchilik terminologiyasidagi standartlashtirish va izchillik samarali muloqot va bilim almashish uchun juda muhimdir. Turli tillar va mintaqalarda atamalar va ta'riflardan izchil foydalanish aniq tushunishni osonlashtiradi va chalkashliklarni kamaytiradi. Tog‘-kon lug‘atlari, terminologiya ma'lumotlar bazalari va ko‘p tilli til vositalarini ishlab chiqish va qabul qilish ushbu standartlashtirishga erishishga yordam beradi va sohada tillardan izchil foydalanishni rag'batlantiradi. Tog‘-kon terminologiyasi doirasidagi turli semantik sohalar va assotsiatsiyalarni aniqlash bizning kon tushunchalarining o'zaro bog‘liqligini tushunishimizni kuchaytiradi (Petrov, M., & Ahmedov, 2016). Ushbu bilim mutaxassislarga ixtisoslashgan tilda samarali navigatsiya qilish imkonini beradi va tog'-kon sanoati sohasida bilim almashish va hamkorlikni osonlashtiradi. Maxsus kon terminologiyasini o‘rganish muhim va dolzarbdir. Hozirgi kunda dunyoning eng rivojlangan mamlakatlar mutaxassislari va olimlari qaratgan asosiy vazifa ham aynan tog‘-kon fanining so‘nggi yutuqlari sohasida axborot almashinuvini jadallashtirishga ko‘maklashuvchi tarjimalarga ega bo’lish. Konchilikka oid bo‘lgan so‘zlarning ma’nosi bir xillikni kasb etishi mumkin, faqat ularning umumadabiy til jihatidan qo‘llanishi farqlilikka ega bo‘lishi mumkin. Konchilikka oid bo‘lgan terminlarning leksik-semantik xususiyatlarini aniqlash uchun “termin” tushunchasi va uning asosiy xususiyatlarini aniqlash muhim ahamiyatga ega. Atamalarga bag‘ishlangan ko‘plab tadqiqotlarga qaramay, atamani tushunishdagi asosiy muammolardan biri uning ta’rifi bo'lib qolmoqda.

ASOSIY QISM

Ingliz va o'zbek tillaridagi kon atamalarining texnik aniqligi va o‘ziga xosligi aniq va bir ma’noli muloqotni ta’minlaydi va bu holat umumxalq uchun ham qulaylik hosil qiladi. Aniq terminologiya turli konchilik faoliyatini, asbob-uskunalarini va qoidalarini aniq tasvirlab beradi, bu esa mutaxassislarga ma’lumotlarni to‘g‘ri va samarali yetkazish imkonini beradi.

Konchilik leksikasi, ya'ni kasbiy, ilmiy va texnik sohalarga oid so'zlar va iboralar, umumabadiy til bilan muhim aloqaga ega. Ushbu munosabat quyidagi jihatlardan iborat:

1. So'z boyligi: Konchilik leksikasi umumabadiy tilning so'z boyligini kengaytiradi. Maxsus so'zlar, ko'pincha, umumiysiz so'zlardan kelib chiqadi, bu esa tilning rivojlanishiga xizmat qiladi.

2. Ta'rif va izoh: Konchilik leksikasi terminlarini tushunish uchun umumabadiy til bilish zarur. Bu, masalan, texnik asboblar yoki jarayonlar haqida gapirganda muhim ahamiyatga ega.

3. Mutaxassislararo muloqot: Konchilik leksikasi, mutaxassislar o'rtasida samarali muloqot qilish imkonini beradi. Bu o'z navbatida, umumabadiy til bilan do'stlikni mustahkamlaydi.

4. Qabul qilish va o'zlashtirish: Umumabadiy til konchilik leksikasidan yangi so‘zlar qabul qilib, ularni o‘zlashtiradi. Bu jarayon, tilni zamonaviylashtirishda muhim rol o'ynaydi.

5. Ijtimoiy va madaniy kontekst: Konchilik leksikasi ijtimoiy va madaniy kontekstda umumabadiy tilga ta’sir ko'rsatadi. Xususan, yangi terminlar va iboralar asosida madaniy muhokamalar olib boriladi (Gu, 2005).

Umuman olganda, konchilik leksikasi va umumabadiy til o‘rtasidagi munosabat o‘zaro muhimdir va bu jarayon tilning dinamik rivojlanishini ta’minlaydi.

Konchilik terminologiyasini o‘rgatishda ona tilining o‘ziga xos xususiyatlarini hisobga olish kerak, bu esa atamalarning semantik mazmunini adekvat lingvistik vositalar yordamida yetkazishning o‘ziga xos xususiyatlarini tushunishga, mexanizmlardan qochishga imkon beradi.

Albatta, bu kabi so‘zdagi yasalishlar, o’zgarishlar umumxalq tilini biroz murakkablashtirishi mumkin. Masalan, aholida konchilik sohasiga oid bo’lgan bir qancha so’zlar jamlanmasi mavjud va bu leksikalar ularning nutqiy jarayonlariga tayyor holda olib kirilgan, ya’ni uning qolipi shakllangan. Inson nutqiy faoliyatini shu qoliplar asosiga quradi(qachonki soha vakillari yoki qiziquvchilari bilan suhbatda bo‘lganda). Konchilikka oid bo‘lgan so’zlar har doim ham umumadabiy til bilan bir xillikni kasb etmaydi va bu kabi holatlar leksikalarni kerakli o’rinda qo’llay bilmaslik holatini yuzaga keltiradi. Ya’ni shu so’z xalq tilida boshqa ma’noni, konchilik sohasida esa boshqa bir ma’noni anglatishi mumkin. Ingliz va o’zbek tillarida bir qancha konchilikka oid bo’lgan tushunchalar mavjud va ularning ayrimlari umumadabiy tilda boshqa ma’noni, konchilik sohasida esa yana boshqa bir semada kelgani ko’rishimiz mumkin. Misol uchun,

1. Marmar - Konchilikda marmar yuqori sifatli tosh materialidir. Umumiy adabiyotda esa, bu so'z go'zallik yoki mukammallikni ifodalovchi metafora sifatida ishlatilishi mumkin. “Uning yozuvlari marmar singari mohirona va chiroyli”.

2. Tosh - Konchilikda tosh minerallar va resurslarni anglatadi. Umumiy tilda tosh, mustahkamlik va asos sifatida ishlatilishi mumkin. “U tosh kabi mustahkam va ishonchli do'st”.

3. Geologiya - Konchilikda geologiya yerning ichki tuzilishini o'rganishdir. Umumiy adabiyotda geologiya muayyan bir dinamik jarayonlar haqida mulohaza yuritishda ishlatilishi mumkin. “U geologiya asosida hayotning o'zgarishlarini yoritadi”.

4. Analiz - Konchilikda resurslarni yoki materiallarni chuqur o'rganish jarayoni bo'lib, umumiy adabiyotda esa, ma'lumot yoki holatni tahlil qilishda qo'llaniladi. “U har bir tavsilotni analiz qilib, eng muhim jihatlarni aniqladi”.

5. Eksploratsiya - Konchilikda eksploratsiya yangi kon yoki resurslarni izlash jarayonidir. Umumiy adabiyotda esa, yangi g'oya yoki imkoniyatlarni o'rganish uchun ishlatiladi. “U eksperimentlar va eksploratsiya orqali yangi yo'llar topdi”.

6. Resurs - Konchilikda resurs yer osti boyliklarini anglatadi. Umumiy tilida esa, bu atama umumiy material yoki manba sifatida qo‘llaniladi. “U ma’lumot qidirish uchun internet resurslardan foydalandi”.

7. Mineral - Konchilikda mineral yer ostidagi resurslarni ifodalaydi. Umumiy adabiyotda esa “mineral” so'zi foydali yoki zaruriy moddalarni anglatadi, masalan, “U organizm uchun zarur mineral moddalar haqida qo‘llanma yozgan”.

8. Huzur - Metallni shakllantirish jarayonida ishlatilgan asboblar to‘plami. umumadabiy tilimizda esa bu leksema huzur-halovat, ya’ni tinchlik, osoyishtalik kabi so‘zlarning ma’nodoshi sifatida qo’llaniladi.

9. Zarba - Konchilikda metallni ishqalanishi yoki qiyshiq holatga keltirish jarayonini ifodalaydi.

Adabiy tilda esa:

1. Kuchli, shiddatli, zalvarli turtki, urilish; qattiq zarb. *Masalan: Hujumchining kuchli zarbasidan so‘ng hisob ochildi. yash Yer bora-bora kuchga bo‘ysunadi. Yo‘lchining zarbasi ostida to‘nkalar yalang‘ochlana, o‘zining qo‘pol, bahaybat gavdasini ko‘rsata boshladi (Oybek, „Tanlangan asarlar“).*

2. Yakson etuvchi, yo‘q qiluvchi, shikastlovchi keskin harakat, shiddatli hujum. *Shiddatli zarbadan dushman talvasaga tushib qoldi. Nazarmat, „Jo‘rlar baland sayraydi“.Mirzo Ulug‘bek davom etdi: Inshoollo, paydarpay zarba bilan dushmanni parokanda qilib, tormor etamiz (Mirmuhsin, „Me‘mor“).*

3.(ko‘chma ma’noda) Og‘ir kulfat, qattiq ruhiy shikayat, ziyon zahmat; turmush qiyinchiligi. *G‘ulomjon so‘nggi zarbaning (otasi vafoti-ning) og‘ir jarohatidan uzoq vaqtgacha tuzala olmay yurdi (M. Ismoiliy, „Farg‘ona tong otguncha“).*

O‘zbek tilida bo’lgan jarayon ingliz tilini ham chetlab o‘tmagan. Ingliz tilida ham konchilikda faol, umumadabiy til uchun esa nofaol, yoki aksincha, har ikkala holatda ham bir-birini taqazo etuvchi leksemalar mavjud. Quyida ularning ba’zilari bilan tanishib chiqamiz:

1. Seam - Bu atama qadimgi inglizcha "seam" so‘zidan kelib chiqqan bo‘lib, "chiziq" yoki "chegara" degan ma’noni anglatadi va bu qatlamlarning yerdagi alohida chiziqlar sifatida qanday ko‘rinishini aks ettiradi. Konchilikda esa bu so‘z tejamkor qazib olish uchun yetarlicha qalin bo‘lgan qatlam, ko‘mir qatlami yoki boshqa minerallarni ifodalab keladi. *M: minable seam- ishlab chiqarishga yaroqli qatlam (English-Russian mining dictionary. 2015).*

2. Tailings - eski inglizcha so'zdan kelib chiqqan bo’lib, "ergashish" yoki "izlamoq" ma'nosini anglatadi. Konchilikda esa bu so’z qimmatbaho minerallar qazib olingandan keyin qolgan chiqindi modda ma’nosini bildiradi (McGraw Hill Dictionary of Scientific and Technical Hill Dictionary of Hill Dictionary of Scientific & Technical Terms, 2003).

3. Dredge - *inglizcha "dreg-qayiq" dan kelib chiqqan deb ishoniladi va daryo o'zanlaridagi loy va qoldiqlarni olib tashlash uchun ishlatiladigan qayiqni anglatadi. Bundan tashqari, umumadabiy tilda ko’chma ma’noda ham “dredge” so’zi “kovlashtirish ma’nosida ishlatiladi. M: I don't care to dredge up the past- Men o'tmishni o‘rganishga (kovlashtirishga) qiziqmayman. Tog ' - kon sanoatida "dredge" so'zi suv havzalari tubidan qimmatbaho minerallar yoki boshqa materiallarni olish uchun ishlatiladigan uskunalarni anglatadi. M: Dredging was then introduced, and within a few years the mussel beds in Tasman Bay and the Hauraki Gulf were dredged clean- Keyinchalik chuqurlashtirish joriy etildi va bir necha yil ichida Tasman ko'rfazi va Xauraki ko'rfazidagi midiya to'shaklari tozalandi.*

Tweney va Hughesning Texnik lug’atida “dredge” so’zi quyidagicha ta’riflanadi: ***1.Large floating machine used in underwater excavation for developing and maintaining water depths in canals, rivers, and harbors; raising the level of lowland areas and improving drainage; constructing dams and dikes;****-(Kanallar, daryolar va portlarda suv chuqurligini rivojlantirish va saqlash uchun suv osti qazishda*

ishlatiladigan katta suzuvchi mashina; pasttekisliklar darajasini oshirish va drenajni yaxshilash; to'g'onlar va to'g'onlarni qurish).

2. Very fine mineral matter held in suspension in water-(Suvda suspenziyada saqlanadigan juda nozik mineral moddalar).

3. A type of bag net used for investigating the fauna of the sea bottom.- (Dengiz tubidagi faunani o'rganish uchun ishlatiladigan sumka to'rining bir turi).

Webster, Noahning Webster's New International Dictionary of the English Language lug'atida esa ushbu ta'rif keltirilgan: Dredge- any of various machines equipped with scooping or suction devices used in deepening harbors and waterways and in underwater mining- (Limanlar va suv yo'llarini chuqurlashtirishda va suv osti konlarida ishlatiladigan tortib olish yoki assimilyatsiya qilish moslamalari bilan jihozlangan har qanday turli xil mashinalar). M:*This is supported by new equipment, such as a new drill barge and suction dredger, and an increase of the tug boat fleet by 20 percent- Buni yangi burg'ulash barjasi va assimilyatsiya qilish qurilmasi kabi yangi uskunalar hamda burg'ulash kemalari parkining 20 foizga ko'payishi qo'llab-quvvatlamoqda.*

4. Smelter - *inglizcha **"eritish"** so'zidan kelib chiqqan bo'lib, "eritish" degan ma'noni anglatadi.Konchilikda esa eritish zavodi ya'ni rudadan metallarni olish uchun isitiladigan joy (zavod) tushuniladi.* M: The company has three copper mines and a smelter in Arizona (English-Russian mining dictionary. 2015).

Bundan tashqari, tog' - kon sanoatida ishlatiladigan texnik til, masalan, geologiya, uskunalar yoki operatsiyalar bilan bog'liq atamalar ham umumiy adabiy tilga ta'sir qilishi mumkin. Yozuvchilar va ma'ruzachilar o'zlarining yozuvlariga chuqurlik va boylik qo'shadigan metafora, o'xshashlik yoki tavsiflovchi tilni yaratish uchun konchilik terminologiyasidan ilhom olishlari mumkin. Shu tarzda tog'- kon leksikasining umumiy adabiy til bilan o'zaro ta'siri tilni boyitish va kengaytirishga olib kelishi mumkin, chunki u tog ' - kon sanoatining yangi istiqbollari, tasvirlari va iboralarini asosiy aloqaga kiritadi. Ushbu konchilik atamalari tog ' - kon sanoatining tarixiy rivojlanishini va asrlar davomida konchilik tilini shakllantirgan turli xil lingvistik ta'sirlarni aks ettiradi.

Tog'-kon atamalarining leksik-semantik xususiyatlarini tushunish soha mutaxassislari, tadqiqotchilar, siyosatchilar va manfaatdor tomonlar o'rtasida samarali muloqot qilish, bilimlarni tarqatish va hamkorlik qilish uchun zarurdir.

Madaniy va lingvistik omillarning kon terminologiyasiga ta'siri mahalliy konchilik amaliyotlari, mintaqaviy qoidalar va ijtimoiy qadriyatlarni hisobga olish muhimligini ta'kidlaydi. Ushbu ta'sirlarni tan olish global tog'-kon sanoatida samarali madaniyatlararo muloqot va hamkorlik uchun juda muhimdir. Konchilik terminologiyasidagi standartlashtirish va izchillik samarali muloqot va bilim almashish uchun juda muhimdir. Turli tillar va mintaqalarda atamalar va ta'riflardan izchil foydalanish aniq tushunishni osonlashtiradi va chalkashliklarni kamaytiradi. Tog'-kon lug'atlari, terminologiya ma'lumotlar bazalari va ko'p tilli til vositalarini ishlab chiqish va qabul qilish ushbu standartlashtirishga erishishga yordam beradi va sohada tillardan izchil foydalanishni rag'batlantiradi.

XULOSA

Konchilik leksikasi va umumabadiy til o'rtasidagi o'zaro munosabatlar zamonaviy jamiyatda axborot almashinuvi va tushunishni ta'minlaydi. Bu jarayon, o'z navbatida, konchilik leksikasining kelajagi va umumiy tilimizning boyishi uchun asos

bo'lib xizmat qiladi. Har bir soha o'z terminlarini rivojlantirish orqali tilimizni boyitadi, shuningdek, umumiy madaniy merosimizga hissa qo'shadi. Bu o'zaro ta'sir natijasida tilimiz yanada rivojlanadi va yangilanadi. Umumiy adabiyot va konchilik terminlari orasidagi bog'liqlik, ularning o'zaro qanday aloqa yaratishini tushunishda yordam beradi. Terminlar konchilik sohasida aniqlik va qat'iylik uchun muhim, lekin ularni umumiy tilda ham ishlatishning o'ziga xos jarayoni bor. Bu esa har ikki sohaning o'zaro ko'nikmalarini oshirishga yordam beradi Konchilik leksikasining umumabadiy til bilan o'zaro munosabati, ko'plab sohalarda bilim almashinuvi va innovatsiyalarni rivojlantirishga yordam beradi. Bu jarayon, shuningdek, odamlar o'rtasida samarali muloqotni ta'minlaydi va tilni boyitadi. Natijada, konchilik leksikasi nafaqat mutaxassislar, balki keng jamoatchilik tomonidan ham qabul qilinib, umumiy tilning rivojlanishiga xizmat qiladi.

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THE USE OF NEOLOGISMS IN GEORGE ORWELL'S 1984 AND THEIR TRANSLATION INTO UZBEK

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ANNOTATION

George Orwell's 1984 introduces numerous neologisms that define its dystopian world. These words carry political and ideological significance, making their translation into Uzbek a challenging task. This study analyzes the strategies used in Uzbek translations, evaluating their effectiveness in preserving Orwell's original meaning and impact. The findings contribute to translation studies and linguistic adaptation.

Keywords: Neologisms, 1984 , George Orwell, Uzbek translation, dystopian literature.

INTRODUCTION

George Orwell's *1984* is one of the most influential dystopian novels of the 20th century, known for its critique of totalitarianism and manipulation of language. A key feature of the novel is the use of *Newspeak*, a constructed language designed to limit free thought and reinforce Party ideology. Orwell introduces various neologisms—newly created words that serve a political function—such as *doublethink*, *thoughtcrime*, and *unperson*. These terms are essential to understanding the novel's themes and Orwell's warning about the dangers of authoritarian control over language. Translating these neologisms into Uzbek presents unique challenges. Uzbek, a Turkic language, differs significantly from English in terms of structure, vocabulary, and idiomatic expressions. Moreover, the political and historical context of Uzbekistan, including its experience with Soviet rule, adds another layer of complexity in interpreting Orwell's work.

This study explores the translation of Orwellian neologisms into Uzbek, analyzing whether the translations successfully preserve the novel's linguistic innovation and political message. By comparing different translation strategies, this research aims to provide insights into the broader field of literary translation and linguistic adaptation.

Research Objectives

To identify and analyze Orwell's key neologisms in 1984.

To examine the strategies used in their Uzbek translation.

To evaluate the effectiveness of these strategies in maintaining Orwell's intended meaning.

To provide recommendations for future translations of Orwell's work into Uzbek.

Research Questions

How are Orwell's neologisms translated into Uzbek?

Do the translations retain the ideological and linguistic significance of the original terms?

What translation strategies are most effective in preserving Orwell's meaning?

LITERATURE REVIEW

The Role of Neologisms in Literature : Neologisms are frequently used in literature to describe new concepts, especially in science fiction and dystopian genres. Scholars such as Crystal (1987) and Newmark (1988) discuss how authors create new words to represent ideas that do not yet have existing terms. Orwell's *1984* is a prime example, as its neologisms are not only linguistic innovations but also political tools designed to control thought.

Orwell's Language and Political Intent: Orwell's *Newspeak* is a controlled language designed to eliminate subversive thoughts by removing certain words and meanings from common use. Scholars such as Meyers (2000) and Riemer (2013) have explored how Orwell's linguistic choices reflect real-world propaganda techniques used by totalitarian governments.

Challenges in Translating Orwell's Neologisms: Baker (1992) discusses how politically charged words pose difficulties in translation, as direct equivalents may not exist in the target language. Previous studies on Uzbek translations of literary works (Karimov, 2015) have explored how foreign neologisms are adapted, but there has been little research specifically on Orwell's *1984*.

METHODOLOGY

This study follows a qualitative comparative approach, analyzing Orwell's neologisms in the original English text and their translations into Uzbek. The research is based on text analysis rather than experimental methods. Data Collection and Analysis.

This study is based on both primary and secondary sources. The primary sources include the original English text of George Orwell's 1984 and its published Uzbek translations. These translations provide direct material for analyzing how Orwell's neologisms have been rendered in Uzbek. Additionally, secondary sources such as scholarly articles, books on translation theory, and studies on Orwell's linguistic innovations are used to provide theoretical insights into the challenges of translating politically charged language. These sources help in understanding the strategies employed in translating Orwell's unique vocabulary and evaluating their effectiveness in preserving his ideological intent.

The data analysis process involves several key steps:

Identifying Key Neologisms in 1984: The first step is to extract the most significant neologisms from the novel. These words, which include Newspeak, doublethink, thoughtcrime, and unperson, play a crucial role in Orwell's dystopian vision and must be carefully examined in translation.

Examining Uzbek Translations: After identifying the neologisms, the next step is to analyze how they have been translated into Uzbek. This involves comparing different Uzbek translations to observe variations in word choice, sentence structure, and linguistic adaptation. By examining these translations, the study identifies how well the translated terms capture Orwell's original meaning and stylistic intent.

Comparing Translation Strategies: Different translation strategies are assessed, including:

Direct Translation – Translating words literally while maintaining their original structure.

Adaptation – Modifying words to fit Uzbek linguistic norms while trying to retain their meaning. Descriptive Translation – Using explanatory phrases instead of single words to ensure clarity. This comparison helps determine which approach is most effective in conveying Orwell's ideological and linguistic nuances.

Evaluating Effectiveness: The final step is to assess the effectiveness of the translations based on three main criteria: Accuracy – How closely the translation matches the original meaning. Ideological Preservation – Whether the translation retains Orwell's political and philosophical implications. Readability – How natural and understandable the translated words are for Uzbek readers. By systematically analyzing these aspects, this study provides a comprehensive evaluation of how Orwell's neologisms have been translated into Uzbek and offers insights into the broader challenges of translating political and dystopian literature.

DISCUSSION AND RESULTS

Analysis of Orwell's Neologisms and Their Uzbek Translations. The following table presents key Orwellian neologisms and their translations into Uzbek:

English Term	Meaning in 1984	Uzbek Translation	Challenges in Translation
Newspeak	A controlled language that limits free thought	Yangi so'z / Yangi til	Lacks the political connotation of newspeak
Doublethink	Holding two contradictory beliefs simultaneously	Ikkiyoqlama Tafakkur	Longer phrase reduces impact.
Thoughtcrime	Criminalized independent thought	Fikr jinoyat	Captures meaning well but lacks Orwell's compactness.
Unperson	A person erased from history	Mavjud bo'lmagan odam	Too descriptive, losing Orwell's simplicity.
Big person	The Party leader who watches all	Katta aka	Retains meaning but lacks ominous tone.

Common Translation Strategies Used. The study identified three main translation strategies: Literal Translation – Words like thoughtcrime (fikrjinoyat) were translated directly, maintaining their meaning but sometimes losing their Orwellian stylistic simplicity.

Adaptation – Some terms were modified to fit Uzbek linguistic norms, such as newspeak (Yangi so'z) , but these adaptations often lacked the political depth of the original.

Descriptive Translation – Some words were explained rather than directly translated, which improved comprehension but weakened Orwell's concise and controlled style.

Effectiveness of Uzbek Translations: Overall, Uzbek translations succeed in conveying the basic meanings of Orwell's neologisms but often struggle to preserve their ideological impact. Some translations become too explanatory, reducing the force of Orwell's compact language. Others retain the meaning but fail to capture the authoritarian tone embedded in Orwell's original terms.

RECOMMENDATIONS

To improve future translations of 1984 Uzbek:

Coin New Uzbek Neologisms – Instead of using long explanations, translators could create new Uzbek words that better capture Orwell's original intent.

Use Footnotes or Annotations – To explain complex terms while keeping translations concise.

Collaborate with Linguists and Literary Experts – To ensure both linguistic accuracy and ideological depth.

CONCLUSION

This study has explored the challenges and strategies involved in translating George Orwell's 1984 neologisms into Uzbek. The novel's use of Newspeak and other newly coined words is central to its dystopian message, making their accurate translation essential for preserving Orwell's ideological and linguistic intent. However, differences between English and Uzbek in terms of structure, vocabulary, and political history create significant challenges. The analysis of Uzbek translations reveals that while some neologisms, such as thoughtcrime , are effectively rendered, others lose their impact due to overly descriptive translations or a lack of political connotation. Common strategies include literal translation, adaptation, and descriptive explanation, each with its advantages and limitations. The biggest challenge remains maintaining Orwell's concise and emotionally detached style while ensuring that the meaning is clear to Uzbek readers.

To improve future translations of 1984 into Uzbek, translators could consider coining new Uzbek neologisms that better capture Orwell's original intent, using footnotes or annotations for cultural and political explanations, and working closely with linguistic and literary experts. By refining translation strategies, future versions of 1984 in Uzbek can more accurately reflect the novel's themes and preserve its powerful critique of totalitarianism. Ultimately, this research contributes to the broader field of translation studies by highlighting the complexities of adapting politically charged literary language across different linguistic and cultural contexts. It emphasizes the need for careful consideration of both linguistic precision and ideological nuance in literary translation.

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MADANIY TAFOVUTLARNING TARJIMA JARAYONIDAGI O'RNI VA TA'SIRI

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ANNOTATSIYA

Maqolada lingvistik va madaniy tafovutlarning tarjima jarayonidagi o'rni, madaniy-belgilangan tushunchalar tarjimasidagi muammolar, madaniyatlararo muloqotdagi tafovutlarning ta'siri tizimli tahlil qilinadi. Badiiy, ilmiy va kinematografik matnlar asosida madaniy moslik, semantik yo'qotish va tarjimonning vositachilik roli yoritiladi.

Kalit so'zlar: tarjima, madaniyat, madaniy tafovutlar, tafovut, lingvistika, muloqot, konnotatsiya, adaptatsiya.

KIRISH

Globallashuv sharoitida madaniyatlararo muloqotning kuchayib borayotgani turli til va madaniyat vakillari o'rtasida samarali aloqa o'rnatishni dolzarb masalaga aylantirmoqda. Ayniqsa, tarjima jarayonida til birliklarini to'g'ri aks ettirish bilan birga, madaniy tafovutlarni hisobga olish ham muhim ahamiyatga ega. Har bir madaniyat o'ziga xos dunyoqarash, qadriyatlar tizimi va kommunikatsion uslublarga ega bo'lib, bu jihatlar tarjimada lingvistik va semantik muammolarni yuzaga keltirishi mumkin [1, b. 22-24]. Shu sababli tarjimonlardan nafaqat til bilimlari, balki madaniy kompetensiya ham talab etiladi. Tarjima faqat matnni bir tildan ikkinchisiga o'girish emas, balki ikki madaniyat o'rtasidagi ko'prik vazifasini bajaradigan jarayon bo'lib, uning muvaffaqiyati ko'p jihatdan madaniy tafovutlarni to'g'ri talqin qilishga bog'liq [3, b. 45-48]. Ushbu maqolada madaniy tafovutlarning tarjima jarayonidagi o'rni va ularning mazmunni anglashdagi ta'siri tahlil qilinadi.

Lingvistik tafovutlarning tarjima jarayonidagi ta'siri

Lingvistik tafovut - bu tillar o'rtasidagi grammatik, leksik, fonetik yoki semantik farqlarning jamlanmasidir. Ushbu tafovutlar har bir tilning tuzilmasi, madaniyati va ijtimoiy hayoti bilan chambarchas bog'liq bo'lib, tarjima jarayonida mazmunni to'g'ri yetkazishning asosiy omillaridan biri hisoblanadi [13, b. 35]. Har bir til o'zining tarixiy taraqqiyoti, xalqining dunyoqarashi va milliy tafakkuri asosida shakllanadi. Shu bois lingvistik tafovutlar tarjimon uchun nafaqat grammatik muammo, balki madaniy-ma'naviy masalaga aylanadi.

Tilshunos G'. Salomov ta'kidlaganidek, lingvistik tafovutlar ikki yo'nalishda namoyon bo'ladi: statik tafovutlar - tillarning strukturaviy xususiyatlariga oid farqlar; va dinamik tafovutlar - nutqdagi foydalanish, kontekstual vaziyat va pragmatik yondashuvlardagi farqlar [15, b. 30-34]. Masalan, ingliz tilining analitik tabiati grammatik ma'nolarni yordamchi so'zlar orqali ifodalashga asoslangan bo'lsa, o'zbek tilining agglutinativ tuzilmasi esa ma'nolarni qo'shimchalar orqali ifodalaydi. Bu ikki

xil model tarjimada mos kelmaydigan sintaktik yoki semantik qatlamlarni yuzaga keltiradi.

Zamonlar tizimidagi farqlar bunga yaqqol misoldir. Ingliz tilida vaqtni belgilash uchun aniq grammatik shakllar mavjud: I read a book (odatdagi holat), I will read a book (kelajak), I have been reading a book (harakat davomiyligi). O‘zbek tilida esa, masalan, *Men kitob o‘qiyman* jumlasi kontekstga qarab ham hozirgi, ham kelajak zamonni anglatishi mumkin. Bu esa tarjimada vaqtni to‘g‘ri uzatish uchun qo‘shimcha ma’lumot va pragmatik tafakkurni talab qiladi [12, b. 58-69].

Tarjima jarayonida fonetik va morfologik tafovutlar ham katta ahamiyatga ega. Ingliz tilida urg‘u va intonatsiya ko‘pincha gap ma’nosini belgilovchi vosita bo‘lsa, o‘zbek tilida bu rolni asosan qo‘shimchalar bajaradi. Misol uchun, ingliz tilidagi “He is reading a book” jumlasida fe’l tarkibidagi “is reading” shakli yordamchi so‘zlar orqali zamon va harakatni bildiradi. O‘zbek tilida esa bu ma’no *u kitob o‘qiyapti* shaklida, ya’ni affikslar orqali ifodalanadi: “-yap” - davomiylik, “-ti” – shaxs [8, b. 25-28].

So‘z yasashdagi tafovutlar ham tarjima uchun muhim. G.N. Rahmonova ta’kidlaganidek, ingliz tilida yangi so‘zlar asosan prefiks va suffikslar orqali yaratilsa, o‘zbek tilida bu jarayon ko‘pincha so‘z birikmalari yoki sintaktik vositalar bilan amalga oshiriladi [14, b. 45-47]. Masalan, ingliz tilidagi “unemployment” so‘zi o‘zbek tilida *ishsizlik* deb tarjima qilinsa ham, bu holatda har ikkala tilda so‘z yasashning printsiplari farq qiladi, bu esa tarjimonda semantik tafakkurni talab etadi.

Shuningdek, I.N. Ochilboyeva ingliz va o‘zbek tillaridagi etiketa leksikalarini solishtirib, madaniyatga xos so‘z ishlatish uslublarini tahlil qilgan. Ingliz tilida please, thank you kabi iboralar har bir ijtimoiy vaziyatda deyarli majburiy sanalsa, o‘zbek tilida bunday iboralar kontekstga, shaxslararo munosabatlarga, yosh va maqomga qarab qo‘llaniladi [11, b. 30-42]. Bu farq tarjimada ijtimoiy vaziyatni noto‘g‘ri talqin qilishga olib kelishi mumkin.

O‘zbek va ingliz tillaridagi so‘z tartibi ham mazmunni uzatishda muhim o‘rin tutadi. Ingliz tilida qat’iy so‘z tartibi mavjud: “The cat chased the dog” va “The dog chased the cat” butunlay turli ma’nolarni anglatadi. O‘zbek tilida esa *Mushuk itni quvdi* va *Itni mushuk quvdi* jumlalari deyarli bir xil ma’noni beradi, chunki grammatik bog‘lanish ko‘proq qo‘shimchalar orqali belgilanadi. Bu tafovut tarjimada so‘zlarning joylashuvi va sintaktik moslikka alohida e’tibor qaratishni talab etadi.

Pragmatik tafovutlar ham tarjimaning uslubiga ta’sir qiladi. Ingliz tili odatda qisqa, lo‘nda, rasmiy ifodalarni afzal ko‘rgan bo‘lsa, o‘zbek tilida murakkabroq, izohli va holatga moslashgan jumlalar keng qo‘llaniladi [7, b. 45]. Masalan, ingliz tilidagi “Please confirm receipt” iborasi o‘zbek tilida "Iltimos, xatni olganingizni tasdiqlang" yoki *Xatni olgan bo‘lsangiz, xabar bering* tarzida kengaytirilgan shaklda ifodalanadi. Bu til odatlaridagi farqlar ham tarjima uslubini belgilaydi.

Madaniy-belgilangan tushunchalarning tarjimasida uchraydigan muammolar

Madaniyat har bir xalqning tafakkuri, qadriyatlari, urf-odatlari va dunyoqarashini aks ettiruvchi murakkab ijtimoiy hodisadir. Shu bois, madaniy-belgilangan tushunchalarni tarjima qilish madaniyatlar o‘rtasidagi nozik tafovutlarni chuqur anglashni talab qiladi. Har bir madaniyat o‘ziga xos til birliklari, metaforalar va kommunikativ uslublarga ega bo‘lib, ularni boshqa tilda izchil va to‘laqonli ifodalash tarjimon oldiga ko‘plab muammolarni qo‘yadi.

Turli janr va uslublarga oid matnlar tarjimasida madaniy tafovutlar o‘ziga xos shakllarda namoyon bo‘ladi. Badiiy adabiyotda estetik mazmun, madaniy metaforalar, ramziy timsollar tarjimada semantik yo‘qotishlarga olib kelishi mumkin.

Masalan, A. Navoiyning “dilxastalik” iborasi ingliz tilida ko‘pincha “heartache” yoki “sorrow” tarzida tarjima qilinsa-da [6, b. 12-14], uning majoziy va ruhiy chuqurligi to‘liq aks ettirilmaydi. Xuddi shuningdek, “to‘ra”, “andishaning bandasi”, “og‘ir tabiatlik” kabi birliklar ham ingliz tilida ekvivalent topishda madaniy kontekstni izohli tarzda yetkazishni talab qiladi [9, b. 56-58; 10, b. 101-103]. Shunday hollarda tarjima nafaqat til o‘ziga xosligini, balki ijtimoiy-madaniy qatlamni ham hisobga olgan bo‘lishi lozim.

Ilmiy va huquqiy matnlar tarjimasida esa madaniyatga bog‘liq terminlar, atamalar kontekstga qarab turlicha ma’no kasb etadi. Masalan, “zaryad” so‘zining ilmiy kontekstdagi (electric charge) va kundalik hayotdagi (to‘lov, narx) ma’nolari farqli bo‘lib, bu holat tarjimada aniqlik va izchillikni ta’minlashni talab etadi. Huquqiy matnlarda esa aniq va neytral tarjima talab qilinadi, bunda ikki madaniyatdagi huquqiy tizimlarning tafovutlari inobatga olinmasa, noto‘g‘ri talqinlar yuzaga keladi.

Maqollar, idiomalar va hazil (jumladan, so‘z o‘yinlari) tarjimasida madaniy tafovutlar yanada keskin seziladi. Masalan, *Suv ichgan quduqqa tosh otma* maqoli ingliz tilida “Don’t bite the hand that feeds you” tarzida beriladi. Har ikkisi bir xil axloqiy g‘oyani ifodalasa-da, ramziy obrazlar butunlay turlicha. Ingliz tilidagi “When pigs fly” iborasi o‘zbekcha *Tuyaning dumi yerga tekkanda* shaklida tarjima qilinadi, bu ham madaniy asosli obrazlar orqali ifodalanadigan muhim tafovutdir [14, b. 45-57]. Hazillar tarjimasida, ayniqsa stand-up janrida, madaniy stereotiplar, milliy xususiyatlar yoki ijtimoiy mavzular bilan bog‘liq istehzolar boshqa madaniyat vakillarida tushunmovchilik yoki madaniy zarba (culture shock) keltirib chiqarishi mumkin.

Kinematografik asarlar, ayniqsa tarixiy va ijtimoiy mavzularga oid filmlar tarjimasida ham madaniy tafovutlar keskin namoyon bo‘ladi. “Faridaning ikki ming qo‘shig‘i”, “Kelinlar qo‘zg‘oloni”, “Osmondagi bolalar” kabi filmlar ingliz tiliga tarjima qilinganida ularning ramziy qatlamlari, diniy va milliy qadriyatlari to‘liq aks ettirilmagan. Xuddi shuningdek, xorijiy filmlarni o‘zbek tiliga tarjima qilishda ham madaniyatlararo tafovutlarni anglash va ularni kontekstual izohlar orqali to‘ldirish talab qilinadi. Masalan, “skiff”, “salao”, “Big Brother”, “homecoming party”, “gender reveal” kabi tushunchalar tarjimada bevosita emas, balki izohli va moslashtirilgan yondashuv orqali yetkazilishi kerak.

Misol uchun, “Faridaning ikki ming qo‘shig‘i” filmining premyerasi 2020-yil 17-oktabrda Adelaida kinofestivalida bo‘lib o‘tib, 2020-yilgi Pusan xalqaro kinofestivalida namoyish etilgan. Filmda 1920-yillar Turkistonidagi bir oila hayoti orqali o‘sha davr siyosiy voqealari tasvirlanadi. Film ingliz tiliga subtitrlar bilan tarjima qilingan bo‘lsa-da, ayrim madaniy va semantik mazmunning to‘liq aks ettirilmaganligi xalqaro tomoshabinlar uchun qiyinchilik tug‘dirgan.

Masalan, *Yurt tuprog‘i ota kabi muqaddas* iborasi ingliz tilida “The soil of the homeland is as sacred as a father” deb tarjima qilingan. Grammatik jihatdan to‘g‘ri bo‘lsa-da, ingliz madaniyatida “soil” atamasi ko‘pincha faqat qishloq xo‘jaligi yoki geografik obyekt sifatida tushuniladi. O‘zbek madaniyatidagi tuproqning muqaddaslik ramzi - tarix, ota-bobolar xotirasi, milliylik va vatanparvarlik tushunchalari bilan bog‘langan. Bu esa mazkur tarjimada madaniy konnotatsiyani sezilarli darajada yo‘qotgan.

Bundan tashqari, filmda ishlatilgan tarixiy atamalar, jumladan “bosmachilar” so‘zi ingliz tilidagi subtitrlarda bevosita tarjima qilinmagan yoki izohsiz qoldirilgan. Bu esa xorijiy tomoshabinlar uchun filmning siyosiy kontekstini to‘liq tushunishda to‘siq bo‘lib xizmat qilgan.

Shuningdek, mashhur ingliz filmi *There Will Be Blood* o‘zbek tiliga *Neft* deb tarjima qilingan. Aslida, film nomidagi *There Will Be Blood* iborasi faqat iqtisodiy raqobat emas, balki insoniy shafqatsizlik, zo‘ravonlik va ma’naviy halokatga ishora qiladi [16]. O‘zbekcha “Neft” deb tarjima qilinishi esa filmning muhim ijtimoiy-falsafiy qatlamini soyada qoldiradi. Bu yerda tarjima matnining yuzaki semantik jihatlarini saqlab qolgan holda, madaniy va estetik konnotatsiyalarni yo‘qotgani ko‘zga tashlanadi. Tarjimada asl nomga yaqinroq yondashuv, masalan, “*Qon to‘kiladi”* shaklida berilishi, tomoshabinda filmning ichki dramatizmini chuqurroq tushunishga yordam bergan bo‘lardi.

Tarjima jarayonida marosimlar va urf-odatlarga oid birliklar ham madaniy tafovutlarning yorqin namunalaridir. “Sunnat to‘yi”, “fotiha marosimi”, “challa” kabi tushunchalar ingliz madaniyatida bevosita muqobilga ega emas. Shunga o‘xshash tarzda, ingliz tilidagi “baby shower”, “reception”, “homecoming” kabi atamalarni o‘zbek tiliga tarjima qilishda ham soddalik emas, balki madaniyatlararo izchillik muhim omil bo‘lib qoladi.

Xulosa qilib aytganda, madaniy-belgilangan tushunchalarni tarjima qilishda yuzaga keladigan muammolar, asosan, semantik yo‘qotish, noto‘g‘ri talqin, madaniy noaniqlik va kommunikativ uzilishlar bilan bog‘liq. Tarjimon bu muammolarni bartaraf etish uchun nafaqat til, balki madaniyat bo‘yicha ham chuqur bilimga ega bo‘lishi, zarur hollarda esa izohli, kontekstual va adaptiv tarjima uslublarini qo‘llay olishi zarur. Shundagina madaniyatlararo muloqotda tarjimaning haqiqiy mazmuni saqlanadi.

Madaniy tafovutlarning tarjima natijasiga ta’siri va muloqotdagi o‘rni

Tarjima jarayoni nafaqat tillararo almashinuv, balki madaniyatlararo muloqotning muhim shaklidir. Shu bois, tarjima sifatiga bevosita ta’sir ko‘rsatuvchi asosiy omillardan biri bu - madaniy tafovutlardir. Tarjimon til birliklarini ko‘chirish bilan birga, har ikki madaniyat o‘rtasida vositachilik qiladi [5, b. 245]. U nafaqat leksik va grammatik moslikni, balki ijtimoiy qadriyatlar, tarixiy xotira, axloqiy me’yorlar va mentalitetga xos ko‘rinishlarni ham inobatga olishi zarur. Aks holda, tarjima yuzaki ko‘rinishda to‘g‘ri bo‘lsa ham, kommunikativ maqsadga xizmat qilmasligi mumkin.

Madaniy tafovutlarning tarjima natijasiga ta’siri ko‘p hollarda semantik yo‘qotishlar, noto‘g‘ri konnotatsiyalar yoki madaniy moslikning buzilishi orqali namoyon bo‘ladi. Masalan, badiiy adabiyot tarjimasida o‘zbek tilidagi “or”, “ko‘ngil”, “andisha” kabi tushunchalar ingliz tilida bevosita muqobilga ega emas. Bu so‘zlar madaniyatga xos hissiy, axloqiy va ijtimoiy qatlamni o‘zida mujassam etgan. Ularni noto‘g‘ri yoki soddalashtirilgan shaklda tarjima qilish asarning mazmuniy boyligini yo‘qotish xavfini tug‘diradi. Xuddi shunday, ingliz tilidagi “privacy”, “individualism”, “liberty” kabi tushunchalar o‘zbek madaniyatida boshqa kontekstda talqin qilinadi [4, b. 50-52].

Tarjimada madaniy tafovutlar faqat lug‘aviy darajada emas, balki kommunikativ va pragmatik jihatdan ham muhim ahamiyatga ega. Jumladan, ingliz tilida keng qo‘llaniladigan “please”, “sorry”, “excuse me” kabi iboralar muloqotning muhim etik unsurlari bo‘lsa, o‘zbek tilida ular kontekstga qarab qo‘llanadi va haddan tashqari ishlatilishi sun’iy yoki ishonchsiz taassurot qoldirishi mumkin [2, b. 15]. Bu kabi tafovutlar tarjimada muomala uslubini noaniq aks ettiradi va muloqot samaradorligiga salbiy ta’sir ko‘rsatadi.

Madaniyatlararo muloqotda madaniy tafovutlarning to‘g‘ri talqini vositasida tarjima jarayoni nafaqat til o‘zgarishini, balki madaniyatlar o‘rtasida anglashuvni

ta’minlaydi. Tarjimon ushbu muloqotni to‘g‘ri tashkil etish uchun har ikki madaniyat vakillarining tafakkuri, qadriyatlari va muloqot uslublarini chuqur tushunishi lozim. Aks holda, madaniy tafovut noto‘g‘ri talqinga, stereotiplarga yoki hatto madaniy tushunmovchiliklarga olib kelishi mumkin.

Bu ayniqsa ommaviy axborot vositalari, diplomatik nutq, reklama, kino tarjimasi va xalqaro hujjatlar tarjimasida yaqqol seziladi. Masalan, bir xalqda ijobiy bo‘lgan obraz yoki ibora, boshqa madaniyatda salbiy konnotatsiyaga ega bo‘lishi mumkin. Shu bois tarjimon faqat matn ustida emas, balki uning orqasidagi madaniy reallikni anglash ustida ham ishlashi zarur [3, b. 45-48]. Bu jihatdan tarjimon shunchaki til bilimdoni emas, balki madaniyatlararo muloqot vositachisi sifatida namoyon bo‘ladi.

Xulosa qilib aytganda, madaniy tafovutlar tarjima natijasining sifati, aniqligi va muloqotdagi samaradorligini bevosita belgilovchi omildir. Tarjimon bu tafovutlarni chuqur tahlil qilgan holda, matnning mohiyatini saqlagan holda uni boshqa madaniyat vakiliga tushunarli va qabul qilinadigan shaklda yetkazishi lozim. Faqat shundagina tarjima chinakam madaniyatlararo ko‘prik vazifasini bajaradi.

XULOSA

Madaniy tafovutlar tarjima jarayonining barcha bosqichlarida muhim rol o‘ynaydi. Til - bu shunchaki aloqa vositasi emas, balki har bir xalqning tarixiy xotirasi, ijtimoiy ong, mentalitet va estetik didini aks ettiruvchi madaniy tizimdir. Tarjimon esa bu madaniy qatlamlarni boshqa tilga o‘tkazuvchi vositachi bo‘lib, u nafaqat grammatik moslikni, balki madaniy moslashuvni ham ta’minlashi zarur. Ayniqsa, madaniyatga xos tushunchalar, ramzlar, obrazlar va muloqot uslublari tarjimada noto‘g‘ri talqin qilinsa, bu nafaqat matnning semantik yo‘qotilishiga, balki muloqotning buzilishiga ham olib keladi. Shu bois madaniy tafovutlarning tarjima natijasiga ta’siri va muloqotdagi o‘rni chuqur tahlil etilishi, tarjimaning samaradorligini ta’minlovchi asosiy omillardan biri sifatida e’tirof etilishi lozim. Ushbu tadqiqot quyidagi asosiy xulosalarni ilgari suradi:

- Madaniy tafovutlar tarjima jarayonining markaziy omillaridan biri bo‘lib, ular grammatik yoki leksik darajadangina iborat emas, balki kontekstual, ijtimoiy va estetik qatlamlarda namoyon bo‘ladi.
- Tarjimon har ikki madaniyatning qadriyatlari, kommunikativ odatlari va ramziy tizimlarini chuqur anglab, matnga ijodiy va moslashuvchan yondashishi zarur.
- Badiiy, ilmiy, huquqiy, jurnalistik va kinematografik matnlarda madaniy konnotatsiyalarni izchil yetkazish tarjimaning mazmuniy aniqligi va ta’sirchanligini belgilaydi.
- Tarjima nafaqat lingvistik jarayon, balki madaniyatlararo ko‘prik bo‘lib xizmat qiladigan muloqot shakli sifatida qaralishi kerak.

Madaniyatlararo muloqot samaradorligi tarjimonning madaniy tafovutlarni aniqlash, izohlash va moslashtirish qobiliyatiga bevosita bog‘liq.

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IJTIMOIY TARMOQ PLATFORMALARIDA LEKSIK BIRLIKLAR TARJIMASINING AHAMIYATI

Muallif: Naimjonova Iroda Ma'rufjon qizi [1]
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ANNOTATSIYA

Zamonaviy tilshunoslikda so'nggi yillarda tarjima nazariyasi, tarjimashunoslik sohalariga ham e'tibor sezilarli darajada ortgan bo'lib, ko'plab tadqiqotlar amalga oshirilib kelinmoqda. Tarjimashunoslik ko'plab sohalarga kirib ulgirdi desak adashmagan bo'lamiz. Sababi tarjimaga bo'lgan ehtiyoj ortib bormoqda. Tilshunoslikda ham tarjima nazariyasining o'rni beqiyos, ushbu sohalarni birgalikda o'rganish zamonaviy tilshunoslikning mavzu ko'lamini kengaytirmoqda.

Kalit so'zlar: tarjimashunoslik, ijtimoiy tarmoq, platformalar, o'zlashma, rasmiy muloqot, norasmiy muloqot, leksik birlik, tarjima.

KIRISH

Tarjimashunoslik tilshunoslik, tarixshunoslik, falsafa, psixologiya, adabiyotshunoslik kabi o'zaro yaqin fanlarning doimiy ta'sirida oyoqqa turdi. XX asrning 60-yillaridan e'tiboran ushbu "ittifoqchi" fanlar safiga san'atshunoslik ham tortildi. Tarjima tanqidi doirasida tarjima poetikasi va estetikasi degan bepoyon mavzular silsilasi ham maydonga chiqdi.[3:12] Bundan ko'rinib turibdiki, tarjimashunoslik kirib kelib, asta-sekinlik bilan fanlarning tarkibiga kiritilib, birga o'rganiladigan bo'ldi. So'nggi yillarda ushbu sohaga doir ko'plab tadqiqotlar amalga oshirilib, alohida ahamiyat qaratilmoqda. Sababini yuqoridagi fikrlardan ham dalil qilishimiz mumkin. Dunyo adabiyoti, dunyo savdosi, dunyo tarmoqlari rivojlanishi uchun tarjimaning roli kattadir. Shuning uchun har qanday sohaning olim-u tadqiqotchisi tarjimashunoslikni o'zining sohasi tarkibida o'rganmoqda. Tilshunoslikda ham tarjimaning o'rni bo'lak. Fikrimning dalili sifatida quyidagi fikrlarni misol qilaman: "Biron matnni bir tildan ikkinchisiga tarjima qilish lingvistikaga oid jarayondir. 1980-yillardan oldin tilshunoslar til nazariyasi va tarjima orasidagi bog'liqlikka juda kam ahamiyat berishgan. Chunki bunday bog'liqlik avval o'tilmagan va tarjima nazariyasi asta-sekinlik bilan rivojlana borgan, bu jarayonning sust bo'lishiga bir sabab tilshunoslar til hodisalarini tarjimaga qo'llamaganligidir. Tarjimonlar til nazariyasida matn, semantika nazariyasini qo'llamoqdalar. Tilshunoslik nazariyasi tarjima nazariyasi bilan juda muhim aloqadorlikda bo'lib, uni tarjima jarayonida amalda tadbiq qilinadi."[3:19]

Tarjimaning nimaligini Sh.Sirojiddinov va G.Odilova quyidagicha ta'riflaydi: "Tarjima – bir tilda yaratilgan muayyan asarning o'zga bir xalq ma'naviy ehtiyojiga xizmat qildiradigan, undan badiiy zavq olishi uchun imkoniyat yaratib beradigan kommunikativ vositadir."[2:16]

Tadqiqotimizda bugungi kunda dolzarb bo‘lgan ijtimoiy tarmoq platformalaridagi tarjimaning o‘rni va ahamiyati tahlil qilinadi. Zamon talabi bo‘lgan texnika va texnologiya vositalarining, gadjetlarning kirmagan sohasi qolmayapti. Tabiiyki, texnikaning vatani xorijiy davlatlar bo‘lib, ularni tushunish tarjimani talab qilmoqda. Ba’zi o‘rinlarda tarjimadan foydalanmasdan, aslini qo‘llash holatlari ham kuzatilmoqda.

ASOSIY QISM

Ijtimoiy tarmoq – bu qiziqishlari o‘xshash yoki oflayn aloqaga ega bo‘lgan odamlar o‘rtasida muloqot qilish, tanishish, ijtimoiy munosabatlar yaratish uchun, shuningdek, ko‘ngilochar (musiqa va filmlar) va ish maqsadlarida ishlatiladigan onlayn platforma.[4] Ijtimoiy tarmoqlardan foydalanish xuddiki “urf”ga kirganday, ko‘plab insonlardan turli ijtimoiy tarmoq platformalari, saytlaridan kuniga foydalanadilar. Foydalanish jarayonida turli tuman yangi leksik birliklarga duch keladigan hamda foydalanadilar. Foydalanish jarayonlarida ba’zida tarjimadan foydalanadilar, ba’zida esa asl leksik birlikni qo‘llaydilar.

Til taraqqiyotining tashqi omili, atalishiga muvofiq, chetdan, ya’ni boshqa tillardan o‘tib o‘zlashgan so‘zlar va ularning o‘zga tildagi amali bilan aloqador bo‘ladi. Boshqa tillardan, ya’ni chetdan kirgan so‘z va iboralarni lug‘aviy (agar u so‘z bo‘lsa) va frazem (agar u ibora bo‘lsa) o‘zlashmalar deyiladi.[1:55] Sof til bo‘lmaganidek, har bir xalqning muomalada qo‘llaydigan, hatto yozma ravishda yozadigan chetdan o‘zlashgan so‘zlari mavjud bo‘ladi. Tadqiqotimizda ijtimoiy tarmoqqa oid leksik birliklarni tahlil etar ekanmiz, Instagram hamda Facebook platformalarida *lifehack, post, profil, story, respect, reels, podcast, like, comment, content* kabi bir qancha leksik birliklarning o‘z tilimizda ham qo‘llash holatlarini kuzatishimiz mumkin. Yuqoridagi birliklar tarjimasi, ya’ni o‘zbek tilidagi muqobil variant mavjud bo‘lsada, asl holatida tilga kirib keldi va tezda ommalashib ketmoqda. Lifehack – hayotiy maslahat, post – video, rasm yoki xabar, story – ijtimoiy tarmoqqa qo‘yilgan video, rasm, profil – shaxsiy kabinet, respect – ijtimoiy tarmoqdagi mavjud video yoki rasmga hurmat yoki qoyil qolish belgisi, reels – kunlik almashinib turuvchi qisqa-qisqa videolar, like – yoqtirish belgisi, comment – izoh qoldirish, content – video qo‘yish. Yuqoridagi leksik birliklarning tarjimasi ham qo‘llanilsa bo‘lar edi, ammo xuddiki “urf” ga kirganday, asl so‘zdan foydalanamiz. Ammo o‘zbek tilidagi ba’zi fe’llarni ushbu so‘zlarga qo‘shish orqali, o‘zlashtirish hosil bo‘lmoqda. Xususan, qo‘ymoq, joylamoq, o‘zgartirmoq, yozmoq kabi o‘zbek tilidagi fe’llarni xorijiy so‘zlarga qo‘shish orqali o‘zlashtirilmoqda desak adashmagan bo‘lamiz: *post+qo‘ymoq, profil+o‘zgartirmoq, comment+yozmoq* va h.k

Tarjimashunoslik rasmiy va norasmiy muloqotni ajratishda o‘z ahamiyatiga egadir. Ya’ni norasmiy nutqda yuqoridagi kabi qo‘llanilishi yoki xorijiy leksik birliklar umuman tarjima qilinmasligi mumkin. Ammo matnlarda, rasmiy nutqda, albatta, tarjima qilish orqali qo‘llaniladi, jumladan, *izoh qoldirmoq, fikr bildirmoq, “yoqtirish” belgisini bildirmoq, “hikoya” joylamoq, qo‘ymoq* va h.k. Ammo shunday leksik birliklar mavjudki, ularni tarjima qilishning imkoni yo‘q. Masalan, Reels, lifehack, content, respect, podcast, post, profil kabi leksik birliklarni tarjima qilish foydalanuvchiga tushunarsiz bo‘lishi mumkin yoki ma’nosiga ham ta’sir qilishi mumkin. Misol uchun: Reels – tikuv ipi turadigan dumaloq shakldagi obyekt, g‘altak[5] ning ko‘plikdagi shakli; content – xursand, mamnun hissiyot[6]; respect – hurmat[7]; post – xat[8] kabilarni keltirishimiz mumkin. Ushbu so‘zlarni tarjima qilib qo‘llansa, boshqa ma’no

berishi mumkin. Ijtimoiy tarmoqda yuqoridagi so‘zlar aslidan farqli ma’noda qo‘llaniladi va buni yuqoridagi misollarda ko‘rishimiz mumkin.

XULOSA

Xulosa qilib yozadigan bo‘lsak, tilshunoslikda tarjimaning o‘rni beqiyosdir. Tarjimaning turi ko‘p, jumladan, so‘zma-so‘z tarjima, ma’nosi bo‘yicha tarjima qilish mumkin. Tarjimondan ham tarjima qilish jarayonida o‘ta katta sabr hamda tajriba, tilni bilishlik, bundan tashqari, madaniyatdan boxabarlik talab etiladi. Ijtimoiy tarmoq platformalarida esa har bir foydalanuvchi o‘zi tarjimondir, ya’ni xorijiy atamalarni ko‘rganda, ularni sinxron ravishda, o‘sha vaqtning o‘zida tarjima qilishi zarur yoki tomosha qilgan video, rasm orqali ham notanish leksik birligini anglab yetishi mumkin. Ijtimoiy tarmoq platformalaridagi leksik birliklarni tarjima qilishdan tashqari, ularning o‘zbek tilida ham talaffuziga e’tibor qaratishimiz lozim. Misol tariqasida, post joylamoq leksik birligi o‘zbek tilida [po‘st] shaklida, reels esa [rils] shaklida, lifehack leksik birligi esa [layfhak] shaklida talaffuz qilinadi. Bundan shuni tushunishimiz mumkinki, tarjima qilinmasa ham, ammo yozilishida aynan o‘sha so‘zni noto‘g‘ri yozish holatlari ham ijtimoiy tarmoq platformalarida uchrab turadi.

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LITERARY TRANSLATION AND THE CHALLENGES ENCOUNTERED IN THIS PROCESS: BASED ON ERKIN VOHIDOV'S POETRY

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ANNOTATION

This article explores the linguistic, cultural, and stylistic challenges in literary translation, analyzing them through the process of translating the poetry of renowned Uzbek poet Erkin Vohidov into English. Practical strategies such as contextual adaptation, semantic equivalence selection, and compensation techniques are emphasized as solutions.

Keywords: literary translation, lexical challenges, cultural terms, national metaphors, poetic style, equivalence, contextual adaptation.

INTRODUCTION

Translation is not merely converting one language into another, it is also a medium of communication between cultures. Literary translation, in particular, poses numerous lexical and grammatical challenges, as it must convey not only words but also poetic rhythm, national spirit, and the author's personal emotions and individuality. Lexical difficulties in literary translation primarily arise in the proper and natural rendering of metaphorical expressions, archaic or historical terms, dialect-specific words, and unique cultural concepts into another language. Therefore, a translator must go beyond linguistic competence and master the skill of effectively conveying meaning and emotions through appropriate artistic techniques.

When translating the poetry of one of the leading figures of Uzbek literature, Erkin Vohidov, similar literary and lexical challenges may arise. His works extensively incorporate folkloric expressions, national symbols, historical and religious imagery, and philosophical reflections. This makes the translation process particularly complex, especially in preserving the nuances of national and historical lexical units, metaphors, metonymies, idioms, as well as poetic form and rhythm. Additionally, each language's unique lexical and grammatical structures play a crucial role, as some Uzbek words and phrases may lack direct equivalents in English or carry different semantic connotations [1].

For instance, idiomatic expressions found in Erkin Vohidov's poetry, such as "ko'ngil ko'zi" ("the eye of the heart"), "uyg'oq yurak" ("the vigilant heart"), and "ishq daryosi" ("the river of love"), risk losing their poetic essence if translated literally. Therefore, the translator must ensure not only semantic and grammatical accuracy but also stylistic and aesthetic appropriateness. Literary translation not only makes literary works accessible in different languages but also strives to preserve their artistic and aesthetic qualities. Hence, a translator must analyze the linguistic and

contextual meanings of the text in depth and seek appropriate equivalent solutions [2].

Lexical challenges in literary translation generally stem from the following factors:

- Interlingual differences – Variations in lexical systems and semantic structures across languages.
- Cultural specificities – Unique cultural expressions and symbols that pose difficulties in translation.
- Poetic lexicon and metaphors – Poetic expressions, idioms, and symbols that may lose their artistic effect when translated.

These are among the primary challenges faced by literary translators, particularly in poetry translation. This study examines translation issues and solutions based on Erkin Vohidov's poetry, employing a comparative method to analyze similarities and differences between the original text and its translation.

By the 1960s, Erkin Vohidov played a significant role in revitalizing classical Uzbek prosody (aruz). According to A. Hojimatov, "In the poetry of the 1960s, aruz continued to serve as a transparent medium for reflecting the subtle and complex emotions of contemporary individuals". Thus, caution is necessary when translating poetic lines, as mistranslations or inappropriate word choices may diminish the impact of the translated work [3].

According to translation theory, it is essential to consider the semantic and structural characteristics of word combinations during translation. The primary recommendation is to first translate the noun, as adjectives and other modifiers serve to define it, and the noun carries the core meaning in a sentence. The next step for the translator is to identify semantic groups within the sentence, determine the type of grammatical relationships between adjectives and nouns, and apply the grammatical norms of the target language appropriately.

When addressing lexical challenges in Erkin Vohidov's poetry, it is important to recognize that his work is deeply intertwined with Uzbek national identity and historical consciousness. He skillfully integrates folklore, classical literature, and modern artistic thought into his poetry. Consequently, the following key lexical difficulties arise when translating his works:

National and historical lexical units: Vohidov frequently employs national, historical, archaic, and dialect-specific terms, such as:

"Bobolar ruhi" – "Ancestors' spirit" or "The spirit of forefathers"

"Ona zamin" – "Motherland" or "The sacred land"

A literal translation of such terms may strip them of their poetic essence, necessitating the search for alternative equivalent expressions that convey their intended meaning [4].

Vohidov's poetry reflects Uzbek cultural traditions, customs, and lifestyle. For instance, works like "Ona yurt" ("Motherland") and "Vatan sog'inchi" ("Longing for the Homeland") highlight national values, making cultural adaptation crucial in translation. When direct equivalents are unavailable, translators may employ the following strategies:

- Explanatory translation – Providing additional context or definitions for complex or unique terms.
- Transliteration – Retaining national words in their original form while offering explanations.

- Cultural substitution – Replacing a cultural element with a more familiar equivalent in the target language [6].

CONCLUSION

In conclusion, the primary lexical challenges in translating Erkin Vohidov's poetry into English arise from metaphors, national-cultural elements, and contextual differences. Effective translation strategies include selecting appropriate equivalents, contextual adaptation, and explanatory translation. Maintaining the author's style and artistic impact is essential in literary translation. Therefore, beyond linguistic knowledge, a deep understanding of cultural and artistic nuances is necessary. The findings of this study may provide both theoretical and practical insights for translators and philologists.

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"LISON UT-TAYR" TARJIMASIDA BADIIY SAN'AT VOSITALARINING TALQINI

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ANNOTATSIYA

Ushbu maqolada Alisher Navoiyning "Lison ut-Tayr" asarining tarjima jarayonida badiiy tasvir vositalarining aks ettirilishi tahlil qilingan. Xususan, metafora, metonimiya va mubolag'a kabi san'at vositalarining tarjimada qanday talqin etilgani ko'rib chiqilgan. Asliyat va tarjima matnlari taqqoslanib, tarjimon tomonidan yo'l qo'yilgan kamchiliklar hamda muqobil tarjima usullari tahlil qilingan. Maqolada tarjimaning semantik va stilistik jihatdan asliyatga mosligini ta'minlash bo'yicha tavsiyalar berilgan.

Kalit so'zlar: Alisher Navoiy, Lison ut-Tayr, badiiy tarjima, metafora, metonimiya, mubolag'a, semantik moslik, tarjima nazariyasi.

KIRISH

Sharq va G'arb xalqlari o'zining madaniyati, diniy e'tiqodi va dunyoqarashi jihatidan farqlanadi. O'rta asrlarga oid Sharq adabiyotida badiiy asarlar Ollohga hamd aytish bilan boshlanishi urfga aylangan. Alisher Navoiy ham "Lison ut-Tayr" dostonida Ollohni ulug'lash, payg'ambarga salovat aytish, Abu Bakr, Umar, Usmon va Ali maqtovi bilan dostonni boshlagan. Ushbu muhim boblar G'arb tarjimonlari tomonidan aksariyat hollarda e'tibordan chetda qoldiriladi va tarjima XIV bobdan boshlanadi. Bu esa asarning mazmun-mohiyatini yetarlicha anglash va idrok etishga to'sqinlik qiladi.

ASOSIY QISM

Alisher Navoiyning "Lison ut-Tayr" dostoni Sharq tasavvufiy adabiyotining yorqin namunasi bo'lib, unda insonning kamolot sari yo'li ramziy qushlar sayohati orqali tasvirlangan. Ushbu dostonning tarjima jarayoni turli murakkab jihatlarga ega bo'lib, ayniqsa, badiiy tasvir vositalarini to'g'ri aks ettirish muhim masalalardan biri hisoblanadi.

Tarjima jarayonida metafora, metonimiya va mubolag'a kabi san'at vositalari maxsus e'tibor talab qiladi. Masalan, dostonda "jon qushi" metaforasi inson ruhini tasvirlash uchun ishlatilgan bo'lsa, uning ingliz tiliga "the bird of spirit" tarzida tarjima qilinishi adekvat tarjima usulining qo'llanganini ko'rsatadi. Bu holat tarjimaning semantik mosligini ta'minlagan bo'lsa-da, boshqa badiiy unsurlar, jumladan, diniy va falsafiy kontekstlar har doim ham to'liq aks ettirilmagan.

Metonimiya misolida "beshinchi ko'k" iborasi analiz qilinadi. Asliyatda bu jumla Payg'ambar Muhammad (s.a.v)ning me'roj kechasidagi ruhiy yuksalishiga ishora qiladi. Ushbu ibora ingliz tiliga "the fifth blue" shaklida tarjima qilingan bo'lsa-da,

uning chuqur diniy ma’nosi to‘liq aks ettirilmagan. Shu sababli, tarjima jarayonida ekvivalent va muqobil usullardan foydalanish muhim ahamiyat kasb etadi.

Bundan tashqari, mubolag‘a san’ati ham “Lison ut-Tayr” tarjimasida katta rol o‘ynaydi. Navoiy Attorning ilmiy salohiyatini tasvirlashda “Attor do‘konidagi durlar”ni “kechasi jilva qilayotgan yulduzlar”ga qiyoslaydi. Ushbu mubolag‘ali tasvir asliyatda kuchli badiiy ta’sirga ega bo‘lsa-da, tarjimada bunday ifodalar ba’zan soddalashtirilishi kuzatiladi.

Ushbu maqolada tarjima jarayonida metafora, metonimiya va mubolag‘a kabi badiiy tasvir vositalarining aks ettirilishiga e’tibor qaratiladi.

1. Tarjima amaliyoti va muammolari

Dolimov o‘zining “Tarjima san’ati va muammolari” asarida tarjima jarayonining ikki bosqichdan iboratligini ta’kidlaydi:

1. Asliyat matnini idrok etish
2. Uni tarjima tilida aks ettirish

Lekin “Lison ut-Tayr” tarjimonlari ushbu bosqichlarni to‘liq amalga oshirmagan. Bu esa tarjima jarayonida badiiylik va asliyatga moslik darajasining pasayishiga sabab bo‘lgan.

3. Metaforik talqin masalasi

Asliyatda: *"Jon qushi o‘z sirlarini bayon qilishga kirishar ekan, uni Allohga madhiya o‘qish bilan boshlaydi. Chunki Alloh barcha mavjudotlarning yaratuvchisidir. U mangu barhayot bo‘lib, undan boshqa hamma narsa o‘tkinchidir."*

Inglizcha tarjimada: *"As the bird of spirit is going to reveal its secrets, starts it by praising for Allah. Because Allah is the creator of all creatures. He is eternally alive and everything else is transitory."*

Bu yerda **“jon qushi”** metaforik obraz bo‘lib, inson ruhining parvozi, ilohiy oshuftaligi tasvirlanadi. Tarjimada **“the bird of spirit”** shaklida berilgan. Tarjimaning adekvat usulda amalga oshirilganligi sababli metaforaning badiiy ifodasi saqlanib qolgan.

4. Metonimiya talqini

Asliyatda: *"Buroqini beshinchi ko‘kka surganida, Nahsi Asg‘ar shu zahoti Sa’di Akbar bo‘ldi. Sa’di Akbar tomon yo‘li tushganida, uning nazaridan saodat nuri yo‘naldi."*

Inglizcha tarjima: *"When he pushes his Buraq on the fifth blue, Nahsi Asghar immediately became Sa’di Akbar. As he made his way towards Sa’di Akbar, the light of bliss is directed by his look."*

“Beshinchi ko‘k” iborasi metonimiya san’atiga asoslangan bo‘lib, **osmonning beshinchi qavati** nazarda tutilgan. Bu Me’roj kechasi bilan bog‘liq diniy tushunchalar bilan uzviy bog‘liqdir. Tarjimada **“the fifth blue”** deb berilgan bo‘lsa-da, **“heaven” yoki “sky”** so‘zlaridan foydalanish aniqroq bo‘lar edi.

5. Mubolag‘aning tarjimadagi o‘rni

Asliyatda: *"Olamdagi barcha dengiz va konlarda nimaiki bor bo‘lsa, yuzlab o‘shancha narsalar Attor do‘konida mavjuddir. Uning ma’nolar dengizidagi durlar xuddi kechasi jilva qilayotgan yulduzlarga o‘xshaydi."*

Inglizcha tarjima: *"Everything that exists in all the seas and mines of the world is found hundreds of times in Attar's shop. The pearls in his ocean of meanings are like the stars shining at night."*

Bu joyda mubolag‘a orqali Farididdin Attorning yuksak ilmi, uning so‘z san’atidagi mahorati ulug‘langan. Tarjimada mubolag‘a saqlanib qolgani ijobiy hol

bo‘lsa-da, “Attar's shop” iborasi “Attar’s treasury” yoki “Attar’s world of wisdom” deb tarjima qilinganida yanada aniqroq bo‘lar edi.

XULOSA

Badiiy tarjima jarayonida asliyat matnini to‘laqonli anglash, uning kontekstini tushunish va ma’naviy-madaniy tafovutlarni inobatga olish lozim. “Lison ut-Tayr” tarjimasida badiiy tasvir vositalari to‘liq aks ettirilmagan holatlar mavjud. Xususan, diniy va falsafiy mazmunga ega bo‘lgan tushunchalar tarjimada yo‘qotishlarga uchragan. Badiiy tarjima jarayonida ekvivalent, adekvat va muqobil usullardan foydalanish, tarjimaning semantik va stilistik jihatdan asliyatga mosligini ta’minlash lozim.

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THE MAIN CHANGES AND PROBLEMS IN THE TRANSLATION OF LITRERARY WORKS

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ABSTRACT

When original texts and their translations are compared, we often see differences in style and content. These differences happen because languages have unique ways of expressing ideas, and translators sometimes need to change words or sentences to make them clear in another language. However, the biggest reason for these changes is cultural differences. Every language is connected to the traditions, history, and way of thinking of its people.

Keywords: literary translation, cultural adaptation, computer technology, linguistic aspects.

INTRODUCTION

Every language is connected to the traditions, history, and way of thinking of its people. This makes it hard to translate some words or ideas exactly. Because of this, translators must decide whether to stay very close to the original text or make changes to help readers understand it better. This often leads to debates about how much a translation should keep the original meaning or adapt to a new culture. Understanding the text requires both general and detailed reading. Basic reading helps to get the main idea as you may have to read reference books, school books, or expert articles to understand the subject and the ideas, always bearing in mind that for the interpreter, the purpose comes before the explanation – the important thing about the tiny particle in this situation is not that it is an unchanging basic unit of matter, keeping the rule of protection of physical properties, but that now the tiny particle has been found to have weight. In this article a provided list of linguists who contributed in the development of translation theory and the translating itself, investigating the world's well-known translators' work along with Turkish and Uzbek researchers.

MAIN PART

Danila Seleskovitch, a brilliant interpreter and writer, has said: 'Everything said in one language can be expressed in another - on condition that the two languages belong to cultures that have reached a comparable degree of development. According to Peter Newark, translation is an instrument of education as well as of truth precisely because it has to reach readers whose cultural and educational level is different from, and often 'lower' or earlier, than, that of the readers of the original one has in mind computer technology for Xhosas. 'Foreign communities have their own language structures and their own cultures, 'foreign' individuals have their own way of thinking and therefore of expressing themselves, but all these can be

explained, and as a last resort the explanation is the translation. No language, no culture is so 'primitive' that it cannot embrace the terms and the concepts of, say, computer technology or plainsong, but such a translation is a longer process if it is in a language whose culture does not include computer technology. If it is to cover the points in the source language text, it requires greater space in the target language text. There-fore, whilst translation is always possible, it may for various reasons not have the same impact as the original. Translation has been instrumental in transmitting culture, sometimes under unequal conditions responsible for distorted and biased translations, ever since countries and languages have been in contact with each other. Thus, the Romans pillaged Greek culture; the Toledo School transferred Arabic and Greek learning to Europe; and up to the nineteenth century European culture was drawing heavily on Latin and Greek translations. That translation is not merely a transmitter of culture, but also of the-truth, a force for progress, could be instanced by following the course of resistance to Bible translation and the preservation of Latin as a superior language of the elect, with a consequent disincentive to translating between other languages.

Since last century the history of translation saw remarkable changes in Uzbek translation school as well. In early 1950s was the start of flouring conflict of this school. However, most of the translated works were not translated from the source language, instead they were mostly translated from Russian . The upstanding translators of those periods Gaybulla Salomov, Ibrohim Gofurov , Erkin Vohidov, Mirziyod Mirzoidov and the other such dedicated literature founders provided a numerous world's masterpieces for Uzbek readers. Researchers have been working on the problems on translation differentiating and comparing the features of the languages, as well as investigating constantly the theory of translation helping translators to ease their work. The issues are still being researched by the contemporary linguists (Nasriddinov,2021; Sodiqova, 2023; Sodiqova 2022; Zakhidova 2024; Petrosyan, 2021, Khalikova 2024 etc.) categorizing the similarities and differences of the particular languages while translating or interpreting.

According to Tawfiq Yousef, all types of translation, literary translation is perhaps the most demanding and the most difficult. The reason behind this is that the language of literature is different from ordinary language and involves a variety of challenges on the phonological, syntactic, lexical, semantic, stylistic and pragmatic levels. In literary translation, formal and stylistic features become of great significance. The translator of poetry is also faced with the difficult choice between verse or prose translations. In his article "On Linguistic Aspects of Translation" published in 1959, Roman Jakobson asserted that "poetry by definition is untranslatable" (qtd. in Venuti 2000:118), though he suggested various alternatives to deal with this issue, including approximation and annotation. Poets as important as Dante and Robert Frost also saw that poetry is untranslatable, though others such as Fitzgerald and Pound believed in freedom in translation.

According to Ebru Ertarman Senyigit, we consider that Turkish and English come from different language families (Altaic languages and Indo-European Language Family), it may not make much sense to compare these two languages. However, we should never overlook a very basic fact about languages: "Language is a universal concept." Therefore, regardless of whether they are related or not, every language definitely has common characteristics because its user is a common being, human being. Until Chomsky, thoughts about language are more descriptive. For

example; Edouard Roditi, who translated İnce Memed 1, and Margaret E. Platon, who translated İnce Memed 2, adopted a one-to-one translation style, while Thilda Kemal, who translated the others, especially Yer Demir Gök Bakır, did not apply the same technique; therefore, the data were collected under two groups. If there was no equivalent in the English translations of Turkish compound verbs, the place was left blank. Especially in Thilda Kemal's translations, the problem of not being able to find the exact equivalents of compound verbs was frequently experienced. It was concluded that this was due to the author's translation method and style. However, following the "adequate translation" path by remaining faithful to the source text in terms of language, content, form, style and message levels, as defined by Toury, would have ensured that the data was collected in a single class in terms of suitability for the aim of the study. However, the translator does not follow this path, but rather prefers to prioritize the norms of the target literary system and prefers “acceptable translation”.

According to Md. Ziaul Haque, initially, the translation of literary works - novels, short stories, plays, poems, etc. - is considered a literary recreation in its own right. However, as far as the solutions are concerned, the prose-translators should start with the careful adherence to the following principles:

1. a great understanding of the language, written and verbal, from which he is translating i.e. the source language;
2. an excellent control of the language into which he is translating i.e. the target language;
3. awareness of the subject matter of the book being translated;
4. a deep knowledge of the etymological and idiomatic correlates between the two languages; and
5. a delicate common sense of when to metaphrase or ‘translate literally’ and when to paraphrase, in order to guarantee exact rather than fake equivalents between the source- and target-language texts.

Moreover, the prose-translators can unite some of the following methods to deal with the translation problems efficiently.

1. Back Translation: “Comparison of a back-translation with the original text is sometimes used as a check on the accuracy of the original translation…” (Crystal, 2004: 5). It is one of the most familiar practices used to search for equivalents through:
   a. The translation of items from the source language to the target language.
   b. Free translation of these back into the source language.
2. Conference with Other People: Discussions about the use and meaning of words with bilingual people around a table to make decisions about the best terms to use.
3. Interviews or Questionnaires or Any Kind of Tests: These are used to remove translation-related difficulties.

CONCLUSION

To sum up, translating literary works is a multifaceted process that involves more than just language conversion; it also entails cultural adaptation, maintaining the original style, and communicating the author's intention. In order to improve

accuracy and readability, translation techniques have changed over time, embracing new theories and technologies. Significant obstacles still exist, though, such as cultural quirks, parts that cannot be translated, and preserving the artistic integrity of the original work. Translators are essential in bridging linguistic and cultural divides as literature continues to transcend national boundaries, guaranteeing that literary classics are still understandable and relevant to a wide range of audiences across the globe.

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O'ZBEK ROMANLARI U. NAZAROBNING "CHAYON YILI (DAS JAHR SKORPIONS)" VA SHUKRULLONING "KAFANSIZ KO'MILGANLAR (DIE OHNE LEICHENTUCH BEGRABENEN)" NEMISCHA TARJIMALARIDA RAMZ VA ALLIGORILARNI AKS ETISHI

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ANNOTATSIYA

O'zbek romanlarining nemis tiliga tarjimasi ko'p qirrali jarayon bo'lib, tilshunoslik va madaniyatlararo muloqot masalalarini o'z ichiga oladi. Tarjima jarayonida tilning o'ziga xos tuzilishi, leksik va grammatik xususiyatlari o'zgaradi, bu esa ramzlar va alligoriyalarning tasvirlanishiga ham ta'sir qiladi. Tarjimon nafaqat tilni, balki madaniyatni ham "tarjima qiladi", ya'ni asl asardagi milliy, ijtimoiy va tarixiy kontekstni nemis tilidagi o'quvchiga tushunarli qilish zaruriyatini anglaydi. Ramzlar va alligoriyalar to'g'risida olimlarning bir necha nazariy fikrlarini maqolamizda o'rganib chiqdik.

Kalit so'zlar: kommunikasiya, ramz, leksik birlik, grammatik xususiyat, alligoriya, obraz, belgi.

KIRISH

O'zbek romanlarining nemis tiliga tarjimasi ko'p qirrali jarayon bo'lib, tilshunoslik, tarjimashunoslik va madaniyatlararo kommunikatsiya masalalarini o'z ichiga oladi. Tarjima jarayonida tilning o'ziga xos strukturalari, leksik va grammatik xususiyatlari o'zgaradi, bu esa ramzlar va alligoriyalarning tasvirlanishiga ham ta'sir qiladi. Tarjimon nafaqat tilni, balki madaniyatni ham "tarjima qiladi", ya'ni original asardagi milliy, ijtimoiy va tarixiy kontekstni nemis tilidagi o'quvchiga tushunarli qilish zaruriyatini anglaydi.[1]

Ramzlar va alligoriyalar to'g'risida olimlarning bir necha nazariy fikrlarini maqolamizda o'rganib chiqdik. Ramzlar va alligoriyalar haqida umumiy tushuncha Ramz — bu obraz yoki belgi, odatda ma'lum bir tushunchani yoki g'oyani ifodalovchi biror narsa. Ramzlar orqali adabiyotda ko'plab ma'nolarni izohlash mumkin. Allogoriya esa — biror voqea yoki obraz orqali ma'lum bir g'oya yoki jamiyatning muammolarini aks ettirishning murakkab usuli. Adabiyotda allogoriya orqali muayyan fikrlarni, axloqiy darslarni va ijtimoiy siyosiy maqsadlarni ifodalash mumkin.[2] O'zbek adabiyotidagi badiiy asarlarda ham ramzlar va alligoriyalar keng ishlatiladi. Masalan, "Chayon yili " asarida xalq va ayol obrazlarining azoblari, «Kafansiz ko'milganlar» asarida esa qahramonlarning kurashlari boshidan o'tkazgan kechinmalari ramzlar orqali aks etgan. Maqolaning birinchi bosqichida ramzlar va alligoriyalarni tarjimada qayta talqin etish jarayonlarini korib chiqdik. Tarjima

[1] Zokirov, M. (2011). O'zbek adabiyotidagi ramzlar va alligoriyalar. Toshkent: "Adabiyot va san'at" nashriyoti.
[2] Azimov, M. (2000). O'zbek adabiyotidagi ramzlar va simvolizm. Toshkent: "G'afur G'ulom" nashriyoti.

jarayonida, ayniqsa, ramzlar va alligoriyalarni boshqa madaniyatda tushunish uchun tarjimon ularni ko‘pincha o‘zgartirishga majbur bo‘ladi. Shuning uchun tarjimada madaniyatlararo tafovutlarni hisobga olish zarur.

O‘zbek adabiyotidagi ramzlar ko‘plab tarixiy va ijtimoiy tajribalarga asoslangan. O‘zbek yozuvchilari o‘z asarlarida xalqning og‘ir kechinmalarini, tabiiy muhitini va urushlarning izlarini ramzlar orqali tasvirlashadi. Masalan, Uchqun Nazarov asarlarida ramzlar ko‘pincha milliy qadriyatlar va ijtimoiy adolatsizlikni ko‘rsatish uchun ishlatiladi.[3] Uchqun Nazarov yoki Shukrullo Yusupov kabi yozuvchilar asarlarida ramzlar va alligoriyalar orqali ijtimoiy-siyosiy muammolarni ko‘rsatishadi, Masalan, hukumatning zolimligi, o‘zgaruvchan ijtimoiy tuzumlar va xalqning azoblari aks ettirilgan. Allogoriyalar esa o‘zbek romanchiligida keng tarqalgan, Masalan, "Chayon yili " asarida o‘tgan davrning yirik siyosiy va ijtimoiy tizimlarini aks ettiruvchi ramzli tasvirlar mavjud. Har bir obrazning ramziy ma'nosi va voqea o‘zgacha ijtimoiy siyosiy kontekstga ega. O‘zbek romanchiligida tabiiy muhit, qishloq hayoti, oddiy odamlarning kundalik kurashlari va insonning ichki kechinmalari ramzlar orqali o‘z ifodasini topadi. Tarjima jarayonida ramzlar va alligoriyalarni saqlash ko‘pincha madaniyatlararo tafovutlar bilan bog‘liq. Nemis tili o‘quvchisi uchun ba'zi o‘zbek ramzlari begona bo‘lishi mumkin. Masalan, o‘zbek adabiyotida qadimiy an'analar va milliy urf-odatlar ramzi sifatida ishlatilgan tasvirlar nemis madaniyatiga mos keltirilgan bo‘lishi mumkin. Shuningdek, bunday ramzlarni ba'zida to‘liq saqlash emas, balki ular o‘rniga nemis madaniyatiga mos ramzlar yoki tushuntirishlar qo‘llanilishi mumkin.[4]

TAHLIL VA NATIJALAR

O‘zbek adabiyotidagi ba'zi ramzlar va alligoriyalarni nemis madaniyatiga moslashtirish uchun tarjimonlar ba'zi o‘zgarishlar kiritadilar. Buning natijasida, asl asar ma'no va hissiyotlarini saqlash bilan birga, tarjima qilingan asar o‘quvchiga tushunarli va qiziqarli bo‘lishi kerak.

Misol: "Kafansiz ko‘milganlar " asaridagi qahramonning azoblari, nemis o‘quvchisi uchun xuddi shunday hissiyotlar bilan ifodalangan bo‘lishi kerak, ammo o‘zbek tarixiy konteksti o‘zgartirilgan yoki nemis madaniyatiga moslashtirilgan bo‘lishi mumkin. Maqolamizda ikki asardan ramz va alligoriyalar ishtirok etgan ba`zi bir misollarni keltiramiz.

Asliyatda: 1.Jumla: "Do‘zaxning ikkinchi qopqasi"[5][119]

Tarjimada: Das zweite Tor der Hölle[124]

Ramz: "Do‘zax" — bu yerda faqat bir joy yoki holatni emas, balki insonning eng og‘ir, xato va azobli holatini ifodalaydi. Do‘zax, ruhiyatni azobga soluvchi narsaning timsoli sifatida ishlatilgan. Metafora va simbolizm yordamida bu jumla, insonning og‘ir ruhiy holatini yoki azobini aks ettiradi, uning dahshatli va qo‘rqinchli tomonlarini ta’kidlaydi. Simvolizmning(Ramz) turlari asarlarni chuqurroq tahlil qilish imkonini beradi. Har bir turdagi simvolizm, o'ziga xos metodologiya va ma'no qatlamlari orqali asarning mazmunini boyitadi. Simvolizm orqali mualliflar o'z asarlarida nafaqat tashqi voqealarni, balki ichki, psixologik, diniy, falsafiy yoki siyosiy holatlarni ham aks ettiradilar. Badiiy adabiyotda simvolizmning ishlatilishi o'quvchining estetik

[3] Sirojiddinov, S. (2017). O‘zbek romanchiligida ramzlarning o‘rni va ta’siri. Adabiyotshunoslik jurnali, 3(1), 12-28.
[4] Maqsad, S. (2018). Tarjima nazariyasida ramzlar va alligoriyalar. Xalqaro tarjima ilmiy jurnali, 7(2), 45-62.
[5] Sh. Yusupov (2010). Kafansiz ko‘milganlarToshkent: "Yangi nashr".

hissiyotini kuchaytiradi va asarlarning ko'p qatlamli ma'no tuzilishini ta'minlaydi.Tarjimon “qopqa” degan so‘zni “Tor”- ya` ni “darvoza “ so‘zi bilan bergan.

Navbatdagi berilgan jumla "O‘rdak laqabli nazoratchi xotin dam-badan temir eshikning darchasidan mo‘ralardi " lingvopoetik tahlil qilishda bir nechta aspektlarni ko‘rib chiqish mumkin. Bunda tilning badiiy va ma'naviy imkoniyatlari, ramzning ishlatilishi va obrazlarning chuqurligi o‘rganiladi. Keling, har bir elementni alohida tahlil qilaylik:[]

Ramz: "Temir eshik" va "darcha" ramziy elementlar sifatida ishlatilgan, ular xotinning o‘zini boshqalardan ajratganligini, lekin biror tarzda tashqi dunyo bilan aloqaga chiqishni istaganligini anglatadi. Xulosa: Jumlaning lingvopoetik tahlili shuni ko‘rsatadiki, unda metaforalar, simvollar va tasviriy elementlar orqali xotinning ichki va tashqi olamiga oid murakkab tasvirlar yaratilyapti. Bu jumlada har bir so‘zning o‘zi orqali ma'lum bir fikr yoki obraz shakllanadi, bu esa asar ichidagi obrazni yanada chuqurlashtiradi.

3."Nomus o‘limdan kuchli" jumlasi, lingvopoetik tahlil qilishda bir qator chuqur ma'no va tasviriy qatlamlarni o‘z ichiga oladi. Ushbu ifodaning tahlilida, avvalo, uning semantik va stilistik jihatlarini ko‘rib chiqish zarur.[] Ramz: O‘lim ko‘pincha so‘nggi nuqta yoki tugatish ramzi sifatida ishlatilsa, "nomus" esa hayotiy qadriyatlar va shaxsiy prinsplar ramzi sifatida ishlatilgan. Nomusning o‘limdan kuchli ekanligi, axloqiy qadriyatlarning abadiyligini va jismoniy cheklovlardan mustaqilligini ta'kidlaydi.

4. "Yolg‘iz dardkashim – xayol!" jumlasi lingvopoetik tahlil qilganda, badiiy ifoda va tilning nozik qatlamlarini ochishga yordam beradi. Bu yerda "xayol"ning ta'rifi, uning tasviriy va simvolik ma'nolari, hamda shaxsiy tuyg'ularni ifodalashdagi o'rni tahlil qilinadi.[]

Ramz: "Yolg‘iz" va "xayol"ning birgalikda ishlatilishi simvolik tasvirni yaratadi. Yolg‘izlik va xayol, bir vaqtning o‘zida his-tuyg‘ularda, ongda o‘zi bilan yakkalanib qolgan odamni tasvirlaydi. Xayol ham, go‘yo, yolg‘izlikning yagona hamrohiga aylangan.

5."Bandaning boshida bundan ham yomon kunlar bo‘ladi, deb shukr qilayotgan ekan" []jumlasi, lingvopoetik tahlil qilinganida, insonning ichki dunyosidagi qarama-qarshiliklar, umidsizlik va umidni ifodalovchi murakkab tasvirlarni o‘zida mujassam etadi. Keling, har bir elementini alohida tahlil qilib ko‘raylik.

Ramz: "Banda" va "boshida"ning ishlatilishi, insonning ma'naviy holatiga ishora qiluvchi ramzlar sifatida ishlatilgan. Insonning kelajakdagi og‘ir kunlarga tayyor bo‘lishi va hozirgi holatga shukr qilishi simvolik tarzda hayotdagi azob va qiyinchiliklarni qabul qilishni anglatadi.

Tarjima nazariyasining asosiy yondashuvlaridan biri "Madaniyatga moslashtirish" yondashuvidir. Tarjimada ramzlar va alligoriyalarni nemis madaniyatiga moslashtirish uchun tarjimonlar ba'zida ularni o‘zgartirishlari mumkin. Masalan, o‘zbek xalqining tarixiy jarayonlarini tasvirlashda ishlatilgan ramzlar, nemis tarixida o‘xshash vaziyatlar bilan almashtirilishi mumkin. "Yadroviy tarjima": Bu yondashuvda tarjimon, faqat ma'no yoki g‘oyani o‘zgarishlarsiz saqlashga harakat qiladi, lekin ba'zida ramzlar ham o‘zgarishi yoki to‘g‘ri kontekstda tushuntirilishi kerak.[6]Biz maqolamizning navbatdagi qismida in´kkinchi asar Uchqun Nazarovning “Chayon yili “ romanidan ramz va alligorilar ishtirokidagi misollar tahlilidan namulalar beramiz.

[6] Tashkhodjaev, A. (2005). O‘zbek adabiyoti tarixi. Toshkent: "Adabiyot va san'at" nashriyoti.

Jumla: "Gut, er könnte sie alle an der langen Leine führen, aber wenn die Stunde gekommen war, würde er die Leine sofort anziehen."[267] [7]Mayli , arqonni uzun tashlash kerak , vaqt soati kelganda , darrov tortib oladi. — Bu jumlada bir nechta stilistik vositalar ishlatilgan. Keling, ularga to'xtalib o'tamiz:

Ramz: "Leine" (ip) — Bu so'z ham simbolik ma'noga ega. U erkinlik va nazorat o'rtasidagi ziddiyatni tasvirlaydi. "Leine" orqali boshqarilayotgan va erkin bo'lmagan holat o'rtasidagi farqni ko'rsatish mumkin. Ushbu jumla, boshqarish va nazorat qilishni o'zida aks ettiruvchi tasvirlar bilan ishlaydi. Metafora va ziddiyat vositalari orqali, insonlarning erkinligi va boshqarilishi o'rtasidagi noaniq va o'zgaruvchan holatni ta'kidlaydi.267

Jumla: "Hätte der junge Mann denn die Leine sausen lassen, wenn sie nicht geblinzelt hätte?" Agar u ko‘zini suzmasa , yigit ipini uzarmidi?[265]— Bu jumlada bir nechta stilistik vositalar mavjud. Keling, ularga diqqat qarataylik:

Ramz: "Die Leine" (ip) — "Leine" (ip) bu yerda boshqaruv, erkinlik yoki nazoratning simvoli sifatida ishlatilgan. Bu so'z odamlarni nazorat qilish va ular bilan bog'liq cheklovlarni tasvirlaydi. Ushbu jumla, shartli holatni va nazoratni yo'qotishning natijasini tasvirlashda, metaforalar va rhetorik savollardan foydalanadi. Bu gap, nazoratning zarurligi va uning qanday sharoitda o'zgarishi mumkinligini ko'rsatadi.

"Yoshligimda halol bo‘l, o‘z nafsini qo‘ymasa, boshqani xursand qilib bo‘lmaydi..." jumlasining lingvopoetik tahlilini quyidagicha amalga oshirish mumkin:

Allegoriya: Jumla aslida nafsning boshqarilishi va halollikni tanlashning ahamiyatini allegorik tarzda ifodalaydi. Bu nafaqat hayotiy maslahatlarga, balki axloqiy yuksalishning asosiy shartlaridan biriga aylanishni anglatadi.

Jumladagi "Mening dunyoim bu - to‘rt tomonli tikonli im bilan o‘ralgan devor...." ifodasi lingvopoetikaning metafora va simvolizm turlarini o'z ichiga oladi.[147]

Ramz: "Tikonli devor" — bu yerda simvolizm ishlatilgan. Simvolizmda muayyan predmet yoki tasvir ma'lum bir tushuncha yoki g'oya bilan bog'lanadi. "Tikonli devor" ramziy ma'noda og'riq, izolyatsiya, himoya va o'zini dunyodan ajratishni anglatadi. Tikonlar, odatda og'riq va zarar bilan bog'liq bo'lib, bu devorning atrofidagi dunyo bilan aloqaning kesilishiga yoki og'ir holatlarga ishora qiladi. Jumlada simvolizm ishlatilgan. Ramz esa "tikonli devor" orqali ajralib turish, og'riq va himoya kabi ruhiy holatlar ramziy tarzda ifodalanadi. Bu ifoda insonning o'zini boshqalardan ajratishi va ichki kurashini ta'kidlaydi, shuningdek, uning his-tuyg'ularini chegaralar bilan ifodalashga yordam beradi. Bunday bir biridan qiziqarli ramz va alligoriyalar ishtirok etgan asliyatdagi kabi mohir tarjima qilingan misollarni ikki asarda ko’plab uchratish mumkin.

XULOSA

Xulosa qilib aytganda, maqola yakunida O‘zbek romanchiligining nemischa tarjimasi orqali ramz va alligoriyalarning aks etishini o‘rganish, til va madaniyatlararo tafovutlarni tahlil qilish, tarjimadagi madaniy va tilshunoslik jihatlariga e'tibor qaratish zarurligini ta'kidlash muhimdir. Tarjima jarayonida, ramz va alligoriyalarni saqlash yoki moslashtirish haqida har xil metodlar qo‘llanilishi mumkin, bu esa madaniyatlararo kommunikatsiya va tarjima nazariyasining rivojlanishiga hissa qo‘shadi. Bu mavzu juda keng va chuqur ilmiy tahlilni talab qiladi, shuning uchun

[7] Nazarov, U. ().Chayon yili. Toshkent: "O‘qituvchi" nashriyoti.2005

yuqorida keltirilgan nazariy va amaliy jihatlarni o‘rganish, konkret misollar va tahlil qilish uchun qo‘shimcha tadqiqotlar va ma'lumotlar talab etiladi. Jurnalga berish uchun maqolani yanada kengaytirish va ilmiy metodologiyalarni chuqurlashtirish uchun, aniq misollar, tahlillar va tarjima nazariyasiga oid metodologik izohlarni kiritish muhimdir.

FOYDALANILGAN ADABIYOTLAR RO‘YXATI

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О НОРМАХ ТЕОРЕТИЧЕСКОГО ИЗУЧЕНИЯ ПЕРЕВОДА

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АННОТАЦИЯ

В статье рассматривается нормативные разделы лингвистики перевода на основе теоретического изучения перевода, которого формулируются практические рекомендации, направленные на оптимизацию переводческого процесса, облегчение и повышение качества труда переводчика, разработку методов оценки переводов и методики обучения будущих переводчиков. А также рассматривает эволюцию перевода. Анализируются ключевые парадигмы, методологические подходы и актуальные проблемы в данной области, включая вопросы лингвистического, когнитивного, культурного и технологического аспектов перевода.

Ключевые слова: теория, перевод, норма, качество, лингвистика перевода, принципы, правила, процесс, обучение, методика, переводческая деятельность.

ВВЕДЕНИЕ

Теоретическое изучение перевода – это динамично развивающаяся область, находящаяся на стыке лингвистики, семиотики, когнитивной науки, культурологии и информационных технологий. Исторически, исследование перевода прошло путь от нормативного подхода, фокусирующегося на правилах и ошибках, к дескриптивному, анализирующему реальные переводческие практики и когнитивные процессы, лежащие в их основе. Современные исследования стремятся к интегративному подходу, объединяющему различные перспективы и методологии.

Перевод – это сложное многогранное явление, отдельные аспекты которого могут быть предметом исследования разных наук. Ведущее место в современном переводе принадлежит *лингвистическому переводоведению (лингвистике перевода)*.

Общая теория перевода раскрывает понятие переводческой нормы, на основе которой производится оценка качества перевода. Лингвистика перевода включает как теоретические (дескриптивные), так и нормативные (прескриптивные) разделы. Теоретические разделы лингвистики перевода (т.е. лингвистическая теория перевода) исследуют перевод как средство межъязыковой коммуникации, как объективно наблюдаемое явление, которое можно описывать и объяснять. [1,4]

Современное переводоведение имеет несколько подходов, таких как нормативный подход, дескриптивный подход, функциональный подход, когнитивный подход, культурологический подход. Данные подходы можно

рассмотреть по отдельности как ключевые парадигмы в теоретическом изучении перевода:

1. Нормативный подход: традиционный подход основан на идее существования «правильного» и «неправильного» перевода, ориентируясь на литературные нормы и стилистические каноны языка перевода. Хотя он имеет историческое значение, его ограничения очевидны: невозможность охватить всю сложность переводческого процесса и многообразие переводческих стратегий.

2. Дескриптивный подход: он стремится к объективному описанию реальных переводческих процессов, анализируя тексты-оригиналы и их переводы, без предвзятых суждений о качестве. Он использует методы корпусной лингвистики, статистического анализа и когнитивного моделирования.

3. Функциональный подход: фокусируется на функции текста в контексте его использования. Перевод рассматривается как достижение эквивалентности функций оригинала в целевой культуре.

4. Когнитивный подход: исследует когнитивные процессы, задействованные в переводе, включая внимание, память, процессы принятия решений и проблемного решения.

5. Культурологический подход: подчеркивает роль культуры в переводе, учитывая различия в языковых картинах мира, ценностных ориентациях и культурных кодах.

Теория перевода ставит перед собой следующие основные задачи:

1) раскрыть и описать общелингвистические основы перевода;

2) определить перевод как объект лингвистического исследования;

3) разработать основы классификации видов переводческой деятельности;

4) раскрыть сущность переводческой эквивалентности как основы коммуникативной равноценности текстов оригинала и перевода;

5) разработать общие принципы и особенности построения частных и специальных теорий перевода для различных комбинаций языков;

6) разработать общие принципы научного описания процесса перевода как действий переводчика по преобразованию текста оригинала в текст перевода;

7) раскрыть воздействие на процесс перевода прагматических и социолингвистических факторов;

8) определить понятие «норма перевода» и разработать принципы оценки качества перевода. [2, 7]

Из вышеследующих задач можно определить методы перевода. Здесь правильно будет указать количественный метод, качественный метод, экспериментальный метод перевода.

Теоретическое изучение перевода использует широкий спектр методологических подходов, включая количественные методы, которые ведут статистический анализ текстов, корпусные исследования. В свою очередь качественные методы рассматривает анализ дискурса, интервью с переводчиками, кейс-стадии. Экспериментальные методы исследование рассматривают когнитивные процессы с помощью экспериментов.

В переводоведение есть понятие компьютерного моделирования. Компьютерное моделирование - это в свою очередь разработка компьютерных моделей переводческих процессов.

Понятие нормы перевода включает - требование нормативного использования переводчиком языка перевода; необходимость соответствия результатов переводческого процесса общепринятым взглядам на цели и задачи переводческой деятельности. Нормативные требования формулируются в виде принципов или правил перевода. В нормативных разделах лингвистики перевода на основе теоретического изучения перевода формулируются практические рекомендации, направленные на оптимизацию переводческого процесса, облегчение и повышение качества труда переводчика, разработку методов оценки переводов и методики обучения будущих переводчиков. Для сознательного и правильного выполнения своих функций переводчик должен ясно представлять себе цель своей деятельности и пути достижения этой цели. Такое понимание основывается на глубоком знакомстве с основами теории перевода, как общей, так и специальной, и частной, применительно к той области и комбинации языков, с которыми имеет дело переводчик. Оно предполагает знание системы соответствий между этими языками, приемов и методов перевода, умение выбрать необходимое соответствие и применить наиболее эффективный прием перевода в соответствии с условиями конкретного контекста, учет прагматических факторов, влияющих на ход и результат переводческого процесса. Для обеспечения высокого качества перевода переводчик должен уметь сопоставлять текст перевода с оригиналом, оценивать и классифицировать возможные ошибки, вносить необходимые коррективы. Оценкой качества перевода, выявлением и классификацией ошибок занимается и большое число лиц, анализирующих результаты переводческого труда: редакторы, критики, заказчики, преподаватели перевода и т.п. [2,38]

Практические рекомендации переводчику, и оценка перевода взаимосвязаны и взаимообусловлены. Если переводчик должен выполнять какие-то требования, то оценка результатов его работы определяется тем, насколько полно и успешно он выполнил эти требования. Как сам переводчик, так и другие лица, оценивающие качество перевода, прямо или косвенно исходят из посылки, что правильный перевод должен отвечать определенным требованиям. Совокупность требований, предъявляемых к качеству перевода, называется нормой перевода. Качество перевода определяется степенью его соответствия переводческой норме и характером невольных или сознательных отклонений от этой нормы. Нормативные требования формулируются в виде принципов или правил перевода. Нормативные положения могут быть общими или частными, охватывать отдельные, частные случаи или относиться к определенному типу переводов или к переводу вообще. Они могут формулироваться в виде единого правила или сопровождаться указаниями на условия, в которых это правило применимо, или на большее или меньшее число случаев его неприменимости (исключений из правил). Сравним, например, разную степень обобщенности таких нормативных рекомендаций, как правила передачи безэквивалентной лексики, правила передачи имен собственных, правила передачи индейских имен типа *Хитрая лисица, Великий змей* и правило о сохранении в переводе традиционных имен королей:

Людовик, Генрих, Карл и пр. В каждом случае нормативные рекомендации распространяются на определенный круг явлений.

Конечно, лингвист всегда может прокомментировать подобные случаи и дать обоснованные разъяснения появлению тех или иных форм, опираясь на действие аналогии и парадигмального выравнивания, на семантическое сужение и влияние английского словоупотребления, наконец, на расширение значения слова университет, не зафиксированное пока нормативными словарями. Отношение рядового носителя языка к разного рода новациям лишено такой спокойной объективности и окрашено большей эмоциональностью, что вполне понятно: amor linguae, как всякая любовь, порождает ревность, и настроенные на стабильность, привычность и надежность чуткое ухо и глаз носителя языка мгновенно улавливают малейшие изменения и отклонения и дают им ту или иную оценку, впрочем, как правило, негативную. [2,260]. Для не носителя языка очень даже уместно поддерживаться данной теории, что немаловажно в переводоведении.

Результаты процесса перевода (качество перевода) обусловливаются степенью смысловой близости перевода оригиналу, жанрово-стилистической принадлежностью текстов оригинала и перевода, прагматическими факторами, влияющими на выбор варианта перевода. Все эти аспекты перевода носят непосредственно нормативный характер, определяют стратегию переводчика и критерии оценки его труда.

Таким образом, понятие нормы перевода включает требование нормативного использования переводчиком языка перевода, а также необходимость соответствия результатов переводческого процесса общепринятым взглядам на цели и задачи переводческой деятельности, которыми руководствуются переводчики в определенный исторический период и, норма перевода складывается в результате взаимодействия всех различных видов (нормы эквивалентности перевода, жанрово-стилистической нормы перевода, нормы переводческой речи, прагматической нормы перевода, конвенциональной нормы перевода) нормативных требований и т.д.

Теоретическое изучение перевода продолжает развиваться, интегрируя достижения различных дисциплин. Понимание норм и методологии этой области является необходимым для подготовки квалифицированных переводчиков и для создания эффективных систем машинного перевода. Дальнейшие исследования должны быть направлены на более глубокое понимание когнитивных процессов перевода, разработку новых методологических подходов и учет влияния технологического прогресса на данную область.

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A PSYCHOLOGICAL ANALYSIS OF THE NOVELLA STRANGE CASE OF DR. JEKYLL AND MR. HYDE WRITTEN BY R.L.STEVENSON

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ABSTRACT

This article explores the psychological aspects of Robert Louis Stevenson's *Strange Case of Dr. Jekyll and Mr. Hyde* through the lens of Carl Jung's concept of the *shadow*. The novella portrays the duality of human nature, with Dr. Henry Jekyll representing the socially acceptable, conscious self, and Mr. Edward Hyde embodying the repressed, darker impulses of the psyche. Using Jungian theory, this article examines how Jekyll's attempts to separate and control his two identities lead to psychological fragmentation and moral decay. By analyzing the characters of Jekyll and Hyde, this paper highlights the psychological consequences of refusing to integrate the unconscious and emphasizes the necessity of confronting and accepting the *shadow* for psychological wholeness.

Keywords: Dr. Jekyll and Mr. Hyde, Carl Jung, shadow self, duality of human nature, psychological fragmentation, repression, unconscious mind, individuation, moral decay, identity, psychological integration, self-destruction.

INTRODUCTION

Dr. Jekyll and Mr. Hyde, written by Robert Louis Stevenson, is often regarded as a classic exploration of the human psyche, particularly the duality of human nature. Published in 1886, the novella tells the story of Dr. Henry Jekyll, a respected scientist, and his transformation into the monstrous Mr. Edward Hyde. Through the lens of psychological analysis, the novella offers profound insights into the complexities of identity, morality, and the subconscious mind.In this article, we will explore some key psychological concepts of the work, including the repression of impulses, self-dichotomy, and the impacts of an uninhibited subconscious.

At the heart of *Dr. Jekyll and Mr. Hyde* lies the theme of duality—an exploration of the two conflicting sides of the human psyche. Dr. Jekyll, a fine and upstanding citizen, invents the evil Mr. Hyde as an outlet for his baser instincts. This duality means that within each person lies good and evil, and both have the capacity to live, sometimes at odds with one another. Psychology supports this notion at the level of the "self" being nothing more than an assemblage of multiple aspects of you. Applying Sigmund Freud's theory of the psyche to this scenario, Dr. Jekyll represents the ego—the part of the mind that is rational and organized and is at the forefront of our awareness—whereas Mr. Hyde represents the id: the animalistic and subconscious forces within us that drive us to seek immediate pleasure and fulfillment without any regard for social rules nor moral standards. The internal

struggle between these opposing forces echoes the common psychological conflict individuals face in balancing their desires and social conformity.

A significant psychological theme in the novella is repression. Dr. Jekyll creates Hyde as a way to indulge in his darker desires without tarnishing his reputation or societal standing. This act of repressing his urges and projecting them onto another identity reflects the psychological concept of the unconscious mind, where repressed thoughts, feelings, and desires reside.

Freud's theory of the unconscious is central to understanding the transformation of Jekyll into Hyde. According to Freud, individuals often repress their unacceptable-by-social-norms desires to avoid conflict with their social environment. In Jekyll's case, his darker impulses are repressed because they contradict the expectations of Victorian society. By creating Hyde, Jekyll tries to disassociate himself from these repressed desires. However, the novella shows the dangers of such repression. As Jekyll's transformations become uncontrollable, it suggests that repressed desires can resurface in destructive ways if not properly integrated into the psyche.

LITERATURE REVIEW

The novella has long been the subject of intense literary and psychological analysis. The novella's portrayal of the duality of human nature, moral conflict, and the dangers of repression has sparked significant scholarly interest, with interpretations ranging from psychological to sociocultural readings. This literature review explores various scholarly approaches to the text, focusing on psychological interpretations, literary criticism, and the cultural implications of Stevenson's work.

Psychological interpretations of duality and repression

A significant body of scholarship has focused on the psychological aspects of *Dr. Jekyll and Mr. Hyde*, with many critics using Freudian and Jungian frameworks to analyze the characters and themes. One major theme in these studies is the duality of the human psyche, represented by Dr. Jekyll and his alter ego, Mr. Hyde.

Dualism derives from the Latin word *duo*, meaning two. Simply put, dualism can be understood as a thought that facts about the world in general or of a particular class cannot be explained except by supposing ultimately the existence of two different, often opposite, and irreducible principles. Dualism is most often discussed in context of the systems of religion and philosophy (Robinson H. 2003). According to Freud's model of the psyche, Dr. Jekyll embodies the *ego*—the conscious, rational self—while Mr. Hyde represents the *id*, the primal, instinctual forces that seek immediate satisfaction without regard for societal norms (Freud, 1923). Jekyll's creation of Hyde is a desperate attempt to separate these conflicting impulses, illustrating the tension between the conscious and unconscious mind. Jekyll's eventual loss of control over his darker self represents the failure of repression, a central theme in Freudian psychoanalysis.

Carl Jung's theories about the shadow — the unconscious, repressed parts of the personality — have also been used to read the text. According to Jungian criticism, Hyde can be seen as the manifestation of Jekyll's "shadow" self, which Jekyll denies and externalizes in an attempt to rid himself of his darker impulses. Stevenson's portrayal of Jekyll's transformation into Hyde highlights the dangers of repressing the shadow, as doing so leads to psychological fragmentation and eventual self-destruction. Therefore, Hyde is only useful to Jekyll if they are separated

but united; this might be what Jekyll fails to understand, and what causes both his experiment to fail. (Fernandes F. S. 2010). This interpretation emphasizes the need for learning the darker aspects of the self for psychological health.

Social Morality and Social Critique

In addition to psychological readings, scholars have examined the novella in the context of social norms and moral codes. As many critics have pointed out, *Dr. Jekyll and Mr. Hyde* reflects the strict moral framework of Victorian society, which demanded outward respectability and moral integrity. Jekyll's public persona as a respectable doctor contrasts sharply with his darker desires, which he is forced to suppress. By creating Hyde as a way to escape social constraints, Jekyll's psychological conflict embodies the tensions between Victorian ideals of propriety and the reality of human desires. Stevenson's portrayal of Jekyll and Hyde highlights the dangers of living a double life and the consequences of repressing one's true nature.

The Legacy and Cultural Impact

Dr. Jekyll and Mr. Hyde has had a profound impact on popular culture, with the concept of "Jekyll and Hyde" becoming shorthand for a person with dual personalities or conflicting moral tendencies. Literary scholars, such as David Seed (2010), have explored how the novel has influenced both literature and popular media, giving rise to a wide range of adaptations in film, television, and theatre. Seed suggests that the novel's exploration of duality and human nature has made it a lasting cultural symbol, with subsequent adaptations often focusing on the tension between the surface persona and hidden darkness.

Moreover, the enduring popularity of the novella reflects its universal psychological themes. The ongoing relevance of *Dr. Jekyll and Mr. Hyde* in contemporary discussions about identity, morality, and the unconscious mind demonstrates the timeless nature of Stevenson's exploration of human complexity.

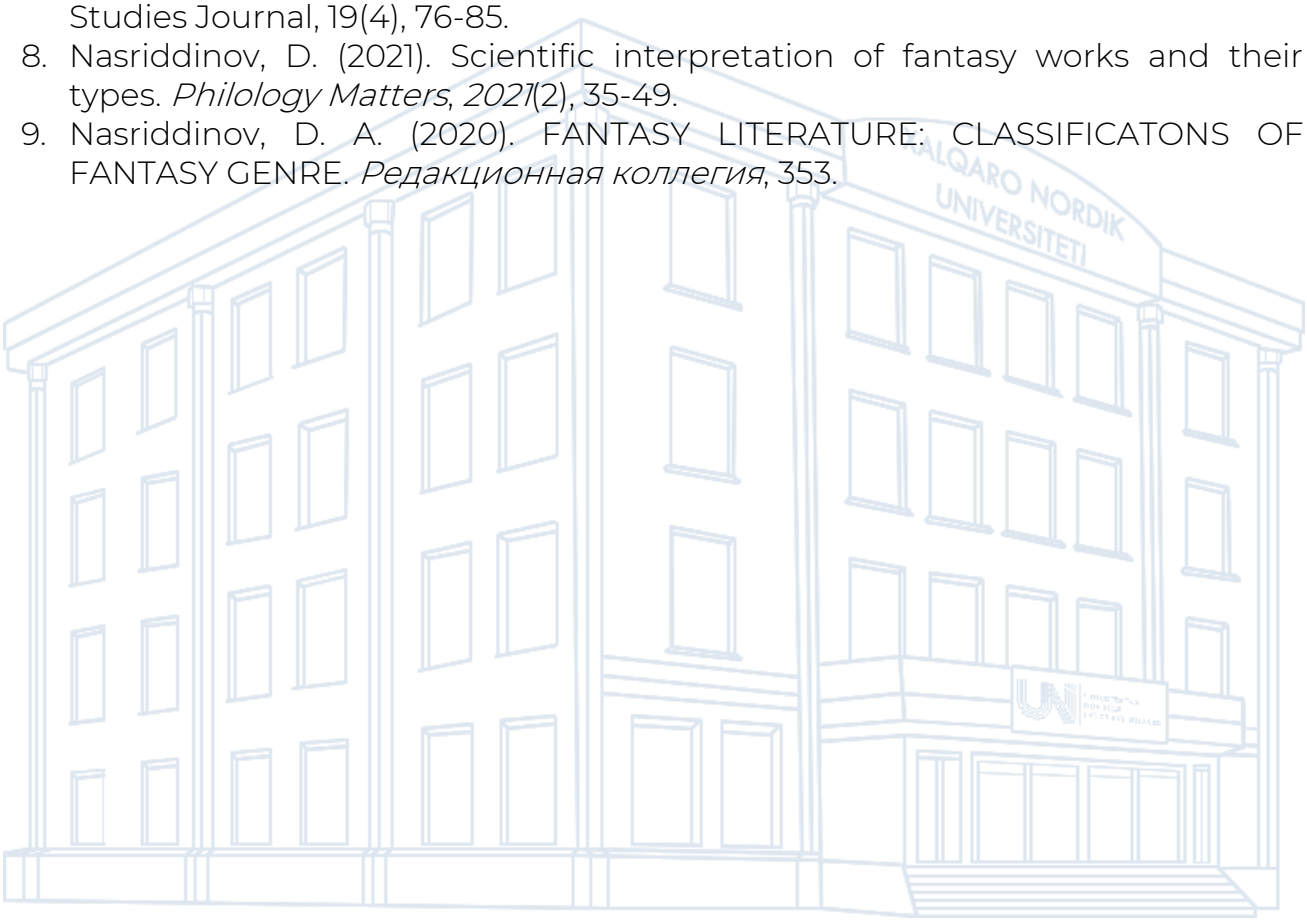
CONCLUSION

In conclusion, *Dr. Jekyll and Mr. Hyde* has inspired a wide range of scholarly interpretations across various disciplines. Psychological readings, particularly those rooted in Freudian and Jungian theory, provide rich insights into the novella's portrayal of duality, repression, and the unconscious mind. Literary critics have also highlighted the novella's critique the dangers of social repression. The novella illustrates how an individual who refuses to confront their unconscious desires can experience a loss of self-control, psychological fragmentation, and moral disintegration. Jekyll's tragic downfall serves as a cautionary tale, demonstrating that embracing and integrating the *shadow* is necessary for psychological health and wholeness. By exploring these themes, Stevenson's novella offers profound insights into the complexities of the human psyche and the destructive effects of denying one's true self.

Ultimately, the novella serves as a powerful psychological allegory about the complexity of human nature and the consequences of failing to integrate all parts of the self. Through Dr. Jekyll's tragic story, Robert Louis Stevenson underscores the importance of self-acceptance; accepting his both good and bad sides. In an era that prized outward respectability and moral conformity, Stevenson's work remains a timeless reminder of the intricate dynamics between the conscious and unconscious, good and evil, and the self and society.

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CREATIVE WAYS OF TEACHING ENGLISH IN KINDERGARTEN

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ABSTRACT

Teaching English in kindergartens is an important task that requires making the language learning process of children engaging and effective. This study examines creative ways to teach English to young learners. Techniques include interactive games, creating images and stories, teaching language using songs and dances, role-playing, using nature, working with colors and words, and approaches such as theater and dramatization. The article discusses how these activities are helpful to increase children's vocabulary in English and help them to master the language quickly and efficiently. This article examines the inventive and creative methods of teaching English in kindergartens, including games, stories, songs, and other teaching strategies. These methods work well for teaching language to kids and make the lessons engaging and remembered.

Keywords: Kindergarten, creative teaching techniques, interactive games, English vocabulary enhancement, picture stories, language teaching through songs, role-playing, creative teaching methods.

INTRODUCTION

The globalized modern world calls for the growing societies to educate English to young people from early age to guarantee their adoption to international life. Language teaching for young children plays an important role in developing their thinking skills and shaping their social skills. Teaching English in kindergartens not only provides an opportunity for children to learn a new language but also introduces them to new cultures and develops logical thinking and creative approaches. However, the success of this process depends on whether it is interesting and effective. We should consider the learning capacities or viability of a child's brain when evaluating instructional strategies for younger learners.

"As a general rule, it can be assumed that the younger the children are, the more holistic learners they will be. Younger learners respond to language according to what it does or what they can do with it, rather than treating it as an intellectual game or abstract system" (Phillips, 1993). This means language learning for younger children should focus on practical applications and real-world scenarios to engage them effectively. By incorporating hands-on activities and interactive experiences, educators can help young learners develop language skills in a more natural and meaningful way. This approach can also help children make connections between language and real-life situations, leading to a deeper understanding and retention of the material. Additionally, providing opportunities for young learners to use language in authentic contexts can increase their motivation and confidence in using the

language. This can ultimately lead to better language acquisition and fluency as children are actively applying what they have learned in a meaningful way. Encouraging real-world communication can also foster a sense of accomplishment and pride in their language abilities. A comparable concept states: "Children are born with a rich array of intelligences that they use to understand and engage with the world in a holistic, experiential way." (Gardner, 1991) Howard Gardner's theory of multiple intelligences suggests that children possess different types of intelligences, and they may demonstrate a preference for holistic learning when young, using language as a means to explore the world. Gardner's view emphasizes the idea that young children are more likely to learn through exploration and experiences, rather than abstract reasoning or isolated learning tasks.

Teaching English to children should be fun, interaction and interesting, Young children can learn language easily with paying different games. Wendy A. Scott and Lisbeth H. Ytreberg in Teaching English to Children (1990) emphasize the importance of using interactive methods to teach young learners. These methods include games, songs, stories, and role-playing, which help children absorb language naturally while having fun. Similarly, Elkind (The Power of Play 2007), play is not just about fun—it's fundamental for cognitive development. Through play, children develop problem-solving skills, creativity, and the ability to think critically. By engaging in activities like puzzles, games, and role-playing, children build cognitive skills that support language learning and overall intellectual growth. Interactive methods also promote social interaction and collaboration among young learners, enhancing their communication skills and confidence. By incorporating play-based activities into language learning, educators can create a stimulating and engaging environment that fosters holistic development in children.

The following are some effective creative teaching techniques that encourage students to actively participate, learn new things, and think critically. Unlike traditional teaching methods, these techniques increase the interest and motivation of young learners, who are more involved in the learning process.

Interactive Games-An Effective Approach To Teaching English Interactive games are an effective way to actively involve students in the course process. Through games, children make language learning fun and passionate. This method not only helps in the study of knowledge, but also develops the social skills of children, helps to strengthen their memory and helps to apply the studied material in practice. The following is a detailed overview of some of the interactive games used in teaching English.

1. Flashcard Games Flashcard games are one of the most popular and effective interactive games for children. Through this game, students learn to remember new words, understand their meanings, and work with them.
2. Example: Word Finding Game: Show English words with pictures or cards. Readers were told "What is this?", and they have to say the answer in English.
3. Memory Game: place the cards face down to find two similar pairs of Cards. Students take turns rotating cards to find their mates. This game develops students ' ability to remember words.

Illustrated stories are a very effective and interesting way to teach English. This technique helps students learn new words, phrases, and grammar rules, as well as developing their creative thinking and imagination skills. Pictorial narratives help students remember words in context by associating the material they learn with the

scenes depicted. This method is especially fun for children and makes the teaching process interactive. Below is a detailed description of the different ways and benefits of working with illustrated stories.

1. What Are Picture Stories?

Pictorial storytelling is the process of creating a story using pictures or illustrations. Readers see several pictures and write or speak a short story based on them. Illustrated stories are usually very effective for children or beginner readers, as they make language learning much easier by using images.

2. Illustrated stories and language learning Illustrated stories help children make the English learning process fun and productive. In pictorial narratives, readers learn new words and phrases in context. This will help students understand the meaning of words and work with them. On the other hand, in the process of creating a story, children develop their thinking, imagination, and creative abilities.

3. Examples: Word learning: for example, when a child is playing with a toy in a picture, students learn words like "play," "toy," "happy," etc. Readers use these words in the story, based on the picture. Grammar learning: students use verbs to describe actions when describing an image, such as "the boy is playing with the toy" or "the dog is running fast."

Creative English teaching methods in kindergarten focus on engaging young learners through fun, interactive, and dynamic activities. These methods aim to enhance language development by making learning enjoyable and relevant to children's everyday experiences. Some key approaches include play-based learning, storytelling, music and rhymes, interactive technology, Total Physical Response (TPR), language immersion, arts and crafts, peer learning, visual aids, and routine-based learning. Research shows that play-based learning is highly effective, with 95% of educators believing it is essential for cognitive and language development. Storytelling and picture books help increase vocabulary and comprehension, with children exposed to these techniques showing significantly improved language skills. Music and rhymes also support pronunciation and memorization, with studies indicating that children involved in musical activities have enhanced language acquisition.

Interactive technologies, such as apps and games, have also proven effective in promoting English proficiency, with 70% of teachers using digital tools in their classrooms. Techniques like TPR, which incorporate physical movement with language learning, help improve vocabulary retention, while language immersion programs have shown that children in such environments acquire language faster than in traditional settings.

Songs. Songs are a highly effective tool for teaching English to kindergarten children as they combine rhythm, repetition, and melody, which help reinforce language learning in a fun and engaging way. Through songs, children are exposed to vocabulary, pronunciation, and sentence structures in a memorable context, making it easier for them to recall and use new words. The repetitive nature of songs helps improve listening skills and boosts children's confidence in speaking as they mimic the lyrics. Additionally, songs often involve movement, gestures, or actions, which further enhance the connection between language and physical activity, catering to different learning styles. Overall, songs create an enjoyable, interactive

environment that promotes language acquisition while supporting cognitive and social development (Murphey, 1992).

In conclusion, teaching English to young learners, particularly in kindergarten, plays a crucial role in shaping their cognitive, social, and linguistic development. By adopting creative, interactive, and play-based teaching methods, educators can make the language learning process enjoyable and effective. Approaches such as role-playing, games, storytelling, music, and the use of visual aids not only engage children but also make learning more relatable to their everyday experiences. As research shows, these methods support the development of language skills, enhance motivation, and promote a deeper understanding of the material. Ultimately, creating a dynamic and stimulating learning environment fosters the holistic development of young learners and sets the foundation for successful language acquisition. Through these innovative approaches, we can ensure that children are not only learning English but are also building essential skills for their future success in a globalized world.

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